



## **AGENDA**

### **STATE BOARD OF EDUCATION**

July 14, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

#### I. Call to Order

#### II. Consent Agenda

1. Minutes - June 9, 2016 11

Presenter: Deborah Coffman

2. Minutes - June 10, 2016 23

Presenter: Deborah Coffman

3. Minutes - June 27, 2016 26

Presenter: Deborah Coffman

4. Newly Employed, Promotions, and Separations 28

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

Presenter: Greg Rogers and Clemetta Hood

5. Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309 29

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than thirty (30) days. Requests were received from four (4) school districts covering a total of seven (7) waivers. There were no requests for long-term substitutes.

These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Cheryl Reinhart

6. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-021 - David Thomas Cone

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order permanent license revocation. Mr. Cone accepted the recommendation on June 16, 2016.

Presenter: Eric James

7. Consideration of the Recommendation of the Professional Licensure Standards Board for Case # 16-051 - Timothy Lee Eddings

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a two (2) year license probation and assess a \$75.00 fine. Mr. Eddings accepted the recommendation on May 23, 2016.

Presenter: Eric James

8. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-052 - Julie B. LaRose

Violation of Standard 2. An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Violation of Standard 3. An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a two (2) year license probation; assess a \$75.00 fine; require Ms. LaRose to complete training on the SPED paperwork processes and procedures through the ADE Special Education Unit within one (1) year of the State Board's final order; all costs paid by educator. Ms. LaRose accepted the recommendation on May 27, 2016.

Presenter: Eric James

9. Consideration of the Recommendation of the Professional Licensure Standards



Board for Case #16-089 - Susan Ann Scott-Chambers

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a \$50.00 fine; require Ms. Scott-Chambers to complete eleven (11) hours of training on building effective relationships through ArkansasIDEAS (IAD14492) within six (6) months of the State Board's final order; all costs paid by the educator. Ms. Scott-Chambers accepted the recommendations on May 25, 2016.

Presenter: Eric James

10. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-093 - Cassandra Lynn Schumacher

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a \$50.00 fine; require Ms. Schumacher to complete six (6) hours of professional development training on classroom management and six (6) hours in classroom discipline; submit a written reflection to the PLSB office addressing how the trainings will impact her actions on the school bus; require the training to be in addition to any professional development required by the school district or the Arkansas Department of Education. All training and written reflection to be completed within six (6) months from the date of the State Board's final order; all costs paid by the educator. Ms. Schumacher accepted the recommendation on May 23, 2016.

Presenter: Eric James

11. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-095 - Colton S. Turner

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a \$50.00 fine; require Mr. Colton to read Cybertraps for Educators by Frederick S. Lane (ISBN-10: 1507550758 or ISBN-13: 978-1507550755); submit a written reflection to the PLSB office that addresses how the assigned reading will impact his professional interaction with students;

assigned reading and written reflection to be completed within six (6) months of the State Board's final order; and all costs paid by the educator. Mr. Turner accepted the recommendation on May 26, 2016.

Presenter: Eric James

12. Consideration of the Recommendation of the Professional Licensure Standards Board for Case # 16-099 - Kevin J. Lea

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a two (2) year license probation; assess a \$75.00 fine; require completion of six (6) hours of good sportsmanship adult conduct training obtained through the Arkansas Activities Association; require a written reflection to the PLSB office on how the training will impact and improve his future sportsmanship as an athletic coach; complete the training and written reflection within six (6) months of the State Board's final order; all costs paid by the educator. Mr. Lea did not respond within the required thirty (30) day period.

Presenter: Eric James

13. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-103 - Jessica Megan Hall

Violation of Standard 7. An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning. Ms. Hall did not respond within the required thirty (30) day period.

Presenter: Eric James

14. Legislative Reports

Pursuant to Ark. Code Ann. § 6-13-112, a quarterly status report is provided for each school district currently under state authority.

Presenter: Dr. Richard Wilde and Cindy Smith

15. Update on Adult Education Public Charter School Application Timeline 18  
The Adult Education Public Charter School Application Timeline has been 5  
updated to align with the District Conversion Charter School Application  
Timeline.

Presenter: Alexandra Boyd

### III Action Agenda (Presenters should be prepared by 10:00 a.m.)

. Time: 10:00

1. Consideration of Little Rock School District Progress Report 18  
Presenter: Michael Poore, Superintendent 6

2. Consideration of Appeal from Denial of School Choice Application - Dulaney 18  
Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department 7  
of Education Rules Governing the Public School Choice Act of 2015, the  
Dulaney family appeals the decision of the Cabot School District to deny its  
child's school choice application for the 2016-2017 school year. The family  
resides in the Jacksonville North Pulaski School District  
Presenter: Jennifer Davis

3. Consideration of Appeal from Denial of School Choice Application - McAuliffe 22  
Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department 5  
of Education Rules Governing the Public School Choice Act of 2015, the  
McAuliffe family appeals the decision of the Parkers Chapel School District to  
deny its children's school choice applications for the 2016-2017 school year.  
The family resides in the El Dorado School District.  
Presenter: Jennifer Davis

4. Review of Alleged Violation of State Board Order - PLSB Case No. 14-026;  
Brett Louis Difani

Violation of Standard 1: An educator maintains a professional relationship with  
each student, both in and outside the classroom. On March 20, 2014, the State  
Board unanimously adopted the Ethics Subcommittee's finding that Mr. Difani  
violated Standard 1 of the Code of Ethics for Arkansas Educators. The State  
Board entered a final order placing Mr. Difani's license on probation for three (3)  
years, assessing a seventy-five dollar (\$75.00) fine, and cautioning that further  
violations of the Code of Ethics could result in more severe discipline, including

the permanent revocation of his license. The Professional Licensure Standards Board received information indicating that Mr. Difani violated the Board's order by continuing the sanctioned behavior. This case is presented to the State Board for a determination on whether Mr. Difani should be subject to further sanctions. Mr. Difani is represented by attorney, Bill James.

Presenter: Jennifer Liwo

5. State Board Review of PLSB Evidentiary Hearing Findings and Recommendations - PLSB Case No. 15-152; Jamie Gail Morton  
Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Recommendation: Following an evidentiary hearing on February 12, 2016, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Ms. Morton's license for two (2) years; assess a \$100.00 fine; prior to returning to the classroom, require Ms. Morton to complete six (6) hours of classroom management training with an emphasis on developing a positive relationship and communication with students; prior to returning to the classroom, require Ms. Morton to complete six (6) hours of anger management classes; hold Ms. Morton responsible for all associated costs; and require Ms. Morton to reimburse the ADE for the cost of the court reporter as she did not appear at her requested evidentiary hearing. Ms. Morton made a request for State Board review. Ms. Morton filed written objections and the PLSB filed its response. Ms. Morton represents herself.

Presenter: Jennifer Liwo

6. Consideration of Waiver Request for Teaching License - Michael Magouyrk  
Michael Magouyrk is seeking a teaching license. On June 8, 2016, the Department notified Mr. Magouyrk that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Magouyrk requested a waiver of the disqualifying offense. The Department recommends that the State Board grant the waiver request. Mr. Magouyrk represents himself.

Presenter: Jennifer Liwo

7. Consideration of Waiver Request for Teaching License - Marianne Gandolph  
Marianne Gandolph is seeking the renewal of her teaching license. On June 8,

2016, the Department notified Ms. Gandolph that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Gandolph requested a waiver of the disqualifying offense. The Department recommends that the State Board grant the waiver request. Ms. Gandolph represents herself.

Presenter: Jennifer Liwo

8. Consideration of Disqualification from Licensure - Jermichael L. Riley

Jermichael L. Riley is seeking a teaching license. On May 2, 2016, the Department notified Mr. Riley that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Riley did not respond or request a waiver of the disqualification from the State Board. The Department recommends that the State Board deny Mr. Riley's application for licensure.

Presenter: Jennifer Liwo

9. Consideration of Suspension of Teaching License for Nonpayment of Fines -

PLSB Case No. 13-148 Chadwick Lance Martin

Chadwick Lance Martin holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. Mr. Martin has not responded to collection attempts. The PLSB staff respectfully request the suspension of Mr. Martin's license until the fine is paid in full.

Presenter: Jennifer Liwo

10. Consideration of Suspension of Teaching License for Nonpayment of Fines -

PLSB Case No. 14-059 Deborah Faye Craig

Deborah Faye Craig holds a standard teaching license and has an outstanding fine of \$75, as ordered by the State Board of Education. Ms. Craig has not responded to collection attempts. The PLSB staff respectfully request the suspension of Ms. Craig's license until the fine is paid in full.

Presenter: Jennifer Liwo

11. Consideration of Suspension of Teaching License for Nonpayment of Fines -

PLSB Case No. 14-074 Penny Louise Oden

Penny Louise Oden holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. Ms. Oden has not responded to collection attempts. The PLSB staff respectfully request the

suspension of Ms. Oden's license until the fine is paid in full.

Presenter: Jennifer Liwo

12. Consideration of Suspension of Teaching License for Nonpayment of Fines -

PLSB Case No. 14-087 Billy Eugene Carter

Billy Eugene Carter holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. Mr. Carter has not responded to collection attempts. The PLSB staff respectfully request the suspension of Mr. Carter's license until the fine is paid in full.

Presenter: Jennifer Liwo

13. Review of Fine Assessed by the State Board of Education - PLSB Case No. 14-

129 Earl Deer Young

Earl Deer Young holds a standard teaching license. On September 11, 2014, the State Board assessed a \$50 fine to be paid by Mr. Young. Due to extenuating circumstances, the PLSB staff respectfully request that the State Board rescind the assessed \$50 fine.

Presenter: Jennifer Liwo

14. Consideration of Suspension of Teaching License for Nonpayment of Fines -

PLSB Case No. T14-005 Andrea Raye Day

Andrea Raye Day holds a standard teaching license and has an outstanding fine of \$75, as ordered by the State Board of Education. Ms. Day has not responded to collection attempts. The PLSB staff respectfully request the suspension of Ms. Day's license until the fine is paid in full.

Presenter: Jennifer Liwo

I Action Agenda (Presenters should be prepared by 1:00 p.m.)

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1. Consideration of the Recommendation to Adopt the Professional Standards for Educational Leaders 36  
7

The Council for Chief State School Officers (CSSO) and the National Policy Board for Educational Administration (NPBEA) have revised the standards that guide preparation and practice for educational leaders in the United States. These standards, which were formerly known as the ISLLC standards, articulate the knowledge and skills expected of school leaders. The PSEL Standards will

be used by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation and professional learning policies). Working together, Arkansas Leadership Programs, Arkansas public school leaders, and supporting organizations recommend adopting the PSEL standards and have drafted a timeline for implementation to take place by 2020. The full standards can be accessed here:

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

Presenter: Dr. Mary B. Gunter

2. Hearing on Open-Enrollment Amendment Request: Little Rock Preparatory Academy

On May 18, 2016, representatives of Little Rock Preparatory Academy appeared before the Charter Authorizing Panel, requesting an amendment to their charter.

By a five-to-two vote, the Panel approved the request. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: Alexandra Boyd

a. Components of Amendment Request	37
	0
b. Components of Additional Information Requested	41
	3

3. Hearing on Open-Enrollment Amendment Request: Haas Hall Academy, Fayetteville and Bentonville Charters

On May 18, 2016, representatives of Haas Hall appeared before the Charter Authorizing Panel requesting, an amendment to their charter. By a six-to-one vote, the Panel denied the enrollment cap expansion. By a five-to-two vote, the Panel approved the sibling preference addition to both the Fayetteville and Bentonville charters. By a unanimous vote, the Panel denied the license request to open a campus at the Jones Center in Springdale for the 2016-2017 school year. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: Alexandra Boyd

a. Components of Amendment Request	44
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b. Components of Additional Information Requested	51
	7
4. Hearing on District Conversion Amendment Request: Mountain Home High School Career Academies	
On May 18, 2016, representatives of Mountain Home High School Career Academies appeared before the Charter Authorizing Panel, requesting an amendment to their charter. By a unanimous vote, the Panel approved the request with the provision of including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.	
Presenter: Alexandra Boyd	
a. Components of Amendment Request	77
	6
b. Components of Additional Information Requested	80
	2
V Adjournment	



**Minutes  
State Board of Education Meeting  
Thursday, June 9, 2016**

The State Board of Education met Thursday, June 9, 2016, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:33 a.m.

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

Absent: none.

**Reports**

**Public Comment from Elected Official** Representative Grant Hodges said he supported the expansion of Haas Hall Academy.

Chair Newton said the Arkansas Association of Supervisors of Curriculum and Development (ASCD) New Leaders received a national advocacy grant from national ASCD. She said part of the grant is dedicated to visiting and learning from state policy makers by attending state level meetings. She recognized Dr. Mary Gunter, Mr. Dustin Parsons, Ms. Ashton Fonville, and Mr. Michael Hensley for their attendance.

**Recognition**

**Report-1 Recognition: Ms. Jimmie Roark**

Hampton School District Superintendent Mr. Jimmy Cunningham recognized Ms. Jimmie Roark for 60 years of teaching service. She started her teaching career in 1955. She has served the students of the Hampton School District since 1967. Dr. Sarah Moore read a letter from Governor Asa Hutchinson to Ms. Roark.

**Consent Agenda**

Ms. Zook moved, seconded by Mr. Black, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - May 12, 2016
- Minutes - May 13, 2016

- Newly Employed, Promotions and Separations
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Review of Loan and Bond Applications
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-022-Kelly Ann Evans
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-043- Jessica Lee Lindstrand
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-059 - Kristofer George Zajkowski
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-066 - Amy Lee Buth
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-077 - Tami Ann Honea
- Community Service Learning Application
- Consideration for Public Comment: ADE Rules Governing Home Schools

## **Action Agenda**

### **A-1 Consideration of AR Better Chance Enhancement Grants for Summer Services 2**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said as a result of the final reconciliation for the end-of-year expenditures for the 2015-2016 school year, a recommendation to use the AR Better Chance Program (ABC) remaining funds was requested to support a second round of summer services to support services for ABC programs.

Dr. Barth moved, seconded by Mr. Black, to approve the Arkansas Better Chance enhancement grants for Summer Services 2 less the Arkadelphia School District for a total of \$276,003.00. The motion carried unanimously.

### **A-2 Consideration of the AR Better Chance 2016-2017 Renewal Grants Revision**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, requested approval of the recommendation to allow the Ozarks Unlimited Resource (O.U.R.) Education Service Cooperative to release forty (40) AR Better Chance (ABC) funded slots and to transfer the slots to the Harrison School District ABC Program. As per the letter submitted to the Division of Child Care and Early Childhood Education, the O.U.R. Board of Directors approved this transfer on Wednesday, May 18, 2016, and the Harrison Board of Directors approved the acceptance of the ABC slots on Tuesday, May 17, 2016. She said if approved, the new 2016-2017 grant award

for the O.U.R. Cooperative center based services would reflect \$1,521,180.00 and the Harrison School District grant award would be increased by \$194,400.00 for a total grant award of \$291,600.00.

Ms. Zook moved, seconded by Ms. Chambers, to approve Arkansas Better Chance 2016-2017 renewal grants revision. The motion carried unanimously.

### **A-3 Consideration of AR Better Chance 2016-2017 Reallocation Grant Awards**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education requested approval for the reallocation of the AR Better Chance funding for the purpose of expanding existing programs or the development of new programs. She said the funding for these grants resulted from programs either relinquishing their slots or being placed in re-competition.

Ms. Dean moved, seconded by Dr. Barth, to approve Arkansas Better Chance 2016-2017 reallocation grant awards for a total of \$1,302,480.00. The motion carried unanimously.

### **A-4 Consideration of the Little Rock School District (LRSD) Report of Progress**

Little Rock School District Superintendent Baker Kurrus provided a monthly progress report to the State Board. Mr. Kurrus said approximately 600 grades K-5 students will participate in summer schools at King, Otter Creek, Washington and McDermott Schools. He said the school improvement process map has guided the interactions needed for progress.

Deputy Superintendent Dr. Marvin Burton provided a vision for the proposed Southwest Little Rock High School. He said through collaboration a 21<sup>st</sup> century building design and an academy structure was being developed. He said the team considered five (5) structures for academies including a ninth grade academy, health professions, engineering & computer science, business, and arts & humanities.

Pinnacle View Middle School Principal Dr. Jay Pickering said he has been meeting with students that will attend the new school. He said the construction was on schedule to open the school this fall to sixth graders.

Mr. Kurrus said the first and second grade Iowa assessment scores were showing great improvement from the previous year's scores.

Bale Elementary Principal Dr. Ericka McCarroll said the school provided individualized instruction for students.

Rockefeller Elementary Principal Ms. Shoutell Richardson said the school leadership team makes data driven decisions regarding the needs of students.

Mr. Kurrus said the district still struggled to address a good balance in teacher absenteeism. He said more consideration for improvements at Hall High School are needed. He said the district was working on transitions to reduce the loss of students at sixth grade.

Ms. Reith moved, seconded by Ms. Chambers, to hear public comment. The motion carried unanimously.

**Public Comment from Elected Official** Senator Joyce Elliott recognized the work of Mr. Kurrus. She said a two-year legislative study would provide a report regarding the opportunities for education.

The Board recognized the final report from the LRSD Civic Advisory Board and asked the Commissioner to send a letter of appreciation to the members. The Board recognized the work and contribution of Mr. Kurrus.

The Board will hold a special meeting on Monday, June 27, 2016 at 5:00 pm to hear from applicants for the LRSD Community Advisory Board. Board Members requested a map of the LRSD zones, presentations by zones, and an overview of the responsibilities of the Community Advisory Board.

Dr. Barth moved, seconded by Ms. Reith, to approve the Little Rock School District report of progress. The motion carried unanimously.

#### **A-5 Consideration of Appeal from Denial of School Choice Application - Bopp**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Bopp family appealed the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District.

Cabot School District Assistant Superintendent Dr. Tammy Tucker said the Cabot School District denied the school choice application because the Jacksonville North Pulaski School District was a party in an active desegregation lawsuit.

Jacksonville North Pulaski School District (JNPSD) Attorney Scott Richardson said the JNPSD was under a current desegregation lawsuit.

Dr. Barth moved, seconded by Ms. Reith, to deny the appeal from denial of School Choice Application for the Bopp family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

#### **A-6 Consideration of Appeal from Denial of School Choice Application - Ruple**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Ruple family appealed the decision of the Cabot School District to deny

a school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District.

Cabot School District Assistant Superintendent Dr. Tammy Tucker said the Cabot School District denied the school choice application because the Jacksonville North Pulaski School District was a party in an active desegregation lawsuit.

Jacksonville North Pulaski School District (JNPSD) Attorney Scott Richardson said the JNPSD was under a current desegregation lawsuit. He said the desegregation lawsuit also applied to opportunity school choice.

Mr. Williamson moved, seconded by Ms. Zook, to approve the appeal from denial of School Choice Application for the Ruple family. Ms. Chambers, Ms. Saviers, Ms. Reith, Dr. Barth and Ms. Dean voted no. The final vote was 3-5. The motion failed.

Ms. Reith moved, seconded by Ms. Chambers, to deny the appeal from denial of School Choice Application for the Ruple family. Mr. Williamson and Ms. Zook voted no. The final vote was 6-2. The motion carried.

#### **A-7 Consideration of Waiver Request for Teaching License - Christie Lyn Proffitt**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Christie Lyn Proffitt was seeking a teaching license. She said on January 11, 2016, the Department notified Ms. Proffitt that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Proffitt requested a waiver of the disqualifying offense. Ms. Liwo recommended approval of the waiver.

Mr. Williamson moved, seconded by Ms. Saviers, to grant the waiver requested for teaching license for Ms. Christie Lyn Proffitt. The motion carried unanimously.

#### **A-8 Consideration of Waiver Request for Teaching License - Nicole Annette Francis**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said the Department received information that Ms. Nicole Annette Francis' name appeared on the Child Maltreatment Central Registry. She said on August 21, 2012, the Department notified Ms. Francis of her disqualification from holding a teaching license under Ark. Code Ann. § 6-17-410. She said Ms. Francis requested a waiver of the disqualifying offense.

Ms. Francis' attorney Mr. Richard Mays, Sr. said the dispute was about how the incident occurred. Mr. Mays read a letter from Ms. Francis.

Dr. Barth moved, seconded by Ms. Reith to deny the waiver for teaching license for Ms. Nicole Annette Francis. The motion carried unanimously.

### **A-9 Consideration of Revocation of Teaching License - Breonna Nicole Eddings**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Breonna Nicole Eddings is a licensed educator. She said the Department received information that Ms. Eddings' name appeared on the Child Maltreatment Central Registry. She said on February 17, 2016, the Department notified Ms. Eddings of her disqualification from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Eddings did not respond or request a waiver of the disqualification from the State Board.

Ms. Zook moved, seconded by Ms. Chambers, to revoke the teaching license for Ms. Nicole Annette Francis. The motion carried unanimously.

### **A-10 District Request for Waivers Granted to Open-Enrollment Charters: Clarendon School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district.

Clarendon School District Superintendent Mr. Lee Vent requested waivers for teacher licensure, planned instructional time, career and technical education, and gifted and talented education. He said the district needed these waivers to maximize student learning.

Clarendon High School Co-Principal Ms. Cathy Tanner said teacher turnover and lower teacher salaries are issues in the district. She said the High School uses one-to-one devices for students. She explained the need for each waiver. She said the district had withdrawn the request for gifted and talented education waivers.

Ms. Zook moved, seconded by Ms. Dean, to grant the requested waivers granted to Open-Enrollment Charters for the Clarendon School District for five (5) years. The motion carried unanimously.

**Public Comment** Arkansas for Gifted and Talented Education (AGATE) Legislative Advocate Mr. Davis Hendricks said the AGATE Organization was pleased that ADE and the Clarendon School District worked together to withdraw the request for gifted and talented education waiver(s).

### **A-11 District Request for Waivers Granted to Open-Enrollment Charters: Malvern School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers

granted to open-enrollment public charter schools that serve students who reside in the school district.

Malvern High School Principal Ms. Jennifer Shnaekel explained the process for determining the needs of students and the reasons for the requested waivers. She requested waivers from A.C.A. § 6-16-102; § 6-18-213; § 6-18-210; Rules governing mandatory attendance for grades 9-12; and Section 10.01.4 of the Rules for Accreditation.

Malvern High School Student Mr. Tucker Norris said the opportunity to seek a career should improve participation and attendance in the core classes.

Malvern High School Student Christina Harris said she wanted more experience in her chosen field of interest and the waivers would provide that opportunity.

Ms. Chambers moved, seconded by Mr. Williamson, to approve the requested waivers granted to Open-Enrollment Charters for the Malvern School District for five years. The motion carried unanimously.

#### **A-12 District Request for Waivers Granted to Open-Enrollment Charters: Poyen School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. She said representatives of the Poyen School District appeared before the Board with a petition for waivers.

Poyen School District Superintendent Mr. Jerry Newton said the waivers are requested to serve the needs of students. He said the waivers were requested for five (5) years.

Poyen High School Principal Mr. Dennis Emerson said the school provided many opportunities for students but was always seeking to be more responsive to student needs.

Poyen School District Assistant Superintendent Ms. Laura Daniel said the Exploring Potential Learning Opportunities and Resources for Excellence (EXPLORE) would be for students in grades 11-12. She reviewed the waivers requested, removed, and added. She said the waivers requested included school day hours, teacher licensure, library media services, and counseling services.

Dr. Barth moved, seconded by Ms. Reith, to approve the requested waivers for teacher licensure granted to Open-Enrollment Charters for the Poyen School District for five (5) years. The motion carried unanimously.

Ms. Dean moved, seconded by Mr. Williamson, to approve the requested waivers for instructional time granted to Open-Enrollment Charters for the Poyen School District for five (5) years. The motion carried unanimously.

Ms. Chambers moved, seconded by Mr. Black, to approve the requested waivers for library media granted to Open-Enrollment Charters for the Poyen School District for five (5) years. The motion carried unanimously.

Ms. Zook moved, seconded by Ms. Chambers, to approve the requested waivers for counseling services granted to Open-Enrollment Charters for the Poyen School District for five (5) years. Dr. Barth and Ms. Saviers voted no. The final vote was 6-2. The motion carried.

### **A-13 Charter Authorizing Panel Action on Open-Enrollment Amendment Request: Haas Hall Academy, Fayetteville and Bentonville Charters**

Public School Program Coordinator Ms. Alexandra Boyd said on May 18, 2016, representatives of Haas Hall appeared before the Charter Authorizing Panel requesting amendments to their charter. By a 6-to-1 vote, the Panel denied an increase in the enrollment cap for Haas Hall Academy, Fayetteville. By a 5-to-2 vote, the Panel approved a sibling enrollment preference for both the Fayetteville and Bentonville charters. By a unanimous vote, the Panel denied the Haas Hall Academy, Fayetteville license request. She said Haas Hall has submitted a request for the State Board of Education to review the denial decisions made by the Panel.

Attorney for Haas Hall Academy Mr. Mark Henry said the Jones Center was willing to hold the location to open in Fall 2017. He requested a hearing before the State Board of Education. He asked to skip a review by the Charter Authorizing Panel regarding the new timeline.

Springdale School District Deputy Superintendent Dr. Jared Cleveland said the district appreciated the change in requested start time to Fall 2017.

Springdale School District Assistant Superintendent Dr. Megan Slocum asked the Board to consider the location of the Fayetteville Academy and understand that the students are coming from the Springdale School District. She said the Charter Authorizing Panel asked appropriate questions.

Mr. Williamson moved, seconded by Ms. Zook, to review the Charter Authorizing Panel action on Open-Enrollment Amendment Request for the Haas Hall Academy, Fayetteville and Bentonville Charters for all three requests.

Charter School Coordinator Ms. Alexandra Boyd asked the State Board to identify any additional information to be presented at the July State Board Meeting. The following requests were made:

- An explanation of how invoking sibling preference will likely impact the diversity of the student body at the Fayetteville and Bentonville campuses.
- A comparison of the student demographics to that of the community in Fayetteville and Bentonville.
- A resident district report for each campus, which shows the localities and school districts from which the schools are drawing students.



- Any communication between Haas Hall and the ADE regarding the lottery.
- Any documented complaints about the lottery since the inception of Haas Hall.
- Graduation cohort analyses that provide overall graduation rates and list graduation requirements for each year that Haas Hall has produced a graduating class.
- Plans agreed upon by Haas Hall and the Springdale School District to meet the needs of the students through active collaboration.
- A written plan developed by Haas Hall, which ensures that all of their schools are prepared to serve all student populations represented in the surrounding communities.

#### **A-14 Charter Authorizing Panel Action on Open-Enrollment Amendment Request: Arkansas Connections Academy**

Public School Program Coordinator Ms. Alexandra Boyd said on May 18, 2016, representatives of Arkansas Connections Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Dean moved, seconded by Dr. Barth, to not review the Charter Authorizing Panel action on Open-Enrollment Amendment Request for the Arkansas Connections Academy. The motion carried unanimously.

#### **A-15 Charter Authorizing Panel Action on Open-Enrollment Amendment Request: Little Rock Preparatory Academy**

Public School Program Coordinator Ms. Alexandra Boyd said on May 18, 2016, representatives of Little Rock Preparatory Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a 5-to-2 vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Saviers recused.

Dr. Barth moved, seconded by Mr. Williamson, to review the Charter Authorizing Panel action on Open-Enrollment Amendment Request for the Little Rock Preparatory Academy. Ms. Zook voted no. The final vote was 6-1. The motion carried.

Charter School Coordinator Ms. Alexandra Boyd asked the State Board to identify any additional information to be presented at the July State Board Meeting. The following requests were made:

- A map of attendance zones, showing from where the charter is currently receiving students.
- A description of the potential fiscal impact on LRSD if the charter increases current student enrollment and reaches its enrollment cap.

**A-16 Charter Authorizing Panel Action on District Conversion Amendment  
Request: Mountain Home High School Career Academies**

Public School Program Coordinator Ms. Alexandra Boyd said on May 18, 2016, representatives of Mountain Home High School Career Academies appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request with the provision of including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Mountain Home School District Superintendent Dr. Long said the amendment did include the ninth grade.

Ms. Zook moved, seconded by Dr. Barth, to review the Charter Authorizing Panel action on District Conversion Amendment Request for the Mountain Home High School Career Academies. The motion carried unanimously.

Charter School Coordinator Ms. Alexandra Boyd asked the State Board to identify any additional information to be presented at the July State Board Meeting. The following requests were made:

- Rationale for including ninth graders in the programming that the amendment request will afford, including a discussion of the emotional maturity of ninth graders that would participate in this programming.
- Any Arkansas focused research on ninth graders, and/or similarly aged students, participating in higher education courses.

**A-17 Charter Authorizing Panel Action on District Conversion Amendment  
Request: Springdale School of Innovation**

Public School Program Coordinator Ms. Alexandra Boyd said on May 18, 2016, representatives of Springdale School of Innovation appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Zook moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel action on District Conversion Amendment Request for the Springdale School of Innovation. The motion carried unanimously.

**A-18 Consideration of Final Accreditation Report Fiscal Year 2015-2016 -  
Summary of Accreditation for Arkansas Public Schools and School Districts**

Public School Program Manager Mr. Willie Morris requested the Board accept the report as submitted.

Mr. Black moved, seconded by Ms. Dean, to approve the Final Accreditation Report Fiscal Year 2015-2016 – Summary of Accreditation for Arkansas Public Schools and School Districts. The motion carried unanimously.

#### **A-19 Consideration for Final Approval: ADE Rules Governing How to Meet the Needs of Children with Dyslexia**

A-19 was pulled from the agenda.

#### **A-20 Consideration of Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Vacant or Expiring June 30, 2016**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said under Ark. Code Ann. § 6-17-422 members of the PLSB serve rotating terms, and are appointed by the State Board from nominations made by professional education associations. She said the following persons have been re-nominated for new terms:

Ms. Lisa Baker, Director of Personnel at Cabot School District was nominated by the Arkansas Association of Educational Administrators and the Arkansas Association of School Personnel Administrators for a term to begin on July 1, 2016 and end on June 30, 2019;

Ms. Kathy Howell, Library/Media Specialist in the Clarksville School District, was nominated by the Arkansas Education Association to represent teachers in grades K-6 for a term to begin July 1, 2016 and end on June 30, 2019;

Ms. Cindy Romeo, 8th Grade English teacher in the Conway School District was nominated by the Arkansas Education Association to represent teachers in grades 7-12 for a term to begin July 1, 2016 and end on June 30, 2019.

Dr. Barth moved, seconded by Ms. Saviers, to approve the nominated members for the Professional Licensure Standards Board to replace members whose terms are vacant or expiring June 30, 2016. The motion carried unanimously.

#### **A-21 Election of Officers for State Board of Education for 2016-2017**

Ms. Vicki Saviers said in accordance with the Board Operating Guidelines, Chair Newton selected a nominating committee to include Ms. Saviers, Mr. Black, and Ms. Zook. The Nominating Committee reported their recommended slate of officers on May 13, 2016. She said nominations included Chair, Ms. Mireya Reith and Vice-Chair, Dr. Jay Barth.

Ms. Chambers moved, seconded by Mr. Williamson, to accept the slate of officers as presented by acclamation, effective July 1, 2016.

### **Adjournment**

Ms. Reith moved, seconded by Ms. Dean, to adjourn. The motion carried unanimously. The meeting adjourned at 4:08 pm.

*Minutes recorded by Deborah Coffman.*

### **Work Session**

#### **W-1 Act 1240 Overview Work Session**

Staff Attorney Ms. Jennifer Davis and Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows school districts to be granted the same waivers that are granted to open-enrollment charter schools that draw students from the district. The Board requested the work session be rescheduled for August.

#### **W-2 9:00 a.m. Reception and Congratulatory Remarks**

A reception was held in the ADE Auditorium celebrating the service to the State Board of Education for Ms. Toyce Newton, Chair of the State Board; Ms. Vicki Saviers, State Board Member and Chair of the Special Committee on Academic Distress; and Ms. Ouida Newton, 2015 Arkansas Teacher of the Year. Dr. Sarah Moore, representing the Governor's Office; Dr. Tom Kimbrell, former Commissioner of Education and current Superintendent of the Bryant School District; Mr. Sam Ledbetter, former State Board Member; and Commissioner Johnny Key provided congratulatory remarks.

Ms. Toyce Newton, Ms. Vicki Saviers, and Ms. Ouida Newton introduced members of their friends and family that participated in the celebration.

Board Members reflected on the experiences and service the ladies exemplified during their tenures on the State Board. Ms. Toyce Newton, Ms. Vicki Saviers, and Ms. Ouida Newton expressed their thanks to everyone and shared the impact of the support they received.

**Minutes  
State Board of Education Meeting  
Friday, June 10, 2016**

The State Board of Education met Friday, June 10, 2016, in the Arkansas Department of Education (ADE) Auditorium. Chair Toyce Newton called the meeting to order at 9:03 am.

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

Absent: none.

**Reports**

**Report-1 Chair's Report**

Ms. Reith provided an update on the National Association of State Boards of Education (NASBE) stipend. She said a planning session would be scheduled for Thursday, June 23, 2016, in Little Rock. She said Mr. Francis Eberle has agreed to facilitate the project.

Dr. Barth said the regional NASBE meeting is scheduled for June 24-25, 2016, at the Little Rock Central High Visitors Center in Little Rock.

**Report-2 Commissioner's Report**

Commissioner Johnny Key recognized Ms. Kendra Clay, ADE Counsel. Ms. Clay is leaving the agency to go to work for a school district.

Commissioner Key announced the launch of the ADE webpage for the **Vision for Excellence in Education**, available at <http://www.arkansased.gov/about-ade/vision-for-excellence-in-education>. He said the ADE team has worked on the mission, vision, values, and goals. He said stakeholders provided and continued to provide feedback at all stages of the process. He said the strategic plan would become the Every Student Succeeds Act (ESSA). He said students from two EAST Initiative Programs are working on a student voice component.

**Report-3 2015 ATOY Report**

2015 Arkansas Teacher of the Year Ms. Ouida Newton presented a component of her professional development project, a blog on the Arkansas Social Studies Standards. The blog is available at <http://arkansased.edublogs.org>.

Ms. Newton presented the Board a copy of the Teacher of the Year book. The book is available at

[http://www.arkansased.gov/public/userfiles/Communications/2016\\_Teacher\\_of\\_the\\_Year/2016\\_ATOY\\_Recognition\\_Publication\\_Compressed.pdf](http://www.arkansased.gov/public/userfiles/Communications/2016_Teacher_of_the_Year/2016_ATOY_Recognition_Publication_Compressed.pdf).

Ms. Newton introduced the next video in the Teacher Leadership Video Series available at <https://www.youtube.com/watch?v=ZUEU1fFyGYs>. The video highlighted mentorship as explained by Ms. Candace Wilson and Ms. Tasha Penn from Sheridan Junior High School in the Sheridan School District. She said Ms. Wilson and Ms. Penn co-teach one period a day.

#### **Report-4 2014-2015 Grade Inflation Report**

Coordinator of School Improvement and Standards Assurance Mr. Elbert Harvey submitted the 2014-2015 Grade Inflation Report. He said the report, includes for each high school, the number of students receiving a grade of “B” or above in the corresponding course who scored less than “19” on the ACT math or reading exams. He said the highlighted section identifies any high school in which twenty percent (20%) or more of the students received a letter grade of “B” or above and scored less than “19” on the ACT math or reading exams.

#### **Report-5 ForwARd Arkansas Report**

Co-Chair of the Forward Implementation Committee Dr. David Raney introduced Executive Director of ForwARd Ms. Susan Harriman.

ForwARd Executive Director Ms. Susan Harriman said the ForwARD listening tours in Crossett, Marianna, Pea Ridge, and Batesville provided excellent feedback. She said future tour stops are planned in Dollarway and El Dorado.

Ms. Harriman shared two new communication tools. She said the link to the new website is <http://forwardarkansas.poweredbyrev.com/>. She said the link to the new video (to be added to the new website before release) is <https://www.dropbox.com/s/153u92ab23lnidr/ForwARd%20Preview5.mp4?dl=0>.

Ms. Harriman said ForwARd hosted a legislative breakfast briefing in April. She said the ForwARD partners would be developing and promoting the ForwARD policy agenda. She said Dr. Denise Airola was developing a crosswalk of strategic goals with ESSA, ADE and ForwARD.

Ms. Harriman requested the State Board adopt a Memorandum of Understanding. She outlined the responsibilities of each partner. Board Members requested a work session in Fall 2016.

Mr. Williamson moved, seconded by Dr. Barth, to add an action item to the agenda. Ms. Zook voted no. The final vote was 7-1. The motion carried.

### **Action Item-1 Consideration of Memorandum of Understanding with ForwARd**

Ms. Reith moved, seconded by Ms. Saviers, to adopt the Memorandum of Understanding with ForwARd. Ms. Zook voted no. The final vote was 7-1. The motion carried.

### **Report-6 Learning Services Report**

Assistant Commissioner of Learning Services Ms. Stacy Smith reported in regards to the Department's work activities associated with college and career readiness.

Student Assessment Director Ms. Hope Allen said the testing times would be adjusted for the 2017 administration of ACT Aspire. She said the multiple-choice items would increase for English Grades 3, 4, and 5. She said the multiple-choice would increase the Mathematics Grades 3, 4, and 5 and constructive response will decrease by a single item in 2017. Ms. Allen outlined the next steps in the validity process. She said the 2017 assessment would provide additional accommodations. She said there is no "opt-out" in Arkansas. Ms. Allen said a study in 2011-2012 was conducted on the ACT regarding bias. She said the full report would be provided to the Board.

General Counsel Ms. Kendra Clay said districts are responsible for implementing the dyslexia law. She said each district signs a statement of assurance that the district is implementing all requirements.

### **Report-7 Computer Science Report**

Computer Science Coordinator Mr. Anthony Owen reported in regards to the Department's work activities associated with Computer Science. He provided additional information by handout. He said Arkansas was gaining national attention. He said the initiative supported Arkansas projects such as the EAST Initiative.

### **Adjournment**

Ms. Zook moved, seconded by Ms. Saviers, to adjourn. The motion carried unanimously.

The meeting adjourned at 11:48am.

*Minutes recorded by Deborah Coffman.*

**Minutes  
State Board of Education Meeting  
Monday, June 27, 2016**

The State Board of Education met Monday, June 27, 2016, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 5:00 p.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Vicki Saviers; Dr. Jay Barth; Susan Chambers; Brett Williamson; Charisse Dean; and Johnny Key, Commissioner.

Present via phone: Diane Zook.

Absent: Joe Black; and Ouida Newton, Teacher of the Year.

**Work Session**

Chair Newton said the work session was an opportunity to hear from the applicants for the Little Rock School District Community Advisory Board. She said a process for nomination and application has been completed. She said applications and letters submitted to the Arkansas Department of Education (ADE) have been posted on the ADE website at <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1001636&mk=50202479>

**Zone 1**

Zone 1 applicants, Ms. Chauncey Holloman, Mr. Gabe Holmstrom, Ms. Norma Johnson, and Ms. Joy Springer, were in attendance and presented to the Board.

ADE Legal Counsel Ms. Kendra Clay read a letter submitted by Dr. Barclay Key, Zone 1 applicant, who did not attend the meeting.

**Zone 2**

Zone 2 applicants, Ms. Maria Chavarria-Garcia and Mr. Robert Webb, were in attendance and presented to the Board.

**Zone 3**

Zone 3 applicants, Mr. Christopher Burks, Ms. Chandle Carpenter, and Ms. Melanie Fox, were in attendance and presented to the Board.

Ms. Tippi McCullough participated via phone and presented to the Board.



#### **Zone 4**

Zone 4 applicants, Mr. John Greg Adams, Mr. Mac Bell, Mr. John Thomas Adams, Mr. Eugene Levy, Ms. Margaret Muse, and Mr. Jeff Wood, were in attendance and presented to the Board.

ADE Legal Counsel Ms. Kendra Clay read a letter submitted by Mr. Mark Fortune, Zone 4 applicant, who had a prior commitment.

Dr. Jeremy Owoh submitted a request to withdraw his application.

#### **Zone 5**

Zone 5 applicants, Mr. Larry Clark, Mr. Barry Vuletich, and Mr. John Wilkerson, were in attendance and presented to the Board.

ADE Legal Counsel Ms. Kendra Clay read a letter submitted by Mr. Tommy Branch, Zone 5 applicant, who did not attend.

#### **Zone 6**

Zone 6 applicants, Mr. Van Golden, Mr. Anthony Hampton, Mr. Bruce Hill, and Dr. Jesse Hargrove, were in attendance and presented to the Board.

Mr. Derick Brooks did not attend or participate in the meeting.

#### **Zone 7**

Zone 7 applicants, Mr. Henry Brooks IV, Ms. Soreya DeGonzalez, Mr. Kenyon Lowe Sr., Mr. Freddie Scott were in attendance and presented to the Board.

ADE Legal Counsel Ms. Kendra Clay read a letter submitted by Ms. Kandi Hughes, Zone 7 applicant, who had a prior commitment.

Ms. Dianna Harshfield submitted a request to withdraw her application.

#### **Adjournment**

Mr. Williamson moved, seconded by Ms. Reith, to adjourn. The motion carried unanimously.

The meeting adjourned at 6:35 pm.

*Minutes recorded by Deborah Coffman.*



#### **NEWLY EMPLOYED FOR THE PERIOD OF May 21, 2016 – June 17, 2016**

Cynthia Brannon – Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Services and Support, effective 05/23/16.

Amy DeLaney – Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure Educator Licensure, effective 06/06/16.

Kristi McIntosh – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement effective 05/31/16.

Kami Sharp – Administrative Specialist III, Grade C112, Division of Educator Effectiveness, Educator Preparation effective 06/06/16.

Elizabeth Shock – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement Effective 05/23/16.

Patricia Siribouth – Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Services and Support, effective 05/31/16.

#### **PROMOTIONS/DEMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF May 21, 2016 – June 17, 2016**

Jared Hogue from a Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, to a Public School Program Manager, Grade C126, Division of Learning Services, Special Education, effective 06/06/16. Promotion

\*Eric James from an Education Investigator, Grade C121, Division of Educator Effectiveness and Licensure, PLSB, to a ADE PLSB Chief Investigator, Grade C126, Division of Educator Effectiveness and Licensure, PLSB, effective 06/06/16. Promotion

#### **SEPARATIONS FOR THE PERIOD OF May 21, 2016 – June 17, 2016**

John Calaway – Public School Program Advisor, Grade C122, Division of Public School Accountability, Standards Monitoring, effective 06/17/16. 10 Years, 11 months, 3 days. Retirement

Alexandria Demskie – Administrative Specialist II, Division of Learning Services, Educational Options, effective 05/23/16. 0 Years, 4 months, 16 days. 02

Sandra Harber – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, Arkansas Public School Computer Network (APSCN) , effective 06/17/16. 16 Years, 0 months, 4 days. Retirement

\*LaQueena Johnson – Administrative Analyst, Grade C115, Division of Educator Effective and Licensure, Educator Licensure, effective 06/17/16. 10 Years, 3 months, 26 days. 01

\*Merlina McCullough – Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 06/17/16. 1 Year, 7 months, 20 days. Retirement

Roger Palmer – Public School Program Advisor, Grade C122, Division of Learning Services, Guidance Counseling, effective 06/17/16. 8 Years, 5 months, 10 days. Retirement

\*Lisa Watson – Administrative Analyst, Grade C115, Division of Public School Accountability, effective 06/01/16. 7 Years, 10 months, 17 days. 01

\*Minority

#### **AASIS Codes:**

01 – Voluntary

02 – Involuntary

Retirement

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

Total number of waivers requested this month – 7

Total number of waivers granted –7

Total number of waivers denied – 0

Total number of School Districts requesting waivers – 4

**Waiver requests for schools classified in 2014 as ESEA Needs Improvement Priority.**

N/A

**Waiver requests for schools classified Academic Distressed on February 12, 2015.**

N/A

Additional Licensure Waiver Requests  
2015 - 2016 School Year  
July State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code
0801000	BERRYVILLE SCHOOL DISTRICT	4	JENNINGS, GARED	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258
			LATTING, BRITTANY	001-Early Childhood Education PK-4, 247-ESL K-12	258
			PETTY, JENNIFER	001-Early Childhood Education PK-4	258
			RACIC, NICOLE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258
3810000	LAWRENCE COUNTY SCHOOL DISTRICT	1	HUSKEY, KEELY	001-Early Childhood Education PK-	286
	Pediatric Therapy of North Central AR	1	RHOADES, JENNIFER	001-Early Childhood Education PK-	252
	VANTAGE POINT	1	HARRIS, JOE	167-Social Studies 7-12	258
4	Total # Districts Requesting Waivers	7	Total # Waivers Requested this		

Out of Area	Years ALP	Granted / Denied
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
286-Library Media Spec K-12	16-17	Granted
252-ECH/SP. ED. INTEG B-K	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
Total # of Waivers Granted		7
Total # of Waivers Denied		0
Total # of Waivers this month		7



**DISTRICT:** Dollarway School District

**SCHOOL:** Dollarway High School

**STATUS:** Priority and Academic Distress

**SITE-BASED SIS:** NONE

**EXTERNAL PROVIDER:** EDUCATIONAL CONSULTING SERVICE

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Dr. Richard Wilde and Lasonia Johnson

**SUPERINTENDENT:** Barbara Warren

**PRINCIPAL:** Jeff Spaletta

# 45-DAY PLAN REPORT

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## THIRD QUARTER

2015-2016 School Year



## PRINCIPAL'S REPORT THIRD QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)  
 If yes, what support have you received from the district?

Since the appointment of the new Superintendent, the District Leadership Team has met every two weeks. During each meeting needs and progress are discussed. Each leader is given time to discuss support that they need. A District Support Session meeting was held with all District leaders to address the campus issues. The campus issues and problems were prioritized for each department. The District has allowed building leaders to provide communication at all meetings. Resources have been provided to the campus to improve instruction, including textbooks, calculators and supplies.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school has implemented after school tutoring four days per week that are divided equally between literacy and math. The tutoring population is comprised of students that are identified Basic and Below-Basic based on The Learning Institute (TLI) and Partnership for Assessment of Readiness for College and Careers (PARCC) results. In the third quarter we used the Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI). Also, pre/post tests are utilized to progress monitor students in the math and literacy after school tutoring. Data is presented to the School Leadership team on an ongoing basis. Parents of identified students received letters of selection as well as follow-up calls communicating progress. Artifacts of the letters and call-logs are available in data room, which is located in the Parham Building on the campus.

The 9th grade leadership group is meeting weekly to discuss academic leadership. The high school has created two labs, a combo MATH/READ 180 lab and a READ 180 lab, to use for intervention instruction. There have been discussions about math/literacy pullouts with APEX.

Credit Recovery through the PLATO lab is being offered to student who have failed a class and are identified for the need. Algebra III is being offered as a Credit Recovery after school.

All intervention groups consist of eight (8) to twelve (12) students of both gender.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

ECS has provided TESS informal observations, instructional strategies, math/literacy classroom instruction modeling and data reviews. ACT Aspire testing strategies have been provided to all teachers by the external provider. Two ECS consultants work with the high school four days per week. Recently, ECS provided a Bootcamp for 9th/10th grade students to help build confidence and prepare for the ACT Aspire tests. When needed, additional consultants are available to assist the high school in any and all subject areas.

Internal SIS: There is no internal external provider at the high school.

ADE SIS Team: The ADE School Improvement team has visited and assisted the campus weekly over the third quarter. Mrs. Lasonia Johnson, ADE School Improvement Team Specialist, attended the School and Community meeting in January, as well as shadowed the Principal during focus walks and observations on two occasions. The team assisted with the completion of the 45 Day Plan and tasks in Indistar. The Leadership Team found the assistance received to be very helpful.

What are the barriers, if any, in improving student outcomes?

A lack of technology, instructional supplies, school autonomy, staff absenteeism, lack of certified staff, parent involvement, new staff and staff accountability are current barriers that continue to impede student achievement at the high school.

How is your leadership team monitoring student progress in the skill area of science?

- TLI module tests
- Student data walls
- Pre/post tests



How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team is monitoring student progress with TLI module tests, student data walls, pre-post tests. Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Teachers are providing Tier I and II interventions and re-teaching.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Staff technology training and student engagement have been the most meaningful decisions made by the Leadership Team this quarter. The teacher surveys and observations have led to meaningful decisions by the Leadership Team. The School Leadership Team focused on instruction in the classrooms.

If anything, what do you intend to change or modify for the next quarter?

- For the next quarter, the following changes are being put in place:
- The classroom environment
- The teacher-student relationships.
- Provide more specific interventions in class.

Determine what worked and make changes to behavior contracts.



## SCHOOL LEADERSHIP TEAM'S REPORT THIRD QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93	108	101		10	NA	3	8	11		12	22	14	
10	66	77	78		8	NA	0	1	4		5	5	6	
11	91	103	96		8	NA	0	0	1		8	7	6	
12	85	88	89		8	NA	0	0	0		6	2	8	

#### Comments/ Clarifications:

**Increase in enrollment:** students have enrolled with major credit deficits.

**Referrals:** The majority of referrals are repeat offenders. Teachers have increased parental contact and begun to develop behavior plans with assistance from administrators and parents.

**Absences:** Attendance letters are being sent out daily to parents. The principal and counselors have spoken to the students by class regarding the importance of coming to school on a daily basis, with special attention being given to the seniors.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>SMI</u> <u>January 2016</u>		Number <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Reading Test August 2015	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	3rd Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	40%	40%	40%				76				68	
10	0%	0%	20%				59				60	
11	20%	20%	20%				79				71	
12	40%	40%	20%				73				63	

### *Comments/ Clarifications:*

The Scholastic Reading Inventory (SRI) was administered in the 3rd Quarter. Read 180/Math 180 programs are being used to assist students develop basic skills in reading and math.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	39	116	8	19	4		90	91	90		271	52	20%	13%	19%	
10	7	74	0	12	12		62	62	58		182	148	80%	67%	81%	
11	17	108	89	23	11		82	88	83		253	108	76%	63%	43%	
12	0	112	9	11	10		106	75	74		255	143	33%	58%	56%	
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

#### Comments/ Clarifications:

The discrepancy between students being assessed and student enrollment is the absenteeism of students. The Leadership Team is working on a plan to ensure that all students are assessed.

The Scholastic Math Inventory (SMI) was administered in the third quarter.

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	12	108	0	8	3		97				97	20	71%	%	21%	
10	30	77	2	10	32		90	71			161	32	21%	36%	20%	
11	7	103	3	32	10		3	1	83		87	51	60%	46%	59%	
12	0	88	1	21	1		88	45	39		172	22	13%	8%	13%	
<i>Example</i>										N/A						

#### Comments/ Clarifications:

Some students who were classified as upperclassmen were assigned to lower classes.

Tutoring is available two (2) days per week to assist students with deficits.



# ARKANSAS DEPARTMENT OF EDUCATION

## **Legislative Update for Little Rock School District**

Needs Improvement Priority, Needs Improvement Focus  
and Academic Distress

Quarterly Report

May 24, 2016

Submitted by  
School Improvement Unit

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## **Background**

The recommendations provided to the schools classified in Academic Distress clearly defined expectations (leading indicators of progress). First and foremost was the expectation for development of a team structure at each school site with the intent to engage teachers in the decision-making process. Engagement of teachers in a data-based decision-making process expands the understanding of a problem, expands a sense of urgency, and assists in improved implementation of chosen interventions. Inclusive in the concept of a team structure and also identified in the recommendations to each school was the expectation for the development of instructional teams comprised of common grade level or common content area teachers and instructional facilitators. Instructional teams work together for the purpose of planning units of instruction inclusive of pre and post-tests. With teacher-teams developing two to three week units of instruction and assessing student mastery at the end of short-term units, they are better able to identify who has and who has not learned what was just taught. Further, with unit post-tests followed by instructional team analysis teachers can better identify the supports and professional development they need in order to be more effective with their current students. Instructional teams analyzing student work also allows teachers to respond in real time to student learning needs, to determine what needs to be re-taught and can guide the allocation of resources within the school. With an effective process for evaluating units of instruction and a thorough analysis of pre and post-test data, staff can also quickly determine the effectiveness of interventions.

The second expectation in the ADE recommendations was for school leadership to focus on the engagement of students in the learning. Inherent in this recommendation are the concepts of improved student/teacher rapport, the enhancement of positive student/teacher relationships across all socio-economic groups, and the development of more relevant instructional activities. It was expected that building level professional development would focus less on district initiatives and more on skills needed by teachers in a specific school to better engage their students.

This report focuses on the progress of the schools classified in Academic Distress related to general expectations outlined above. This report is specific progress through the third quarter of school year 2015-2016. While many reports to the State Board of Education focus on facility plans, budget issues, school boundary areas, reconfiguration of schools, possible reduction in staff, and a host of other issues in managing a large urban district, this report is specific to the progress being made related to the essential reason for state takeover of the district: to improve outcomes in student achievement in schools with less than 50 percent proficiency.

It is noteworthy that the three largest schools in LRSD that are classified in Academic Distress are high schools. High schools in a standards-based accountability system are incredibly dependent upon the skill level of students arriving at their door. Thus, the solutions to school improvement in LRSD is the overall improvement of the feeder pattern specific and not school specific. This would imply that principals and instructional teams



in each feeder pattern would be working closely together and aligning work. Alignment of efforts to address this issue have not been clearly articulated.

Mr. Kurrus and his team report the district's overall progress to the State Board of Education monthly and regularly post informational letters to the district's website for community review. Qualitative data would indicate that through the spring of 2016 district leadership continued to embrace a more participatory management process. Principals reported having more voice in the decision-making process and guidance to school leadership was to be more inclusive of teachers and support staff in the decision-making process.

A school improvement specialist position has been developed at each Priority School. In spring of 2016 the ADE assigned School Improvement Specialist team provided bi-weekly sessions of professional development for site based School Improvement Specialists (SIS). The locally hired SIS reports directly to the area assigned associate superintendent, provides weekly reports to the ADE-assigned SIS, and attends ADE SIS trainings. The role of the internal SIS is to assist building level administrators with providing instructional leadership for teachers in order to improve professional practice and increase student achievement.

### **Progress Summary Reflective of 45-Day Plan Reports**

Little Rock Focus, Priority and Academic Distressed schools evidence various levels of implementation of the Team Structure ranging from some school staff clearly understanding research-based models to other schools recreating prior structures. This is to be anticipated given the background knowledge of the school improvement specialist hired, the date they were hired, and amount of time available to acclimate to the assignment. All schools have created School Leadership Teams and meet at least once monthly, our goal is for these teams to meet at least twice a month. The District supports meeting time for School Leadership Teams and provides an area supervisor to attend meetings as needed, meetings continue to focus more on managerial issues rather than on analyzing data, evaluating interventions, and making decisions about professional development and instruction. School Leadership Teams are collecting data quarterly related to student enrollment, teacher and student absenteeism, student discipline, students performance significantly below grade level in Math and English Language Arts, Unit Post Test Data and percent of Ds and Fs earned in the class and on Unit tests. Schools are making progress in varying stages of analysis of their data to inform decisions and to develop school improvement plans.

All schools have formed Instructional Teams, however, the consistency and frequency of meetings vary from school to school. Based on quarterly reports submitted by schools classified as Focus, Priority and Academic Distressed there is great variance in how teachers are analyzing data to make informed decisions. Instructional Teams are meeting and generally reviewing individual student data. Similar variance is evidenced in implementation of aligning curriculum, in planning units of instruction and issuing pre and

post-tests. It is noted that the expectation of utilizing the unit structure complete with pre and post-tests has been communicated districtwide. The district has provided common formative assessment training. Consistency and frequency of tests varies between schools. Evidence does not clarify how the instructional team's analysis is being utilized to identify supports needed for professional development nor identification of specific interventions and further evaluation of the effectiveness of those interventions.

To improve student engagement in learning, each school site was expected to develop a discipline management plan and were to establish rules and routines within each classroom conducive to learning. It is intended that rules and routines be taught and enforced. The District has a districtwide discipline plan in place that is detailed in their student handbook. Schools have evidenced varying levels of development. Overall, schools are working to establish rules and procedures within the classroom and in other school settings and are moving toward consistently teaching and enforcing rules and procedures. Some schools reported well established rules and procedures while other school sites reported having implemented a behavior plan and are currently in the process of evaluating and assessing the effectiveness of those plans. It should be noted that a safe and orderly environment is important, but the development of relationships is equally important.

In accordance with No Child left Behind each Title I school must develop an agreement or "compact", that outlines how the school and the parents can work together to help students achieve state standards. To increase student/teacher rapport and the enhancement of positive student/teacher relationships the school sites were expected to develop a school-specific parent compact and to implement the agreement within the compact with fidelity. The foundation for this process has begun, schools have a compact. Some schools are still utilizing the general district compact and have not tailored it to be specific to their school site and student population. The compact is available to parents typically via website. However, the intent of the compact is for parents to be well informed of its' content thus forming a partnership with the school, holding each party accountable to support the progress of their child.

### **Next Steps for Technical Assistance from the LRSD ADE SIS Team**

ADE has assigned a team of educators to conduct Academic Distress site visits in the month of May. Once the visits are complete Academic Recommendations will be provided to the district and schools per the process outlined in *Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)* and the *Academic Distress Program*. The importance of progress towards the recommendations will be expressed as an essential expectation for school year 2016-2017.

The ADE SIS team will provide targeted individualized assistance as needed on-site for schools classified as Priority and Academic Distress.

The Building Leadership Team team will attend the Summer School Improvement Conference in June.

The ADE SIS team will provide support and training during leadership transition.

### **Third Quarter Progress Report**

Attached are the Third Quarter Progress Reports for the five schools identified in Academic Distress.

## **APPENDIX A**

### **LRSD 45 Day Plan Quarterly Reports**



**DISTRICT: LITTLE ROCK SCHOOL DISTRICT  
KURRUS**

**SCHOOL: MCCLELLAN HIGH SCHOOL**

**STATUS: PRIORITY AND ACADEMIC DISTRESS**

**SITE-BASED SIS: ZORETTA FINLEY**

**EXTERNAL PROVIDER: FETTERMAN**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER**

**PRINCIPAL: HENRY ANDERSON**

# **PRIORITY SCHOOL 45-DAY PLAN REPORT**

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## **THIRD QUARTER**

**2015-2016 School Year**



### PRINCIPAL'S REPORT THIRD QUARTER

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<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? <b>YES</b> or <b>NO</b> (Please circle)</p> <p>If yes, what support have you received from the district?</p> <p>The district provided extra reports on CIS that identify the absences and reasons by teacher name and student name. The district provided a survey to the staff to inquire about the type of interim assessments for next school year. Mr. Glasgow provides assistance to the SIS by reviewing the 45-Day Plan. Dr. Cummings has assisting us with planning for testing as we prepare to administer the ACT Aspire online.</p>
<p>Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)</p> <p>To address the graduation rate, there are seniors in credit recovery who have hit a "brick wall" in understanding content present through the medium provided. To assist their completion, a team of teachers (Math Facilitator, Literacy Facilitator, Science Teacher, Social Studies Teacher) are working with students after hours each day (Monday-Thursday). We have seen some growth through this intervention.</p> <p>To address student tardies, we have continued to meet face to face and via telephone with parents to discuss the impact the tardies are having on student achievement. Our conversations with students have led to a need to speak with teachers who may be closing the door before the tardy bell. It has also led to discussions with the student on planning for the day and when to and not to go to his/her locker.</p>
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?</p> <p>Fetterman and Associates have continued to work with data disaggregation regarding our graduation rate data and processes to better account for transfers and withdrawals. They identified 36 students who should have been deleted from the 14 – 15 cohort but were still on the roster. They also located 8 students that should have graduated, but were not coded as such. The internal SIS has been instrumental in gathering resources from Indistar to support the "new learning" for teacher leaders and administrators. She requested a Radar that identified the students who withdrew from McClellan, where they went, and the reason for their withdrawal. She also requested a Radar report for all incoming students as of January 4, 2016. The SIS printed the new reports on attendance from the district and we were able to sit and disaggregate those numbers and identify areas of concern that need to be addressed.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>There is a cadre of teachers who do not feel a need to do what they have termed as "extra" to meet students at their level of need. These teachers have been engaged in very focused and courageous conversations with the principal about the importance of the "extra" as a quality of life changer for our students, the benefits and deficits to our students of the extra being done or not done and ultimately the possibility of a different career choice for the upcoming school year.</p>
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>The pre/post-test data has served as the data that we examine. We are in the cursory stages of how to address deficits as we see them arise. We are also looking at how we might better engage students during the lab setting-especially students who do not have a natural inclination for science.</p>

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The Literacy and Math Facilitators are submitting a chart with all of the data from the teachers in their departments. The leadership team reviews attendance, behavior, grades, and pre and posttest data, and scores from the ACT Aspire Interim Assessment. It is sent out by email to each member from the SIS. When the team meets we discuss trends that we noticed and we discuss areas of needs and make suggestions as to how we should approach them.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Adding the support to Credit Recovery seniors and the use of Data Notebooks that are reviewed by the principal on a reoccurring basis. Some teachers have even commented that the review is like what they do with their own students to insure that the work is being done and done correctly (with fidelity). Through reflective questioning are looking at data through a lens of a reflective practitioner. What does that look like and what is its impact on student achievement.

If anything, what do you intend to change or modify for the next quarter?

This next quarter we intend to continue the credit recovery support for seniors and then move to juniors and give them support. We also plan to provide a clear description to our teachers of the expectations and non-negotiables for the 2016-17 school year.



## SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

### *STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)*

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	232	245	236		37	20	9	4	9		14	19	27	
10	198	209	202		28	10	8	4	2		9	19	25	
11	185	184	162		31	7	3	0	1		7	4	18	
12	176	179	167		20	7	0	0	0		5	6	10	
Algebra I	154	173	199											
Geometry	160	170	181											
Algebra II	137	137	143											

### ***Comments/ Clarifications:***

Our student enrollment numbers went down 3<sup>rd</sup> quarter. Several of our students are on waiting list for other schools in and outside of the district. We lost 10 students to SiaTech. The students are attracted to the idea that they can work at their own pace to get a high school diploma through a technology enhanced platform without having the restriction of going to classes all day. Seven students transferred to the Premier High Charter School. One student transferred to Estem. Two students went to Job Corp. Seven students transferred to the ACC program. The Accelerated Learning Program provides student the opportunity to acquire their GED or high school diploma through a non-traditional computer-based setting. Six students were dropped due to non-attendance; they had 10 or more consecutive days of absenteeism. Six students who were 18 or older chose to withdraw because they did would have the credits necessary to graduate on time. Four students are incarcerated, one has been sent to C-Step, and 3 were assigned to the Alternate Learning Environment.

Ninth grade has the largest number of discipline referrals. These students have a difficult time adjusting to the high school environment and expectations. There has also been an administrative personnel change for the 9<sup>th</sup> grade group. This too has caused some difficulty as it serves as another contributing factor for student adjustment.

Attendance has been an issue for years. The weather conditions greatly impacts student attendance. The vast majority of our students walk to school.



LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <div><div></div><div>/</div><div></div></div> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) (10/15)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <div><div></div><div>/</div><div></div></div> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory (SRI) (10/15)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	43.75	43.75	31.25				37				157	
10	0.00	28.57	45.45				45				105	
11	36.36	27.27	22.22								82	
12	12.50	50	42.86								75	

Comments/ Clarifications:

Teachers have had to take off to care for sick children. There was a flu and virus epidemic this quarter. Several of our athletic coaches (baseball, softball, soccer, track, basketball, and wrestling) have been out for games. We have one teacher on medical leave and two SPED teachers who retired in the middle of the year. We have noticed trends with certain teachers who are absent the same days every week. This has been addressed by the building administration with those specific teachers and through the appropriate personnel actions.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level  (A)	Total number of post-unit tests with D or F in Math this quarter  (B)	Percent of post-unit tests with D or F in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	170	246	96	117	128											
10	88	210	58	92	113											
11																
12																
Algebra I	153	199	84	82	99		172	161	156		489	389	83%	78%	80%	
Geometry	81	180	55	91	105		184	160	179		523	282	51%	31%	54%	
Algebra 2	8	143	75	71	93		122	110	104		336	223			66%	

### Comments/ Clarifications:

#### I. General Comments

The mathematics department has reported pre/post test data in terms of subject-area as opposed to grade-level; this approach is appropriate because rarely are all students of one grade taking the same mathematics course. It is quite common for 9th graders to take Geometry and even Algebra 2 in some instances. It is also very common for 10th graders to take advanced classes or still be enrolled in Algebra 1. We have also included Algebra 2 data in our report as many 9<sup>th</sup> and 10th grade students take Algebra 2. To address the high percentage of students making Ds and Fs on posttest (80% in Algebra 1), we are starting to examine pre-test data with greater intensity to identify background knowledge deficits and common misconceptions that hinder teachers from making adequate instructional progress. We are tailoring our units to address these issues by infusing remediation with current instruction. We are also focusing on differentiation of instruction to provide on-going support to students who need it; our desire is to become proactive in meeting the needs of our students which will limit failures on posttest assessments.

For the 3<sup>rd</sup> Nine weeks, every teacher met the requirements for administering 3 pre/posttests. This is likely a result of establishing a schedule for administering and reporting pre- and posttest results.

## II. Data and Trends

### A. Algebra 1

The number of students who took the Algebra 1 Unit 1, Unit 2, and Unit 3 posttests were 172, 161, and 156 respectively. There were 199 students enrolled in Algebra 1 this quarter. We were able to test the majority of Algebra 1 students; however, due to sports, field-trips, suspensions, and other reasons for student and teacher absenteeism, we have difficulty testing 100 percent of our students. Of posttests given, 80% received D and F grades; this is a slight increase from last nine weeks. The likely cause of this increase is difficulty of content. During the 3<sup>rd</sup> Nine weeks, students studied systems of equations, factoring, and quadratics, all of which are topics on which students typically struggle.

As expected, students showed significant increases from their pretest to their posttests. On the first, second, and third unit tests, students' scores improved by 19%, 24.3%, and 20.2% respectively. Although these gains are promising, the majority of students still fail to meet mastery in the allocated time for each unit.

A total of 99 students, approximately 50% of students enrolled in Algebra 1, received a D or an F for the third nine weeks in Algebra 1. This is a slight increase from the 47% last quarter, but still an improvement from 1<sup>st</sup> quarter's 55%.

### B. Geometry

The number of students who took the Geometry Unit 1, Unit 2, and Unit 3 posttests were 184, 160, and 179 respectively. There were 180 students enrolled in Geometry at the end of the third nine weeks. We were able to test the majority of Geometry students but not all due to similar difficulties as Algebra 1. Of posttests given, 54% received D and F grades; this is an increase from last nine weeks which was 31%. The likely cause of this increase is difficulty of content and increases in student and teacher absenteeism. During the 3<sup>rd</sup> nine weeks, Geometry students studied the triangles module, which is a module that encompasses a lot of topics that vary in difficulty, application, and level of background knowledge required. For example, students study special line segments in triangles that are constructed in various ways, all of which have unique properties that students must memorize and apply. Also, 10<sup>th</sup> grade students who were absent 10 or more days rose from 18 in the 2<sup>nd</sup> quarter to 29 in the 3<sup>rd</sup> quarter. In addition, 10<sup>th</sup> grade core teachers who missed five or more days rose from 28.57% in the 2<sup>nd</sup> quarter to 45.45% in the third quarter; this is likely due to illnesses during this season and general tiredness.

As expected, students showed significant increases from their pretest to their posttests. On the first, second, and third unit tests, students' scores improved by 33.3%, 26.6 %, and 37.1% respectively.

A total of 105 students, approximately 58% of students, received a D or an F for the third nine weeks in Geometry.

### C. Algebra 2

The number of students who took the Algebra 2 Unit 1, Unit 2, and Unit 3 posttests were 122, 110, and 104 respectively. Of posttests given, 66% received D and F grades. Similar to what was experienced in Geometry, increases in student and teacher absenteeism could have contributed to this high number. Eleventh grade students who were absent 10 or more days rose from 5 in the 2nd quarter to 18 in the 3rd quarter. In addition, 11th grade core teachers who missed five or more days rose from 27% in the 2nd quarter to 33% in the third quarter.

As expected, students showed significant increases from their pretest to their posttests. On the first, second, and third unit tests, students' scores improved by 12.8%, 30%, and 36.9% respectively. However, many students are still making Ds or Fs on the posttests.

## III. On-going Challenges

We are experiencing many barriers in terms of assessing and monitoring student mastery. The following paragraphs detail some of those barriers.

### A. Alignment

Teachers are expressing difficulty discussing data and instructional strategies because they are all in various places in the curriculum. As teachers attempt to meet the unique needs of their particular groups of students, they modify their pacing; this takes away from their ability to effectively collaborate because teachers are not ready to compare data at the same time and when some catch up, that discussion is no longer beneficial to the others. The question becomes, how do they balance their autonomy to meet the unique needs of their students with the necessity of staying on pace

## IV. On-going Barriers

As previously mentioned both student and teacher absenteeism is increasing as the year progresses. It is quite apparent that there is a link between absenteeism and performance. This is a barrier because absenteeism is a factor that is out of our control.

## V. Next-Steps

Going forward, the mathematics department is trying to build on the successes that we have had in terms of everyone administering and submitting data for three pre/posttests each nine weeks. Our next focus will be on our alignment. We will try to plan our units with "flex" days built in that allow us the time to adjust depending on data. For example, units may have a flex day that some teachers review previous top if his or her students struggled on a posttest while other teachers give enrichment activities; this will allow teachers to stay more aligned and allow collaborations to be more fruitful.

Also, we are focusing on analyzing pretest results and modifying our instruction based on that data. For example, in Geometry, teachers gave a pretest on similar triangles. From the pretest, the teachers noticed that students have difficulty setting up and solving proportions. The teachers decided to do a mini review of setting up and solving proportions to support students in learning similar triangles.

We are also, using our vertical collaborations on Mondays to work through the Indicators in Action Courses by the Academic Development Institute. Currently, we are in Module 1, "Instructional Planning." We are doing part 1, "Building Strong Instructional Teams." This course is strengthening our practice

because it allows us to have a better understanding of the success indicators, realize the benefits, see the indicators being implemented, and have discussions about them.

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level  (A)	Total number of post-unit tests with D or F in ELA this quarter  (B)	Percent of post-unit tests with D or F in ELA  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	116	246	78	89	93		123	123	101	NA	347	166	77%	55%	48%	
10	97	210	65	97	111		135	129		NA	264	115	91%	51%	44%	
11	N/A															
12	N/A															

### Comments/ Clarifications:

#### I. General Comments:

The English Language Arts Department is reporting data for students who are enrolled in English I and English II. This data excludes the information for students who are enrolled in Read 180 and Resource English. Fifty-four freshmen and 21 sophomores are enrolled in Read 180. There are 19 English I and 2 English II students enrolled in Resource English. The rest of the students were not tested due to absenteeism.

During the 3rd nine weeks all teachers met the minimum expectation of administering 3 pretests however some gave only 2 post tests. When asked for an explanation the answer was time conflicts and constraints. Additionally, some teachers did not submit the number of Ds and Fs earned on the post tests. Teachers turned in two lesson plans that showed how they used their test data to adjust their lessons to meet the needs of the students.

Overall, the percentage of students scoring Ds or Fs on post tests has decreased each quarter.

## II. Data and Trends

### A. English I

The number of students who took the English I Unit 1, Unit 2, and Unit 3 tests were 123, 123, 101 respectively. There were 246 students enrolled in English I this quarter. Different incidences and activities impeded our ability to test all students; these included absenteeism, suspension, athletic events, and school events.

### B. English II

The number of students who took the English II Unit 1 and Unit 2 tests were 135 and 129 respectively. The number of students enrolled in English II was 210. This course also experienced the aforementioned barriers.

## III. On-going Barriers:

### A. Time Management

During the second nine-weeks all teachers in the department only gave 2 pre and post tests. To ensure that this did not happen this quarter, teachers were given a hard copy schedule with specific dates for submitting data. The same schedule was sent via email and finally all teachers in the department were sent calendar reminders. Teachers still seem to be unable to adhere to this schedule.

## IV. Next Steps:

In terms of managing time, the department is proposing the school implement an activity schedule in which students attend all classes in a day. However, classes will be shortened to permit time for activities.

Our fourth quarter focus has changed to prepare students specifically for the ACT Aspire assessment. The department has engaged in rich discussions surrounding the ACT Aspire Interim assessment data. Teachers have designed pre and post tests using the ACT assessment. Finally, teachers have changed their instruction to target student deficit areas.

City Year continues to serve as a powerful system of support and advocacy for freshman students. They too have designed lessons to help to prepare students for the ACT Aspire assessment.

## LEADERSHIP TEAM REPORT CONTINUED

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.***

### MATH PRE/POSTTEST DATA

#### Algebra 1

Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	4	20	0.0%	16	15.0%	15.0%	16
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	5	30	0.0%	27	21.0%	21.0%	26
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	7	13	0.0%	15	8.0%	8.0%	14
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	1	14	33.0%	13	30.0%	-3.0%	13
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	2	17	29.0%	13	42.0%	13.0%	10
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	7	10	26.0%	7	43.0%	17.0%	6
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	1	14	10.0%	14	57.1%	47.1%	5
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	2	16	10.0%	16	28.8%	18.8%	18
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	4	14	20.0%	14	48.6%	28.6%	15
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	6	21	10.0%	21	44.8%	34.8%	5
9th/Algebra 1	3 <sup>rd</sup> /Unit 1	4	21	32.3%	16	41.3%	9.0%	11
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	4	21	15.0%	20	56.0%	41.0%	13
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	5	17	7.0%	14	51.0%	44.0%	19
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	7	16	0.0%	12	36.0%	36.0%	14
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	1	11	25.0%	12	19.0%	-6.0%	12
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	2	11	22.0%	10	28.0%	6.0%	10
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	7	6	20.0%	8	30.0%	10.0%	8



9th/Algebra 1	3 <sup>rd</sup> /Unit 2	1	15	50.0%	13	75.0%	25.0%	13
Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	2	17	47.0%	14	71.0%	24.0%	14
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	4	16	35.0%	16	70.0%	35.0%	10
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	6	25	37.0%	22	76.0%	39.0%	9
9th/Algebra 1	3 <sup>rd</sup> /Unit 2	4	20	35.0%	20	48.0%	13.0%	15
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	4	21	9.0%	20	35.0%	26.0%	18
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	5	17	5.0%	14	30.0%	25.0%	10
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	7	16	3.0%	12	27.0%	24.0%	9
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	1	10	28.0%	12	30.0%	2.0%	12
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	2	10	25.0%	8	25.0%	0.0%	8
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	7	8	21.3%	6	33.3%	12.0%	5
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	1	15	36.0%	13	66.0%	30.0%	7
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	2	17	25.0%	14	61.0%	36.0%	8
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	4	16	30.0%	16	55.0%	25.0%	9
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	6	25	27.0%	22	58.0%	31.0%	11
9th/Algebra 1	3 <sup>rd</sup> /Unit 3	4	19	33.32%	19	44.74%	11.4%	16

### Geometry

Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
10th/Geometry	3 <sup>rd</sup> /Unit 1	1	14	35.0%	14	55.0%	20.0%	11
10th/Geometry	3 <sup>rd</sup> /Unit 1	2	24	30.8%	24	37.9%	7.1%	22
10th/Geometry	3 <sup>rd</sup> /Unit 1	4	24	34.2%	26	46.9%	12.7%	23
10th/Geometry	3 <sup>rd</sup> /Unit 1	6	15	36.7%	15	48.7%	12.0%	10
10th/Geometry	3 <sup>rd</sup> /Unit 1	6	14	27.5%	18	47.5%	20.0%	18

10th/Geometry	3 <sup>rd</sup> /Unit 1	7	12	30.0%	13	55.6%	25.6%	13
Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
10th/Geometry	3 <sup>rd</sup> /Unit 1	1	13	28.0%	13	81.0%	53.0%	4
10th/Geometry	3 <sup>rd</sup> /Unit 1	4	28	29.0%	24	83.0%	54.0%	2
10th/Geometry	3 <sup>rd</sup> /Unit 1	5	20	17.0%	20	93.0%	76.0%	0
10th/Geometry	3 <sup>rd</sup> /Unit 1	6	16	35.0%	17	88.0%	53.0%	4
10th/Geometry	3 <sup>rd</sup> /Unit 2	1	12	49.2%	13	66.2%	17.0%	6
10th/Geometry	3 <sup>rd</sup> /Unit 2	2	20	38.2%	18	58.3%	20.1%	11
10th/Geometry	3 <sup>rd</sup> /Unit 2	4	21	46.3%	25	62.0%	15.7%	12
10th/Geometry	3 <sup>rd</sup> /Unit 2	6	15	45.0%	16	63.1%	18.1%	7
10th/Geometry	3 <sup>rd</sup> /Unit 2	6	14	30.0%	10	69.0%	39.0%	9
10th/Geometry	3 <sup>rd</sup> /Unit 2	7	9	29.0%	17	53.0%	24.0%	4
10th/Geometry	3 <sup>rd</sup> /Unit 2	1	10	18.0%	10	51.0%	33.0%	3
10th/Geometry	3 <sup>rd</sup> /Unit 2	4	25	17.0%	24	51.0%	34.0%	15
10th/Geometry	3 <sup>rd</sup> /Unit 2	5	18	15.0%	17	63.0%	48.0%	8
10th/Geometry	3 <sup>rd</sup> /Unit 2	6	13	19.0%	10	36.0%	17.0%	8
10th/Geometry	3 <sup>rd</sup> /Unit 3	1	12	46.6%	14	82.9%	36.3%	8
10th/Geometry	3 <sup>rd</sup> /Unit 3	2	18	32.7%	22	41.0%	8.3%	18
10th/Geometry	3 <sup>rd</sup> /Unit 3	4	19	26.1%	24	60.1%	34.0%	16
10th/Geometry	3 <sup>rd</sup> /Unit 3	6	16	32.5%	16	44.1%	11.6%	13
10th/Geometry	3 <sup>rd</sup> /Unit 3	6	15	24.0%	16	64.0%	40.0%	9
10th/Geometry	3 <sup>rd</sup> /Unit 3	7	14	27.0%	12	82.0%	55.0%	2
10th/Geometry	3 <sup>rd</sup> /Unit 3	1	11	19.0%	11	72.0%	53.0%	1
10th/Geometry	3 <sup>rd</sup> /Unit 3	4	22	18.0%	27	64.0%	46.0%	14
10th/Geometry	3 <sup>rd</sup> /Unit 3	5	20	19.0%	21	75.0%	56.0%	5
10th/Geometry	3 <sup>rd</sup> /Unit 3	6	14	17.0%	16	48.0%	31.0%	6

**Algebra 2**

Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	4	19	22.0%	18	51.0%	29.0%	17
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	6	20	23.0%	16	28.0%	5.0%	14
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	2	9	26.6%	9	47.7%	21.1%	6
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	4	22	29.1%	22	42.3%	13.2%	15
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	6	18	28.3%	18	56.7%	28.4%	6
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	2	18	31.0%	15	48.0%	17.0%	12
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	5	17	34.0%	14	46.0%	12.0%	13
11th/Algebra 2	3 <sup>rd</sup> /Unit 1	7	9	67.0%	10	44.0%	-23.0%	7
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	4	18	23.0%	12	24.0%	1.0%	12
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	6	19	22.0%	18	25.0%	3.0%	14
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	2	7	39.0%	7	69.0%	30.0%	3
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	4	22	18.0%	22	62.0%	44.0%	9
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	6	15	23.0%	18	79.0%	56.0%	7
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	2	14	21.0%	13	58.0%	37.0%	9
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	5	13	25.0%	12	52.0%	27.0%	9
11th/Algebra 2	3 <sup>rd</sup> /Unit 2	7	9	27.0%	8	69.0%	42.0%	3
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	4	12	22.1%	15	27.8%	5.7%	14
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	6	11	27.6%	9	31.0%	3.4%	9
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	2	7	25.7%	7	63.0%	37.3%	6
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	4	21	21.0%	21	67.0%	46.0%	12
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	6	18	22.0%	18	71.0%	49.0%	7
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	2	17	16.0%	17	69.0%	53.0%	8
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	5	9	12.0%	9	60.0%	48.0%	6
11th/Algebra 2	3 <sup>rd</sup> /Unit 3	7	8	10.0%	8	63.0%	53.0%	5

## **ELA PRE/POSTTEST DATA**

### **English 1**

Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	1	23	54.0%	24	58.0%	4.0%	17
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	2	22	58.0%	24	57.0%	-1.0%	18
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	3	23	38.0%	20	59.0%	21.0%	12
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	6	19	28.0%	18	64.0%	36.0%	6
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	7	21	46.0%	18	73.0%	27.0%	4
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 1	6	22	37.9%	19	32.5%	-5.4%	19
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	1	22	39.5%	20	78.0%	38.5%	5
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	2	22	45.4%	23	82.6%	82.6%	5
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	3	17	41.7%	19	66.8%	66.8%	9
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	6	14	30.7%	17	74.7%	74.7%	6
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	7	21	50.0%	23	76.9%	76.9%	7
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	6	16	10.0%	21	42.9%	32.9%	
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	1	20	28.0%	23	62.6%	34.6%	9
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	2	25	36.4%	24	64.1%	27.7%	11
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	3	20	30.5%	17	54.7%	24.2%	11
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	6	16	32.5%	16	38.5%	6.0%	14
9 <sup>th</sup> /English 1	3 <sup>rd</sup> /Unit 2	7	23	35.2%	21	60.0%	24.8%	13

### **English 2**

Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	1	8	39.0%	6	46.0%	7.0%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	3	20	44.0%	20	33.0%	-11.0%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	5	10	38.0%	11	23.0%	-15.0%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	6	19	38.0%	14	40.0%	2.0%	

10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	7	4	19.0%	3	50.0%	31.0%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	2	26	49.0%	30	52.5%	3.5%	22
Grade & Subject/Course	Quarter/Unit	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	3	20	55.6%	25	54.5%	-1.1%	22
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 1	7	26	37.5%	26	61.1%	23.6%	16
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	1	10	35.0%	6	26.0%	-9.0%	6
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	3	18	36.0%	20	40.0%	4.0%	19
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	5	13	23.0%	11	12.0%	-11.0%	11
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	6	15	33.0%	16	49.0%	16.0%	14
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	7	3	29.0%	5	29.0%	0%	5
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	2	29	17.0%	25	46.9%	29.9%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	3	19	15.0%	23	50.7%	35.7%	
10 <sup>th</sup> /English 2	3 <sup>rd</sup> /Unit 2	7	22	18.0%	23	36.5%	18.5%	



**DISTRICT:** Little Rock School District  
**SCHOOL:** Henderson Middle School  
**STATUS:** Priority and Academic Distress  
**SITE-BASED SIS:** Jimmy Smith, Jr.  
**EXTERNAL PROVIDER:** N/A

**SUPERINTENDENT:** Baker Kurrus  
**PRINCIPAL:** Frank Williams

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Misty Pitman, Sharesa White

# 45-DAY PLAN

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## THIRD QUARTER

2015-2016 School Year



## PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

**YES**

**NO** (*Please circle*

If yes, what support have you received from the district?

Training of SIS personnel  
 Guidance on compliance issues with ADE  
 Guidance on creating the 45-day plan  
 Participation in school leadership team meetings  
 Professional Development in use of Data Analysis Tool  
 Critiquing of 45 day plan before submission

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Full-time on-site School Improvement Specialist in place  
 21<sup>st</sup> Century After School Program targets students who read below grade level.  
 "Tools for Learning" class serves as a literacy intervention for students who are reading below grade level. 10 sections of this class are offered through the school day to serve students 6<sup>th</sup> – 8<sup>th</sup> grade.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

1. *Information on state requirements*

2. *Work with the process manager to input information into Indistar*
3. *Collaborate with the administrative team to assist in the development of leadership skills*
4. *Provide job-embedded professional development*
5. *Participate in leadership and instructional team meetings*
6. *Assist in the development and implementation of the 45-day plan*

The ADE SIS Team works to:

1. *Provide training for Indistar and Wise Ways*
2. *Make recommendations for school improvement*
3. *Schedule conference times to review the 45-day plan*

What are the barriers, if any, in improving student outcomes?

1. *Teacher absenteeism (80% average daily attendance).*
2. *Some teacher resistance to process of collaboration and development of pre/posttest(s).*
3. *Lack of parent interest/involvement*
4. *Budget restraint does not allow hiring of full time Literacy/Math intervention teachers (2 total FTE).*

How is your leadership team monitoring student progress in the skill area of science?

1. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas, including Science to analyze and monitor student achievement and classroom instruction.*
2. *Science Teachers are becoming affluent in the administration of pre/posttest using the Gaggle platform.*
3. *Science Teachers are using a web-based program known as **Science Fusion** to assist in assessment and practice.*
  - a. *Data is collected from pre/posttest; science teachers modify instruction based on results of pretest.*

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

1. *Pre-/Post Assessment Results*
2. *SMI/SRI/ results with programming based on these results*
3. *Interim assessments*
4. *Planning appropriate professional development*
5. *Data analysis with teachers*
6. *Additional support for teachers*



What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

1. *Developing a collaboration template, collaboration matrix, and collaboration guidelines.*
2. *Transparency about what occurs during school leadership team meetings; minutes are emailed school wide; 45-day plan is discussed during faculty meetings.*
3. *Development of ACT Aspire Testing Logistics to include non-classroom teachers.*
4. *The addition of a dance elective, allowed the restructuring of "Tools for Learning" Class" for literacy intervention. The restructuring of this class allows students who score basic and below to enroll in "Tools for Learning."*

If anything, what do you intend to change or modify for the next quarter?

1. *Provide on-site Professional Development to build the capacity and support appropriate usage of data.*
2. *Provide on-site Professional Development in regards to Domain 3 of PTAS (Instruction)*
3. *Use Leadership Meeting to analyze one form of data every meeting (teacher observation data, pre/post test data, SOAR data, SRI/SMI data).*
4. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas.*

## SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270	257		40	28	0	2	4		18	15	25	
7	226	234	239		37	19	3	6	11		13	26	50	
8	275	271	265		45	32	6	9	10		22	30	46	

**Comments/ Clarifications:**

**(Quarter 3)**

During second quarter, there were 1026.5 instances of absences. For example, 361 instances from suspension, 380 no reasons provided, 67 personal illnesses, 27 checkout early and 20 where there were extenuating circumstances. Absences increased in the 3<sup>rd</sup> quarter to 1997.5 instances of absences. For example, 760 instances were from suspension, 138 from personal illness, and 827 instances where no reason was provided, 138 from personal illness, 61.5 checked out early and 33 from extenuating circumstances. For the fourth quarter, we have recruited male mentors to meet with at risk students three times a week during lunch.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by  _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by  _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> September / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	13.33	26.67	26.67				102				167	
7	21.43	42.86	25.00				154				54	
8	27.27	50.00	30.77				88				79	

### Comments/ Clarifications:

(Quarter 3) Teacher absenteeism continues to be a struggle. Administrative team has awarded teachers with perfect attendance and has provided a staff luncheon to boost staff morale. Administration will continue to look for ways to establish a culture where teachers look forward to consistently coming to Henderson Middle School.

During unit one Henderson students averaged 22.36% growth. During unit, two Henderson students averaged 14.92% growth. During unit, three Henderson students averaged 14.63% growth.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

79

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	49	257	56	75	92		224	205	219		648	439			67.74	
7	77	239	42	58	91		155	181	177		513	464			90.44	
8	74	265	70	65	93		222	232	234		688	545			79.21	
Example							100	90	95	N/A	285	57	20%			

#### Comments/ Clarifications:

(Quarter 3) A more productive system of providing make up pre/posttest for students will be addressed in the 4<sup>th</sup> quarter. During the third quarter, there were 1997.5 instances of student absences.

During unit one Henderson students averaged 12.96% growth. During unit, two Henderson students averaged 24.08% growth. During unit, three Henderson students averaged 14.74% growth.

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

74

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C)			
													(B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	257	63	73	54		475	333	293		1101	418			37.96	
7	50	239	88	112	102		306	254	174		734	347			47.27	
8	79	265	44	40	67		223	209	200		632	246			38.92	
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Quarter 3) A more productive system of providing make up pre/posttest for students will be addressed in the 4<sup>th</sup> quarter. During the third quarter, there were 1997.5 instances of student absences. Henderson middle school students continue to show growth from pretest to post test.

#### LEADERSHIP TEAM REPORT CONTINUED

*(Optional)*

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example, Interim assessments such as ACT Aspire, TLI, etc.)** *You may include a chart to describe your data.*



**DISTRICT:** Little Rock School District  
**SCHOOL:** Cloverdale Middle School  
**STATUS:** Priority and Academic Distress  
**SITE-BASED SIS:** Michael Anthony  
**EXTERNAL PROVIDER:** N/A

**SUPERINTENDENT:** Baker Kurrus  
**PRINCIPAL:** Wanda Ruffins

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Misty Pitman and Sharesa White

# 45-DAY PLAN

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## THIRD QUARTER

2015-2016 School Year



### PRINCIPAL'S REPORT THIRD QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

**YES** or **NO** (*Please circle*)

If yes, what support have you received from the district?

Feedback, suggestions and probing questions regarding the 45-day plan provided by the Associate Superintendent of Middle Schools and the Associate Superintendent/Director of Accountability

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Math and READ 180/System 44 implemented  
 ELD Classes established  
 An ESL Facilitator in place  
 Full-time on-site School Improvement Specialist in place  
 City Year focus groups established  
 Achieve 3000 in place for ELL subgroup

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Internal SIS:

Disseminates information  
 Works with process manager to input information into Indistar  
 Participates and provides input in district leadership and instructional team meetings  
 Attends trainings and conferences  
 Provides job-embedded professional development



Monitors tasks for completion  
Submits weekly report on school's progress to state and district

ADE SIS Team:

Provides professional development  
Provides feedback and recommendations  
Monitors 45-day plan  
Provides technical assistance

What are the barriers, if any, in improving student outcomes?

Teacher absences  
Students not in class due to level 3 and 4 sanctions  
Lack of resources to meet the needs of LEP students with limited exposure to the English language outside of the school setting  
Inability to communicate effectively with non-English speaking parents  
Socio-emotional concerns

How is your leadership team monitoring student progress in the skill area of science?

Assessments – formative, summative, performance based  
Student Academic Improvement Plans  
Analyzing data from online textbook assessments  
Pre/posttest data and reflections submitted by all science teachers

How is your leadership team monitoring student progress in the skill areas of math, reading, writing?

Pre/posttest results  
Math Inventory/Reading Inventory/Phonics Inventory results with programming based on these results  
Instructional analysis tool  
Interim assessments  
Reflection Tool  
Criterion Writing  
Achieve 3000

How are you responding to the results?

Designed appropriate reflection tools  
 Planning appropriate professional development  
 Data analysis with teachers  
 Additional support for teachers  
 Curriculum gap analysis  
 Identify weak areas and facilitate student reflection  
 Collaborative planning  
 Schoolwide push for vocabulary building  
 Program decision to keep SRI/SMI assessments

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Review of pre/posttest reflection tool  
 Development of instructional team by-laws  
 Revised the parent compact to outline accountability and buy-in for every stakeholder  
 Pushing for teacher interaction on the SLT

If anything, what do you intend to change or modify for the next quarter?

Increase focus on science  
 Develop parent workshops that will encourage active engagement in academics  
 Make requests with justifications to increase resources for ESL population



**SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER**  
**STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	219	223	221		27	63	1	1	0		6	10	18	
7	182	181	178		27	46	6	5	5		12	21	25	
8	186	191	199		23	43	3	6	4		11	17	25	

**Comments/ Clarifications:**

The school has implemented Each One/Reach One to mentor students who have been identified by faculty and staff of having deficiencies in academics, attendance, discipline and social interaction skills. Attendance concerns continue to be addressed by the Office of Guidance and Counseling and by City Year coaches in order for students to stay on target in meeting the attendance goals outlined collaboratively. All faculty and staff personnel have revisited the school's visibility plan and are becoming familiar with updated campus procedures. Technical assistance has been requested from the Little Rock School District Student Service Department for in-service on the School Behavior Intervention Team (SBIT) process.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> / <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> / <u>September / 2015</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	33.33%	33.33%	40.00%				126				82	
7	41.67%	16.67%	38.46%				133				87	
8	20.00%	40.00%	55.56%				123				74	

### Comments/ Clarifications:

Absenteeism continues to be a problem. One teacher resigned due to moving. Two teachers, one in English and another in science, continue to be on long term leave. Those vacancies have been filled by hiring a certified teacher and reassigning a long-term teacher to an elective position which is replaced by a sub. The second position was filled by reassigning a current teacher within the school to the position after exhausting several efforts to hire and retain a highly qualified teacher.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	221	91	74	79		192	195	205		592	290	75%	43%	49%	
7	35	178	65	79	89		148	154	149		451	267	51%	58%	59%	
8	37	199	35	61	64		167	166	171		504	348	89%	77%	69%	
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>	<b>285</b>	<b>57</b>	<b>20%</b>			

#### Comments/ Clarifications:

There was an increase in the number of sixth and seventh grade students with D's or F's on the third unit test. Based on the Instructional Analysis Tool and student reflection, it has been determined that test exhaustion was a strong contributor to this increase. Members of the math department expressed their struggle to meet the deadlines for submitting pre/posttest submission centered around the administration of the ACT Interim and ELPA21 assessments this quarter. Collaborative discussions continue to be provided for teachers within the department through Professional Learning Community (PLC) opportunities.

***ELA DATA by Quarter for Grades 3 – 10***

80

Sixth grade students have made significant decreases in the number of poor or failing grades, while the seventh and eighth grade students remain steady on the third unit test. Eighth grade “number of students tested” is low due to the eighth grade teacher not being assigned classes until two weeks before the end of the quarter. The ELA department also expressed the same concern with struggling to meet the deadlines outlined for submitting pre/posttest data. Test exhaustion has been expressed throughout the department by teachers and students. The School Leadership Team has discussed ways in which test exhaustion can be alleviated. Collaborative discussions continue to be provided for teachers within the department through Professional Learning Community (PLC) opportunities.

## LEADERSHIP TEAM REPORT CONTINUED

(Optional)

**Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?** *You may include a chart to describe your data.*

ELA

<u>Unit</u>	<u>Pretest Average</u>	<u>Posttest Average</u>	<u>Change</u>
1	55.2%	71.8%	16.6%
2	48.4%	69.9%	21.5%
3	54.0%	71.9%	17.9%
Total	52.5%	71.2%	18.7%

MATH

<u>Unit</u>	<u>Pretest Average</u>	<u>Posttest Average</u>	<u>Change</u>
1	23.7%	45.5%	21.8%
2	27.6%	64.7%	37.1%
3	26.3%	63.2%	36.9%
Total	25.8%	57.8%	32.0%

Instructional teams analyzed third quarter pre and posttest data to validate how teachers have reflected on the standards that need to be addressed. Both departments continue to reflect and retest. The pretest data is utilized by instructional teams to determine differentiation of instruction whereas the posttest data is used to identify skills that need to be remediated.

Instructional teams submit their pre/posttest reflection data to the leadership team for review, suggestions and feedback. Teacher reflection allows the School Leadership Team to gain insight as to what technical assistance and support is needed.



**DISTRICT: LITTLE ROCK SCHOOL DISTRICT**  
**SCHOOL: J. A. FAIR HIGH SCHOOL**  
**STATUS: PRIORITY AND ACADEMIC DISTRESS**  
**SITE-BASED SIS: DIONNE BRITTON**  
**EXTERNAL PROVIDER: ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER KURRUS**  
**PRINCIPAL: LAGAIL BIGGS**

# PRIORITY SCHOOL 45-DAY PLAN REPORT

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THIRD QUARTER

2015-2016 School Year



## PRINCIPAL'S REPORT THIRD QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)  
If yes, what support have you received from the district?

### 1<sup>st</sup> Quarter

- Yes. SIS training, Indistar training, ASCIP training, receiving data.

### 2<sup>nd</sup> Quarter

- We received a local SIS
- Feedback for our next steps
- The Deputy Superintendent attends school leadership meetings and provides feedback.
- The proxy SIS (Mr. Johnson) has been regularly participating in District Leadership Team Meetings.
- The newly hired SIS participated along with the district leadership team in training with ADE on December 16.

### 3<sup>rd</sup> Quarter

- Yes. Local SIS reported to work on Jan. 4, 2016
- The Deputy Superintendent attends school leadership meetings and provides feedback.
- 

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

### 1<sup>st</sup> Quarter

- We utilize data from pre/post test to monitor student progress and determine next steps. Targeted professional development is scheduled on effective instructional strategies.

### 2<sup>nd</sup> Quarter

- City Year conducts student pull outs/pull in's with 9<sup>th</sup> grade students on their academic focus lists.
- We have before school and after school tutoring to focus and address academic deficiencies.
- Some teachers allow students to come for one on one tutoring and extended learning opportunities.
- The Math Club conducts peer tutoring during lunch for students in need of extra help.

### 3<sup>rd</sup> Quarter

- City Year conducts individual tutoring with 9<sup>th</sup> grade students on their academic focus lists.
- We have before school and after school tutoring to focus and address academic deficiencies.

- Some teachers allow students to come for one on one tutoring and extended learning opportunities.
- The Math Club conducts peer tutoring during lunch for students in need of extra help.
- Math and Literacy Instructional Facilitators started the process of individual tutoring

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

**1<sup>st</sup> Quarter**

- We currently do not have an internal SIS and have not met with the ADE SIS.

**2<sup>nd</sup> Quarter**

- We were not provided an external provider and the internal SIS was not yet hired. (Note – An SIS was hired and began work in January.)
- We had one visit with the ADE SIS assigned to our school.

**3<sup>rd</sup> Quarter**

- ADE SIS visited our campus one time to introduce herself to School Administrative Team and Local SIS
- ADE SIS scheduled bi-monthly meeting with District Team and local SIS

What are the barriers, if any, in improving student outcomes?

**1<sup>st</sup> Quarter**

- Not having an internal SIS, teacher buy-in to using pre/post test data, money, and time.

**2<sup>nd</sup> Quarter**

- An assistant principal temporarily filled the position of Local SIS; we now have a newly hired Local SIS
- Teacher Training needed in using technology for pre/post test data
- Additional Professional Development needed to assist teachers with the analysis of pre-post tests and assistance with using the data in re-teaching efforts. These trainings will take place third quarter.

**3<sup>rd</sup> Quarter**

- Teacher Training on Data Analysis
- Teacher Training on Pre-Post Testing
- Time to effectively plan units and develop aligned pre-post tests (Blocks of Time)

How is your leadership team monitoring student progress in the skill area of science?

**1<sup>st</sup> Quarter**

- We monitor the pre/post test data and data analysis from the science teacher collaboration

**2<sup>nd</sup> Quarter**

- We monitor the pre/post test data and data analysis from the science collaboration meetings
- The Math Instructional Facilitator attends the collaboration meetings and provide input for next steps

- Math Facilitator reports out at the Leadership meetings regarding science data

### 3<sup>rd</sup> Quarter

- We monitor the pre/post test data and data analysis from the science collaboration meetings
- Review and analyze ACT Aspire Interim Assessment Data in Science
- Ensure Science Teachers are Participating in Training on Next Generation Science Standards

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

### 1<sup>st</sup> Quarter

- We're constantly analyzing the data and identifying next steps based on the data.

### 2<sup>nd</sup> Quarter

- We're constantly analyzing pre/post test data, TLI data, and SMI and SRI and identifying next steps based on the data
- Developed a plan to address academic deficiencies (pull outs for individual tutoring)
- School Leadership Team continues to meet and examine math, reading and writing
- Campus Leadership team reports on the implementation of the standards via the district curriculum pacing guide
- The SLT has analyzed the TLI data and identified areas that produced misconceptions from the students when taking the test

### 3<sup>rd</sup> Quarter

- SLT analyze pre-post test data results consistently
- SLT developed a tutoring plan to address academic deficiencies with our borderline proficient/basic students (Bubble Students)
- SLT reviewed the ACT Aspire Interim Test Results in Math, Reading, Writing, and Science
- Math and Literacy Facilitators planned with teachers to address deficiencies based on ACT Aspire Interim Test Results

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

### 1<sup>st</sup> Quarter

- Creating a more effective monitoring tool for the pre/post test data.

### 2<sup>nd</sup> Quarter

- Continued Commitment to the Pre-test and Post-test process in Literacy and Math
- Implemented Building Initiative Requiring Pre and Post Tests from all core and elective teachers
- Provide professional development around teacher needs and deficiencies

### 3<sup>rd</sup> Quarter

- Created Timeline of Due Dates for Pre-Post Tests
- Streamlined the collection of data for more effective analysis

- Sharing Meeting Minutes with staff

If anything, what do you intend to change or modify for the next quarter?

**1<sup>st</sup> Quarter**

- We will monitor the next steps determined by teachers in their collaboration meeting more closely to ensure all interventions are being implemented.

**2<sup>nd</sup> Quarter**

- The monitoring process: now that we have an internal SIS we will change how we monitor the implementation of the pre/post test
- Monitor more closely the documented next steps created from the teacher collaboration meetings

**3<sup>rd</sup> Quarter**

- Adding more tasks as we work
- Monitor tasks more closely

## SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	262	264	249		28	18	10	42	62		20	26	33	
10	252	252	238		29	13	18	39	71		16	16	29	
11	170	174	157		23	6	9	18	40		8	6	9	
12	177	174	163		36	3	2	11	14		5	6	8	

### Comments/ Clarifications:

The school utilizes progressive discipline, which led to an increase in the number of referrals for the third quarter. Student absences were increased in all grade levels. The administration will discuss this data with the Student Behavior Intervention Team to develop interventions and consult with Therapeutic service providers. The School Leadership Team will discuss this data with the Campus Leadership Team to continue to seek interventions to decrease the number of student referrals.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ SMI Data 09 /15 _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI Data 09/15 _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	21%	38%	58%				456				271	
10	25%	31%	62%									
11	0%	29%	67%									
12	17%	50%	60%									

### Comments/ Clarifications:

Teacher absences increased in each grade level for the third quarter. Administration will work with the District Leadership team to develop strategies to improve teacher attendance. The Building Administration has implemented the “Letters of Concern” system, which notifies teachers of their absences and allows administrators to express concern and brainstorm strategies for decreasing absences with individual teachers.

## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level  (A)	Total number of post-unit test with a D or F in Math this quarter  (B)	Percent of post-unit tests with a D or F in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	89	249	27	89	128		167	182	189		538	373	82%	94%	69%	
10	111	238	66	124	137		181	199	177		557	360	49%	90%	65%	
<i>Example</i>							100	90	95	N/A	285	57	20%			

### Comments/ Clarifications:

In 9<sup>th</sup> Grade 69% of students earned D/F on 3<sup>rd</sup> Quarter pre-post tests, but 51% earned D/F for the nine weeks. We will discuss this data to ensure that daily assignments are aligned to pre-post tests. In 10<sup>th</sup> Grade 65% of students earned D/F on pre-post tests, while 58% earned D/F for the nine weeks. The School Leadership Team will address re-teaching and remediation of concepts that is preventing student mastery. The District Leadership Team will discuss funding to allow for blocks of time during the summer or during school time to plan and create pre-post tests and Data Days to analyze data. Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum standards and to ensure student mastery.

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level  (A)	Total number of post-unit test with a D or F in ELA this quarter  (B)	Percent of post-unit tests with a D or F in ELA			
													(C)			
													(B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	161	249	52	171	134		177	164	130		471	111				
10	88	238	92	140	95		129	242	128		499	249	67%	45%	24%	
Example							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

In 9<sup>th</sup> Grade 24% of students earned D/F on pre-post tests but 54% earned D/F for nine weeks. In 10<sup>th</sup> Grade 50% earned D/F on pre-post tests and 40% earned D/F for nine weeks. The District Leadership Team will discuss funding to allow for blocks of time during the summer or during school time to plan and create aligned pre-post tests. Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum.

*The Below Spreadsheet illustrates the growth from each Math and ELA pre/post tests by unit and teacher. Each unit is separated by the blue space.*



### THIRD QUARTER PRE AND POST TEST RESULTS BY UNIT AND TEACHER...UNITS SEPERATED BY BLUE SPACE

Teacher Name	Number of Students Who Took the Pre-Test	Number of Students Who Took the Post-Test	Number of Students Who Made D or F on Post Test	Pre-Test Average	Post-Test Average	Growth
9 Eng. Teacher 1	94	106	8	79%	89%	10%
9 Eng. Teacher 2	69	71	8	44%	71%	27%
10 Eng. Teacher 1	61	65	43	33%	56%	23%
10 Eng. Teacher 2	73	74	54	38%	58%	20%
9 Math Teacher 1	52	85	51	37%	42%	5%
9 Math Teacher 2	73	82	82	14%	15%	1%
10 Math Teacher 1	108	96	71	5%	31%	26%
10 Math Teacher 3	22	22	12	18%	67%	49%
10 Math Teacher 2	63	63	36	36%	66%	30%
9 Eng. Teacher 1	107	93	31	27%	41%	14%
9 Eng. Teacher 2	71	71	7	61%	81%	20%
10 Eng Teacher 2	76	71	29	25%	59%	34%
10 Eng. Teacher 1	66	63	32	55.80%	62.60%	6.80%
10 Eng. Teacher 4	8	10	7	32.50%	54%	22%
10 Eng. Teacher 4	41	37	10	40.18%	67.86%	27.68%
10 Eng. Teacher 3	51	61	34	34.45%	43.06%	8.61%
9 Math Teacher 2	97	88	87	16.83%	27.96%	11.13%
9 Math Teacher 1	90	94	50	38%	68%	30%
10 Math Teacher 3	19	19	9	14%	64%	50%
10 Math Teacher 2	79	79	68	10.13%	32.41%	22.28%
10 Math Teacher 1	102	101	24	27%	73%	46%
10 Eng. Teacher 2	46	55	22	27%	58%	31%
10 Eng. Teacher 3	11	15	2	71%	89%	18%
10 Eng. Teacher 1	63	58	16	54.20%	82%	28%
9 Eng. Teacher 2	73	63	25	48%	58%	10%
9 Eng. Teacher 1	99	67	32	47%	62%	15%
9 Math Teacher 2	82	85	74	45%	54%	9%
9 Math Teacher 1	82	95	29	33%	66%	33%
10 Math Teacher 3	20	20	8	13%	60%	47%

10 Math Teacher 2	83	81	68	10%	19%	9%
10 Math Teacher 1	77	76	64	1%	43%	42%





**DISTRICT: LITTLE ROCK SCHOOL DISTRICT  
KURRUS**

**SCHOOL: HALL HIGH SCHOOL**

**STATUS: PRIORITY AND ACADEMIC DISTRESS**

**SITE-BASED SIS: ROXIE BROWNING**

**EXTERNAL PROVIDER: N/A**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITTMAN AND SHARESIA WHITE**

**SUPERINTENDENT: BAKER**

**PRINCIPAL: LARRY SCHLEICHER**

# PRIORITY SCHOOL 45-DAY PLAN REPORT

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Third QUARTER

2015-2016 School Year



## PRINCIPAL'S REPORT \_Third QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (Please circle)  
If yes, what support have you received from the district?

- Members of the district team attend Hall Instructional leadership meetings, provide clarity and input when needed by the team.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Read 180 classes at the 9<sup>th</sup> grade level address basic and below basic students identified by the SRI.
- Literacy Interventions are held for identified ESL students during before-school tutoring.
- Pull-outs and Roll-ins are conducted by the Instructional Facilitators in math and literacy.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- The internal SIS is:
- Providing guidance and structure to campus teams including SLT, management, and instructional teams.
- Facilitating the School Improvement Team meetings
- Establishing sub-committees to the SLT
- Identifying areas to be addressed through regular observations and interviews from faculty staff.
- Co-thinking partner, providing feedback and collaboration opportunities to administrators through co-classroom observations and weekly administrative meetings.
- Providing clarity and support for the collaboration meeting process.
- Providing clarity and support for the pre/post unit assessment process.
- Providing clarity and support for the collection and analysis of student performance data.

<ul style="list-style-type: none"> <li>• Keeping the appropriate staff members abreast of necessary information and providing a pathway to create a plan of action related to school improvement needs declared via ADE, USDOE, ESEA/ESSA Flexibility Waiver, Commissioner's Memo's, and Little Rock District Leadership.</li> <li>• The ADE SIS Team has provided monthly support on the school's plan within Indistar. A summary of the ADE SIS work completed with LRSD SISs is available via Coaching Comments within Indistar.</li> </ul>
<p>What are the barriers, if any, in improving student outcomes?</p> <ul style="list-style-type: none"> <li>• Teachers have expressed a challenge in the amount of testing and the time that it takes to fully administer often leaving little time to provide solid instruction and re-teaching opportunities.</li> <li>• Hall High School has received an extraordinarily high number of students who are more than 3 years behind in reading and math skills. (69% of students are Basic or below in Math and 63% are basic or below in literacy).</li> <li>• Socio –Economic Concerns</li> <li>• Highly mobile population</li> <li>• Long-term subs/non-certified teachers.</li> </ul>
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <ul style="list-style-type: none"> <li>• Our focus has remained on the areas of Math and Literacy.</li> </ul>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <ul style="list-style-type: none"> <li>• We are analyzing math and literacy pre/post assessment data to determine the strands/standards where students are performing the lowest.</li> <li>• Based on Pre/Post assessment results and classroom observations, we are identifying areas of Professional Development which will assist teachers in addressing the needs of our students.</li> </ul>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <ul style="list-style-type: none"> <li>• Involve students and faculty more in the school improvement process and planning efforts.</li> <li>• Incorporating the Wise Ways Research into actions taken to implement Indistar Indicators and tasks.</li> </ul>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <ul style="list-style-type: none"> <li>• Continue the implementation process of Achieve 3000 reading program for ESL students</li> <li>• Facilitators will track student gains from strategic support with underachieving students.</li> <li>• Regular monitoring of collaborative meetings.</li> </ul>



## SCHOOL LEADERSHIP TEAM'S REPORT Third QUARTER

### STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	329	326	323		40	84	19	8	5		32	46	81	
10	278	296	286		45	72	14	10	9		31	33	47	
11	242	241	233		34	58	9	2	3		18	10	33	
12	225	224	205		31	52	2	3	3		12	8	25	

**Comments/ Clarifications:** There is a large highly mobile population at Hall due to various reasons such as three foster care/homeless shelters are in Hall's attendance zone. The number of students coming in tends to balance out the students who leave. Certain programs within the building, such as JAG require students to be out on field trips which is not calculated in the absence log. The SWD number does not include students who are 504, students receiving grief and mental health counseling, the number of students on a behavior plan. Students who miss class based on field trips, athletic events, in school suspension or other "official school related business" are not marked as absent which is not reflected in the report. Number of students with 5 or more referrals does not reflect students who did not receive due process. Discipline referrals do not reflect the true number of teacher referrals. Students may have received referrals but did not reach the "5 or more" threshold. Discipline referrals should reflect categories instead of just number of incidents. For example, if a student is involved in a physical altercation outside of class, no referral is written. Security escorts students straight to AP without writing a referral. Perhaps a threshold of "3 or more" would give more information.

## LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>SMI</u> _____10/15_____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>SRI</u> _____10/15_____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	27.59	62.07	44.83				147/170				175/274	
10	21.43	28.57	38.46				128/136				123/195	
11	14.29	64.29	61.54								122/197	
12	66.67	33.33	50.00								68/116	

*Comments/ Clarifications: To provide further clarity, the teacher absences mentioned were further analyzed by the following: 870 total teacher absences; 25% of absences were taken on a Friday and 17.9% of absences were taken on a Monday; 21.08% professional development leave, 56.08% sick leave, 1% other, and 21.8% long term vacancies filled by substitutes.*



## LEADERSHIP TEAM REPORT CONTINUED

### MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level  (A)	Total number of D's or F's in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	201	260	158	203	196											
10	144	183	115	156	134											
Algebra	164	257	159	195	221		267	317	263		847	589		69.5%	69.5%	
Geometry	116	178	81	106	115		218	196	216		630	326		50%	51.7%	
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** This report includes all (grades 9-12) regular education Geometry and Algebra I teachers' data for third quarter. The number of students enrolled and students failing changed from the second quarter due to updated information being uploaded in the system. More data was provided by teachers to provide a more accurate picture of student performance. D's and F's were not reported by all Algebra I and Geometry teachers. The percentage of students with Ds or Fs does not reflect growth. (A student may have gone from a 5% to a 50% to show growth even though it's still an F.) See attached chart in "other data."

## LEADERSHIP TEAM REPORT CONTINUED

### ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	133	230	134	232	202		241	259	205		705	328		74%	46.5%	
10	109	155	102	144	146		215	194	76		485	285		65%	58.76%	
<i>Example</i>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:** The number of students enrolled and students failing changed from the first quarter due to updated information being uploaded in the system. All 9<sup>th</sup> and 10 grade English teachers did not conduct regular pre/post assessments during 2<sup>nd</sup> quarter. We are developing solid systems for conducting regular pre/post-tests in addition to tracking and analyzing data from the unit assessments for the purpose of determining PD needs and as a means of guiding planning and re-teaching efforts.

## LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

### Interim III, Assessed Mar 8, 2016 - Mar 17, 2016

#### HALL HIGH SCHOOL

LITTLE ROCK SCHOOL DISTRICT, School ID: 6001002

#### Subject Proficiency by Grade Level

How can decisions be informed based upon grade level subject proficiencies?

#### ENGLISH READING SCIENCE MATHEMATICS ACT Aspire

HALL HIGH  
SCHOOL

Proficiency: English 37% 392 Reading 34% 392 Science 38% 361 Mathematics 20% 353

Grade 9 35% 213 33% 212 36% 206 20% 186

Grade 10 39% 179 36% 180 40% 155 20% 167

**SUBJECT FOCUS** Better proficiency in Mathematics may improve scores.

ACT Aspire Mathematics Assessments assess students' ability to solve problems, explain and justify, and model with the mathematics up through the given grade.

Results for groups with 4  
or fewer students are not  
shown

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**Comments/clarifications:** The SLT discussed possibilities of the low student performance from ACT Aspire Interim Assessment results. Some of the possibilities include: some students not taking the test seriously, some students not reading all the way through the questions and answer choices, some students were quickly moving through the test, some ESL students with low reading levels may have struggled with the assessment, absenteeism, computer issues with students being booted out of the system and could not log back in, and etc.

Quarter 3 Unit 1 Pre-/Post-Test Results-Hall  
Averages

School	Math Pre-Test	Math Post-Test	Change				
Hall	28.4	44.7	16.3				
School	ELA Pre-Test	ELA Post-Test	Change				
Hall	40	66.7	26.7				
Unit 2 Pre/Post Test Reporting - 3rd Quarter							
Status	School	Subject	Pre-Test Avg	Post-Test Avg	Growth		
HSP	Hall High	Math	27.3%	49.1%	21.80%		
HSP	Hall High	Literacy	40.8%	62.1%	21.30%		
Unit 3 Pre/Post Test Reporting - 3rd Quarter							
School		Subject	Pre-Test Avg	Post-Test Avg	Growth		
HSP	Hall High	Math	29.1%	45.8%	16.70%		
HSP	Hall High	Literacy	37.6%	56.3%	18.70%		
Comments/Clarifications: The summary report shows the growth of students’ pre/post results. SLT discussion of changes being made to instruction to boost student growth is in progress. Clarity around effectively implementing the pre/post test has also been in progress during the 3 <sup>rd</sup> quarter.							
Unit I ELA Pre/Post by class							
Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
Eng I, READ 180	1	16	45.0%	13	58.75%	13.50%	7

Eng I, READ 180	3	13	54.0%	17	59.63%	4.80%	10	
Eng I, Read 180, Co-Teach	5	13	39.0%	13	52.87%	13.80%	7	
Eng I, READ 180	6	10	55.0%	11	67.25%	11.40%	3	
Eng I, SPED	4	1	40.0%	1	80.0%	40.0%	0	
Eng I, Pre-AP/AVID	1	17	42.0%	17	68.0%	26.0%	11	
Eng I, Pre-AP/AVID	3	21	48.0%	19	72.0%	24.0%	9	
Eng I, Pre-AP/AVID	5th	19	52.0%	16	94.0%	42.0%	3	
Eng I, Reg	6th	11	52.0%	9	68.0%	16.0%	5	
Eng I, Pre-AP/AVID	7th	14	52.0%	16	70.0%	18.0%	8	
Eng I, Reg	1	13	40.0%	9	72.0%	32.0%	9	
Eng I, Reg	3	8	25.0%	7	64.0%	39.0%	7	
Eng I, Reg	5th	13	28.0%	12	68.0%	40.0%	12	
Eng I, Reg	6th	9	46.0%	7	56.0%	10.0%	7	
Eng I, Reg	7th	8	38.0%	5	53.0%	15.0%	5	
Eng I, SPED	1st	3	73.6%	3	84.3%	10.7%	0	
Eng I, SPED	2	1	40.0%	1	80.0%	40.0%	0	
Eng I, SPED	5th	2	80.0%	2	93.5%	13.5%	0	
Eng I, SPED	5	1	60.0%	1	80.0%	20.0%	0	
Eng I, SPED	6th	6	81.5%	6	90.6%	9.1%	0	

Eng I, SPED	7th	4	81.8%	4	89.2%	7.4%	0
Eng I, SPED	6	3	40.0%	3	80.0%	40.0%	1
Eng I, ESL	1	9	48.6%	9	82.0%	33.4%	2
Eng I, ESL	3	7	41.1%	8	61.0%	19.9%	5
Eng I, ESL	5	12	50.0%	10	74.0%	24.0%	4
Eng I, ESL	6	13	55.8%	11	88.0%	32.2%	3
Eng I, ESL	7	8	26.6%	11	65.0%	38.4%	6
				241			124
Eng II, Reg	1	16	24.0%	18	70.0%	46.0%	11
Eng II, Co-Teach	2	15	28.0%	16	32.0%	4.0%	14
Eng II, Reg	4	17	19.0%	15	12.0%	-7.0%	17
Eng II, Reg	5	16	21.0%	12	35.0%	14.0%	13
Eng II, Reg	6	14	27.0%	16	20.0%	-7.0%	16
Eng II, SPED	2	3	40.0%	3	80.0%	40.0%	1
Eng II, SPED	4	5	40.0%	5	80.0%	40.0%	2
Eng II, SPED	5	1	60.0%	1	60.0%	0.0%	1
Eng II, SPED	6	5	60.0%	5	80.0%	20.0%	2
Eng II, ESL	6	10	28.0%	9	35.6%	7.6%	9

Eng II, Pre-AP/AVID	2	18	27.7%	19	75.8%	48.1%	7
Eng II, Pre-AP/AVID	5	24	31.6%	22	85.5%	53.9%	5
Eng II, Pre-AP/AVID	6	20	25.0%	16	78.7%	53.7%	5
Eng II, Pre-AP/AVID	7	19	20.0%	18	80.0%	60.0%	5
Eng II, SPED	1st	4	90.0%	4	98.3%	8.3%	0
Eng II, SPED	5th	4	86.8%	4	95.0%	8.2%	0
Eng II, Reg	1	21	26.7%	18	80.0%	53.3%	6
Eng II, Reg	7	19	61.0%	14	77.43%	15.90%	3

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**Unit II ELA Pre/Post by class**

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
Eng I, READ 180	1	14	52.1%	15	63.00%	10.90%	6
Eng I, READ 180	3	17	59.3%	15	68.00%	8.70%	7
Eng I, Read 180, Co-Teach	5	15	45.0%	14	64.00%	19.00%	8
Eng I, READ 180	6	12	54.0%	13	64.00%	10.00%	4
Eng I, Pre-AP/AVID	1	18	54.0%	17	90.0%	36.0%	0
Eng I, Pre-AP/AVID	3	20	44.0%	19	76.0%	32.0%	2
Eng I, Pre-AP/AVID	5th	16	48.0%	17	84.0%	36.0%	1

Eng I, Reg	6th	11	34.0%	14	92.0%	58.0%	0
Eng I, Pre-AP/AVID	7th	18	48.0%	10	92.0%	44.0%	0
Eng I, Reg	1	14	43.0%	14	41.0%	-2.0%	11
Eng I, Reg	3	11	20.0%	11	47.0%	27.0%	8
Eng I, Reg	5th	10	40.0%	11	62.0%	22.0%	3
Eng I, Reg	6th	10	38.0%	8	27.0%	-11.0%	4
Eng I, Reg	7th	10	42.0%	11	64.0%	22.0%	3
Eng I, SPED	1st	3	40.0%	3	80.0%	40.0%	1
Eng I, SPED	5th	2	80.0%	2	93.5%	13.5%	0
Eng I, SPED	6th	6	30.0%	6	70.0%	40.0%	4
Eng I, SPED	7th	4	30.0%	3	73.3%	43.3%	2
Eng I, ESL	1	9	21.8%	9	69.4%	47.6%	4
Eng I, ESL	3	10	22.1%	10	62.0%	39.9%	5
Eng I, ESL	5	10	23.9%	11	76.6%	52.7%	4
Eng I, ESL	6	11	19.2%	10	70.4%	51.2%	5
Eng I, ESL	7	15	16.7%	13	62.4%	45.7%	7
Eng I, SPED	2	1	75.0%	1	75.0%	0.0%	0
Eng I, SPED	5	1	50.0%	1	75.0%	25.0%	0
Eng I, SPED	4	1	50.0%	1	75.0%	25.0%	0



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**Unit III ELA Pre/Post by class**

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	Combined # Ds & Fs on Pre-Test	Combined # Ds & Fs on Post-Test
Resource English I	1	2	85.0%	4	70.0%	-15.0%	1	1
Resource English I	5	2	80.0%	2	90.0%	10.0%	0	0
Resource English I	6	7	88.0%	6	85.0%	-3.0%	0	1
Resource English I	7	5	80.0%	5	90.0%	10.0%	0	0
Eng I, Reg	1st	14	38.5%	11	63.0%	24.5%	9	7
Eng I, Reg	3rd	9	13.7%	7	58.0%	44.3%	6	5
Eng I, Reg	5th	13	36.2%	13	54.0%	17.8%	10	9
Eng I, Reg	6th	9	36.7%	12	43.0%	6.3%	7	7
Eng I, Reg	7th	16	26.9%	14	73.0%	46.1%	0	9
Eng I, ELA	1	9	36.1%	9	72.2%	36.1%	8	4
Eng I, ELA	3	7	30.4%	10	62.5%	32.1%	7	6
Eng I, ELA	5	11	39.8%	11	76.1%	36.4%	9	4
Eng I, ELA	6	9	40.3%	7	76.8%	36.5%	8	3

Eng I, ELA	7	15	36.7%	13	71.2%	29.8%	12	5
Eng I, SPED	2	1	60.0%	1	80.0%	20.0%	1	0
Eng I, SPED	4	1	70.0%	1	90.0%	20.0%	0	0
Eng I, SPED	5	1	80.0%	1	80.0%	0.0%	0	0
Eng I, SPED	6	3	80.0%	3	90.0%	10.0%	0	0
Eng I, Pre-AP/AVID	1	19	45.0%	16	43.0%	-2.0%		13
Eng I, Pre-AP/AVID	3	19	42.0%	13	39.0%	-3.0%		12
Eng I, Pre-AP/AVID	5	18	43.0%	16	52.0%	9.0%		12
Eng I, Reg	6	11	40.0%	14	55.0%	15.0%		10
Eng I, Pre-AP/AVID	7	15	57.0%	16	72.0%	15.0%		7
				205				115

### Unit I Algebra I Pre/Post by class

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	D's or F's	Gain or Lost
Algebra	(1-7)	50	15.6%	54	47.4%	27	32%
Algebra	1	16	5.0%	13	31.8%	12	26.8
Algebra	2	13	1.2%	14	27.5%	12	26.3

Algebra	3	14	0.0%	13	23.4%	8	23.4
Algebra	5	18	5.3%	16	21.8%	15	16.5
Algebra	7	14	0.0%	12	36.3%	8	36.3
Algebra	1	15	3.0%	18	13.0%	18	10
Algebra	5	16	5.0%	17	20.0%	17	15
Algebra	6	20	1.0%	12	4.0%	3	20
Algebra	1	18	20.0%	15	38.0%	14	18
Algebra	2	23	17.0%	21	35.2%	19	18.28
Algebra	3	16	14.3%	16	30.6%	14	16.3
Algebra	6	19	16.6%	14	40.0%	14	23.4
Algebra	7	15	17.2%	12	40.8%	24	9
		267				205	

### Unit I Geometry Pre/Post by class

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss
11th Math 3	2	4	33.0%	4	77.0%	133.3%
12th Math 4	2	5	36.0%	5	78.0%	116.7%
11th Math 3	3	5	40.0%	4	77.0%	92.5%

12th Math 4	3	4	38.0%	4	67.0%	76.3%	
11th Math 3	4	3	43.0%	3	73.0%	69.8%	
12th Math 4	4	6	48.0%	6	73.0%	52.1%	
11th Math 3	5	2	45.0%	2	70.0%	55.6%	
12th Math 4	5	6	30.0%	5	52.0%	73.3%	
11th Math 3	7	5	42.0%	5	78.0%	85.7%	
12th Math 4	7	2	35.0%	2	70.0%	100.0%	
10th Geometry Quadrilaterals	2	10	53.0%	12	55.0%	2.0%	9
10th Geometry Quadrilaterals	3	15	58.0%	10	50.0%	-8.0%	14
10th Geometry Quadrilaterals	4	21	59.0%	19	57.0%	-2.0%	19
10th Geometry Quadrilaterals	7	12	55.0%	10	58.0%	3.0%	12
ESL GEOMETRY	2	13	56.3%	12	75.0%	3333.0%	6
ESL GEOMETRY	3	6	43.8%	6	68.8%	5714.0%	3
REG GEOMETRY	5	15	56.3%	12	68.8%	2222.0%	7
ESL GEOMETRY	7	13	50.0%	10	68.8%	3750.0%	2
GEOMETRY	1	12	47.4%	12	51.6%	8.9%	10
GEOMETRY	2	13	53.9%	14	62.5%	16.0%	10
GEOMETRY	3	20	50.6%	21	54.8%	8.3%	21
GEOMETRY	4	16	57.1%	14	69.7%	22.1%	6

GEOMETRY	5	16	59.0%	15	60.9%	3.2%	12
GEOMETRY	2	15	1%	14	26%	25%	15
GEOMETRY	3	21	5%	21	20	15.0%	21%
218							

### Unit II Algebra I Pre/Post by class

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss %	# Ds or Fs on Post-Test
Algebra I	1	10	9.9%	14	31.4%	21.50	13
Algebra I	2	12	10.1%	17	25.8%	15.70	17
Algebra I	3	12	7.3%	16	22.0%	14.70	16
Algebra I	5	20	7.7%	15	30.2%	22.50	15
Algebra I	7	12	10.1%	12	36.7%	26.60	12
Algebra/9th	ALL	50	17.0%	49	37.0%	20.00	42
Algebra/9th	1	13	....	13	45.0%	32.00	9
Algebra/9th	2	6	....	6	41.6%	24.60	5
Algebra/9th	3	11	...	11	26.4%	9.40	11
Algebra/9th	6	16	...	16	36.5%	19.50	14
Algebra/9th	7	11	...	11	34.5%	17.50	11
Algebra	1	14	39.0%	18	50.0%	11.00	16

Algebra	5	17	32.0%	17	48.0%	16.00	15
Algebra	6	17	30.0%	18	40.0%	10.00	13
Algebra 1	1	17	23.0%	19	38.8%	15.00	13
Algebra 1	2	19	20.0%	19	40.1%	20.00	17
Algebra 1	3	13	21.0%	13	41.0%	20.00	9
Algebra 1	6	19	18.0%	19	44.0%	26.00	12
Algebra 1	7	16	16.0%	14	39.0%	23.00	13
				317			273

### Unit II Geometry Pre/Post by class

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss %	# Ds or Fs on Post-Test
ESL GEOMETRY	2	13	56.3%	12	75.0%	33.33	6
ESL GEOMETRY	3	6	43.8%	6	68.8%	57.14	3
REG GEOMETRY	5	15	56.3%	12	68.8%	22.22	7
ESL GEOMETRY	7	13	50.0%	10	68.8%	37.50	2
Geometry	2	14	62.0%				
Geometry	3	21	62.0%				
GEOMETRY	1	11	51.0%	13	78.0%	52.9%	7

GEOMETRY	2	15	33.8%	15	78.8%	133.1%	5
GEOMETRY	3	15	48.8%	17	74.8%	53.3%	5
GEOMETRY	4	15	52.0%	16	90.0%	73.1%	4
GEOMETRY	5	14	52.0%	17	88.4%	70.0%	4
10th Geometry: Parts of a Circle	2	10	34.0%	8	61.0%	0.27	3
10th Geometry: Parts of a Circle	3	11	37.0%	8	57.0%	0.20	3
10th Geometry: Parts of a Circle	4	17	51.0%	16	61.0%	0.10	4
10th Geometry: Parts of a Circle	7	9	22.0%	8	59.0%	0.37	4

### Unit III Algebra I & Geometry Pre/Post by class

Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss %	# Ds or Fs on Post-Test
ESL GEOMETRY	2	11	56.3%	12	75.0%	18.75	6
ESL GEOMETRY	3	6	43.8%	6	68.8%	25.00	2
REG GEOMETRY	5	14	56.3%	12	68.8%	12.50	7
ESL GEOMETRY	7	13	50.0%	10	68.8%	18.75	1
GEOMETRY	1	11	31.5%	12	35.6%	4.10	7
GEOMETRY	2	17	29.8%	16	30.8%	1.00	5

GEOMETRY	3	18	38.3%	21	46.0%	7.70	5
GEOMETRY	4	14	44.0%	17	58.0%	14.00	4
GEOMETRY	5	15	53.6%	18	64.3%	10.70	4
GEOMETRY	2	14	62.0%	14	87.0%	25.00	0
GEOMETRY	3	21	62.0%	23	67.0%	5.00	6
10th Geometry: Equations of Circles	2	10	0.0%	10	66.0%	65.98	3
10th Geometry: Equations of Circles	3	16	29.0%	15	38.0%	9.00	6
10th Geometry: Equations of Circles	4	22	28.0%	18	53.0%	25.00	5
10th Geometry: Equations of Circles	7	11	18.0%	12	61.0%	43.00	5
11th Math 3	2	3	15.0%	3	43.0%	28.00	2
11th Math 3	3	3	15.0%	3	35.0%	20.00	2
11th Math 3	4	3	10.0%	3	43.0%	33.00	2
11th Math 3	5	2	15.0%	2	30.0%	18.75	2
11th Math 3	7	4	15.0%	4	25.0%	18.75	3
Algebra I	1	12	24.1%	13	36.9%	12.80	12
Algebra I	2	12	12.0%	11	37.5%	25.50	10
Algebra I	3	16	22.0%	16	31.3%	9.30	14
Algebra I	5	18	23.0%	14	38.0%	15.00	13
Algebra I	7	18	17.9%	14	19.3%	1.40	14
Algebra I	1	15	30.0%	16	37.0%	7.00	16



Algebra I	5	17	29.0%	17	39.0%	10.00	17
Algebra I	6	17	23.0%	15	24.0%	1.00	15
ESL ALGEBRA	1	13	30.9%	12	52.0%	21.00	
ESL ALGEBRA	2	6	22.8%	6	55.0%	32.00	
ESL ALGEBRA	3	11	20.8%	12	36.0%	15.00	
ESL ALGEBRA	6	13	26.6%	14	52.0%	25.34	
ESL ALGEBRA	7	9	25.6%	9	37.0%	11.40	
Algebra 1	1	16	22.0%	18	34.0%	12.00	
Algebra I	2	20	14.0%	21	32.0%	18.00	
Algebra I	3	19	10.0%	18	40.0%	30.00	
Algebra I	6	20	11.0%	22	32.0%	21.00	
Algebra I	7	15	14.0%	15	41.0%	27.00	
<b>Comments/Clarifications:</b> SLT members wanted to learn more about the D's and F's from both pre and post tests. We added the column to the original chart to help provide another aspect concerning student growth from the pre test to the post test. This information also assists the team in comparing how students perform overall in the class.							

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# Quarterly Report on

Helena/West Helena School District

Prepared for Arkansas House and Senate Education  
Committees

January 1, 2016 – March 31, 2016

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

## **Helena-West Helena School District Table of Contents**

- Executive Summary
- Release Letter
- District Profile
- Unrestricted Funds Quarterly Report January 1, 2016 – March 31, 2016
  - Summary Report
  - Revenue Report
  - Expenditure Report
- Fiscal Distress Plan

## **Helena-West Helena School District Executive Summary**

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 13, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Helena-West Helena School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control.



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

March 10, 2016

State Board  
of Education

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Susan Chambers  
Bella Vista

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Little Rock

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Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Mr. John Hoy, Superintendent  
Helena-West Helena School District  
P.O. Box 369  
Helena, Arkansas 72342

Dear Mr. Hoy:

This is to confirm the State Board of Education approved the recommendation for the Helena-West Helena School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Helena-West Helena School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Smith".

Mrs. Cynthia (Cindy) Smith  
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner  
Dr. Mark Gotcher, Deputy Commissioner  
Mr. Greg Rogers, Assistant Commissioner  
Mrs. Kendra Clay, General Counsel

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**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**Classified in Fiscal Distress:** September 13, 2010

**Fiscal Distress Indicators and Additional Concerns:**

- A declining balance determined to jeopardize the fiscal integrity of the school district
- Material audit exceptions or violations

<b>District Profile:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15*</b>
<b>Superintendent</b>	<b>Suzann McCommon</b>	<b>Suzann McCommon</b>	<b>Suzann McCommon</b>	<b>John Hoy</b>
4 QTR ADM	1,886	1,651	1,636	1,542
Assessment	125,831,037	132,059,051	129,361,076	124,613,583
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	7,060,000	7,060,000	6,495,000	5,830,000
Per Pupil Expenditures	12,724	12,289	13,101	12,324
Personnel-Non-Fed Licensed FTE	175	137	135	136
Personnel-Non-Fed Licensed Clsrm FTE	163	125	118	121
Avg Salary-Non-Fed Licensed FTE	43,583	41,052	48,423	46,853
Avg Salary-Non-Fed Licensed Clsrm FTE	40,858	46,441	47,132	43,423
Net Legal Balance (Excl Cat & QZAB)	5,318,384	6,863,335	6,331,642	6,308,050

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

The District has included the following objectives in their Fiscal Distress Improvement Plan:

**2010-11**

- Reduced (RIF) 3 administrative office staff
- Reclassified licensed and classified salaries from operating to ARRA funds
- Reclassified licensed and classified salaries from operating to Declining Enrollment funds
- Reclassified licensed and classified salaries from operating to NSLA funds
- Reduced licensed and classified salaries through attrition and reassignment
- Monitored all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

**2011-12**

- Reduced 27 licensed positions through RIF and attrition
- Reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial
- Monitored and implemented corrective actions for the 2011 audit findings

**2012-13**

- Reduced 30 employees through RIF
- Reclassified salaries of 4 licensed positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate

**2014-15**

- Established additional internal controls and increased monitoring of all financial transactions to address 2014 audit findings

**2015-16**

- Closed Miller Primary School Campus
- Continue training and monitoring of financial transactions to address audit findings

**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**Comments:**

The District was classified in Fiscal Distress on September 13, 2010. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Helena-West Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:

Suzann McCommon- Chief Executive Officer

Ulicious Reed- Chief Operating Officer

District had a prior classification with the Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of \$3,511,492 on June 30, 2011 included the reclassification of approximately \$2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 was 1,655 students.

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to A.C.A. §6-20-1910.

On September 9, 2013, the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Helena-West Helena School District:

Zone 1	Vacant
Zone 2	Mr. Doug Friedlander
Zone 3	Mr. Marvin Jarrett
Zone 4	Mr. Lynn D. Boone
Zone 5	Vacant
Zone 6	Mr. Earnest Simpson
Zone 7	Mr. Nathan Bagley

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

Effective July 1, 2014, John Hoy was appointed Superintendent of Helena-West Helena School District.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control, upon election and training of school board members.

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Report**

FY16 as of March 31, 2016			
<b>Beginning Balance</b> <u>7/1/2015</u>			<b>Ending Balance</b> <u>3/31/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
6,229,508	8,949,277	8,368,722	6,810,063
FY16 Budget			
<b>Beginning Balance</b> <u>7/1/2015</u>			<b>Projected Balance</b> <u>6/30/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
6,229,508	11,885,183	11,901,922	6,212,769
FY15			
<b>Beginning Balance</b> <u>7/1/2014</u>			<b>Ending Balance</b> <u>6/30/2015</u>
	<b>Revenue</b>	<b>Expenditures</b>	
6,331,642	12,844,118	12,946,251	6,229,508
FY14			
<b>Beginning Balance</b> <u>7/1/2013</u>			<b>Ending Balance</b> <u>6/30/2014</u>
	<b>Revenue</b>	<b>Expenditures</b>	
6,850,080	12,820,587	13,339,025	6,331,642
FY13			
<b>Beginning Balance</b> <u>7/1/2012</u>			<b>Ending Balance</b> <u>6/30/2013</u>
	<b>Revenue</b>	<b>Expenditures</b>	
5,253,924	15,187,846	13,591,689	6,850,080

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)



**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Revenue Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

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Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	2,237,563	2,278,288	2,612,389	2,579,434	2,104,510	(474,923)
11120	Property Taxes	1,434,838	1,023,476	950,773	950,773	631,448	(319,325)
11125	Property Tax Relief	38,282	0	0	0	0	0
11140	Property Taxes - Delinquent	284,627	343,637	447,499	435,000	214,618	(220,382)
11150	Excess Commission	7,020	117,703	94,510	88,000	70,150	(17,850)
11160	Land Redemption	153,945	36,541	53,781	53,000	15,906	(37,094)
12800	Revenue in Lieu of Taxes	15,892	47,581	19,833	25,000	32,414	7,414
15100	Interest on Investments	14,418	15,867	12,264	12,000	10,635	(1,365)
15200	Profits on Sale of Buildings	0	0	17,525	0	7,018	7,018
19130	LEA Buildings and Facilities	5,000	5,500	2,000	2,000	680	(1,320)
19200	Contributions and Donations	124,897	166,636	131,806	0	131,031	131,031
19300	Sale of Supplies and Materials	0	0	0	0	2,758	2,758
19800	Refunds of Prior Year Expenditures	17,752	91,984	304,528	25,000	8,111	(16,889)
19900	Misc Revenue from Local Sources	15,386	28,174	23,155	15,000	78,572	63,572
31101	Foundation Funding	8,734,208	7,308,369	7,501,968	7,132,286	5,185,146	(1,947,140)
31103	98% Tax Collection Rate	119,651	140,616	116,653	0	0	0
31460	Declining Enrollment	1,080,556	773,809	41,278	294,733	294,733	0
31620	Supplemental Millage Incentive Funding	106,711	71,141	35,570	0	0	0
31900	Other	0	432	586	0	330	330
32250	Pathwise	12,000	6,400	3,651	0	0	0
32310	LEA Special Education Supervisor	6,705	6,220	6,197	6,000	0	(6,000)
32361	Gifted & Talented - Advance Placement	200	1,033	50	0	150	150
32420	Career Capital Equipment Grant	0	0	10,000	20,000	10,000	(10,000)
32480	Career New Program Start-up	0	0	26,945	0	0	0
32710	Arkansas Better Chance (ABC)	277,025	164,850	157,240	0	0	0

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Revenue Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999  
Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999  
Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
32912	General Facilities Funding	24,595	16,396	8,198	0	0	0
32915	Debt Service Supplement	119,315	86,105	91,306	89,322	89,322	0
32920	AR Game & Fish Commission	1,949	1,976	14,797	7,399	0	(7,399)
41200	Wildlife Refuge	0	0	12,943	6,472	0	(6,472)
41300	Revenue in Lieu of Taxes	37,095	1,780	13,548	6,774	1,746	(5,028)
42100	Forest Reserve	3,090	0	3,990	3,990	0	(3,990)
48000	Revenue in Lieu of Taxes	0	0	12,971	0	0	0
51999	Audit Adjustment	0	50,429	(3,399)	0	0	0
52600	Transfer from Federal Grants Fund	0	0	9,686	0	0	0
52900	Indirect Cost Reimbursement	33,823	25,977	48,000	49,000	0	(49,000)
53100	Sale of Equipment	0	0	20,000	0	0	0
53200	Sale of Building and Grounds	0	0	0	84,000	60,000	(24,000)
53400	Compensation for Loss of Fixed Assets	281,302	9,668	41,877	0	0	0
<b>Total Revenue</b>		<b>15,187,846</b>	<b>12,820,587</b>	<b>12,844,118</b>	<b>11,885,183</b>	<b>8,949,277</b>	<b>(2,935,905)</b>

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

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Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	5,269,572	5,484,332	4,974,162	4,926,266	3,190,519	1,735,747
61111	Certified	85,946	80,961	49,980	50,000	32,392	17,608
61120	Classified	1,471,053	1,424,951	1,354,077	1,236,952	889,266	347,686
61121	Classified	128,038	182,536	58,549	50,000	35,821	14,179
61210	Certified	0	0	6,888	3,000	90	2,910
61220	Classified	3,937	0	66,045	41,893	26,519	15,374
61310	Certified	0	0	0	0	0	0
61320	Classified	0	0	54,508	75,000	16,744	58,256
61620	Classified	0	0	84	0	0	0
61710	Certified	131,737	55,052	115,191	134,000	69,928	64,072
61720	Classified	66,304	113,451	102,508	115,000	94,678	20,322
61810	Cert Unused Sick Leave	13,025	7,550	64,700	30,000	300	29,700
61820	Class Unused Sick Leave	3,350	0	0	10,000	10,825	(825)
61960	Unused Vacation CRT	0	0	0	0	0	0
62210	Certified	314,254	320,702	300,506	306,318	189,638	116,680
62220	Classified	103,526	104,214	101,295	76,660	66,948	9,712
62260	Certified	73,381	79,771	70,277	72,193	44,561	27,632
62270	Classified	24,213	24,374	23,635	17,904	15,658	2,246
62300	Teacher Retirement	0	0	0	0	0	0
62310	Certified	755,673	743,278	715,141	690,097	449,359	240,739
62320	Classified	232,758	229,547	236,654	162,024	152,936	9,088
62510	Certified	165,852	83,617	24,587	24,500	22,361	2,139
62520	Classified	237,811	72,155	27,733	21,000	224	20,776
62610	Certified	21,043	16,542	17,084	16,000	12,105	3,895

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

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Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
62620	Classified	28,058	38,292	39,574	31,000	24,209	6,791
62710	Certified	133,082	169,626	161,147	156,777	103,181	53,597
62711	Certified	0	0	9,544	25,600	9,702	15,898
62720	Classified	59,727	67,750	60,020	52,104	37,575	14,529
62721	Classified	0	0	1,952	8,500	2,113	6,387
62820	Classisified	3,848	3,738	3,336	3,133	2,384	749
62910	Certified	0	0	0	0	0	0
<b>Salaries &amp; Benefits Totals</b>		<b>9,326,188</b>	<b>9,302,440</b>	<b>8,639,178</b>	<b>8,335,922</b>	<b>5,500,036</b>	<b>2,835,886</b>
63130	Board of Ed Services	4,363	4,277	0	0	359	(359)
63210	Instruction Services	2,523	2,671	0	0	0	0
63230	Consulting - Educational	6,000	36,792	0	0	0	0
63310	Certified	4,402	5,993	8,185	8,200	7,599	601
63320	Classified	2,609	2,422	847	1,000	1,579	(579)
63350	Medical	0	0	0	0	0	0
63440	Legal	1,966	0	0	0	0	0
63441	Legal-Litigation Defense	37,734	65,444	83,207	150,000	36,965	113,035
63450	Medical	2,368	3,152	0	0	230	(230)
63900	Other Prof and Tech Services	729,038	714,774	239,691	282,725	273,508	9,217
64110	Water/Sewer	40,056	35,089	33,837	22,500	19,623	2,877
64210	Disposal/Sanitation	65,388	33,419	31,648	34,000	23,534	10,466
64310	Non-Tech-Related Repairs and Maint	18,519	0	27,297	29,500	1,890	27,610
64410	Rental of Land and Buildings	0	0	5,696	0	0	0
64420	Rental of Euipment and Vehicles	1,426	110	0	0	0	0
64430	Rental of Comp and Related Equip	209,369	189,059	212,615	235,000	158,770	76,230

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
64500	Construction Services	222,069	129,244	378,700	206,200	15,316	190,884
65190	Student Trans Purchased	3,555	0	0	0	0	0
65210	Property Insurance	65,936	225,637	153,223	190,000	160,171	29,829
65220	Liability Insurance	0	0	0	0	0	0
65240	Fleet Insurance	29,630	0	0	0	706	(706)
65250	Accident Insurance	58,297	33,007	0	29,000	28,866	134
65290	Other Insurance	552	1,560	23,143	25,000	21,816	3,184
65310	Telephone	78,408	87,127	90,538	125,000	71,864	53,136
65320	Postage	9,475	12,058	10,103	12,700	1,496	11,204
65330	Networking/Internet Services	1,699	1,349	3,170	900	5,450	(4,550)
65331	Broadband	0	0	0	2,000	23,815	(21,815)
65400	Advertising	3,034	7,308	3,994	6,000	1,153	4,847
65500	Printing and Binding	0	0	0	0	5,402	(5,402)
65610	Tuition to Other LEA within the State	0	0	0	0	0	0
65690	Other Tuition	0	10,850	0	0	0	0
65810	Certified	0	0	647	500	0	500
65820	Classified	11,151	7,533	5,168	5,550	1,333	4,217
65830	Out of District Certified	1,742	1,746	3,586	4,850	2,160	2,690
65840	Out of District Classified	900	1,628	2,812	3,700	1,454	2,246
65850	Out of State Certified	0	0	71	200	0	200
65870	Non-Employee	2,333	6,708	2,990	3,500	132	3,368
65880	Meals	13,472	19,606	21,096	23,050	12,170	10,880
65890	Lodging	9,225	11,038	7,269	10,750	4,079	6,671
65900	Miscellaneous Purchased Services	22,250	19,752	18,966	28,500	30,103	(1,603)

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

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Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
66100	General Supplies and Materials	400,238	412,465	264,304	305,775	245,155	60,620
66107	Low Value Equip Supplies	0	0	960	1,000	0	1,000
66210	Natural Gas	102,824	119,528	117,352	146,000	34,801	111,199
66220	Electricity	351,904	340,045	308,368	292,500	262,085	30,415
66260	Gasoline	110,002	75,657	35,026	36,500	34,379	2,121
66300	Food	971	0	5,595	1,500	1,419	81
66410	Textbooks	6,331	160,684	185,690	193,000	185,487	7,513
66420	Library Books	991	228	161	0	175	(175)
66430	Periodicals	2,539	60	662	1,000	1,156	(156)
66500	Technology Supplies	21,675	58,460	12,211	13,800	1,582	12,218
66510	Software	0	8,629	2,923	7,500	5,061	2,439
67310	Machinery	0	4,293	31,728	38,000	17,861	20,139
67320	Vehicles	183,390	91,938	99,880	108,000	180,557	(72,557)
67330	Furniture and Fixtures	0	4,419	0	0	4,438	(4,438)
67340	Technology Related Hardware	17,241	40,907	37,367	39,500	169,668	(130,168)
67350	Technology Software	6,915	19,688	5,967	6,000	2,100	3,900
67390	Other Equipment	31,629	48,051	14,293	144,000	25,954	118,046
67400	Infrastructure	0	28,284	0	0	0	0
68100	Dues and Fees	143,272	12,895	11,134	16,600	57,134	(40,534)
68102	Dues and Fees	0	0	0	0	227	(227)
68300	Interest	84,225	111,925	106,650	100,000	50,100	49,900
68600	Penalties and Interest	0	3,262	2,836	0	2,805	(2,805)
68900	Miscellaneous Expenditures	13	51	51	0	0	0
68905	Miscellaneous Expenditures	0	1	0	0	0	0

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

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Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	0	565,000	665,000	675,000	675,000	0
69330	Transfer to Building Fund	993,998	0	957,702	0	0	0
69360	Transfer to Federal Grants Fund	0	25,200	0	0	0	0
69400	Program Funding Return	147,854	235,564	69,146	0	0	0
69640	Stud Breakfast/Lunch	0	0	3,572	0	0	0
Other Expenditure Totals		4,265,502	4,036,585	4,307,073	3,566,000	2,868,686	697,314
Overall Expenditure Totals		13,591,689	13,339,025	12,946,251	11,901,922	8,368,722	3,533,200

Office of the Superintendent  
**Helena-West Helena School District**  
305 Valley Drive • P. O. Box 369  
Helena, Arkansas 72342  
Telephone: (870) 338-4425 • Fax (870) 338-4434

*"Equal Opportunity Employer"*

## Helena-West Helena School District

### Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

#### Areas of Concern

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

#### Analysis of Why Problem Areas Occurred

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.



## Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

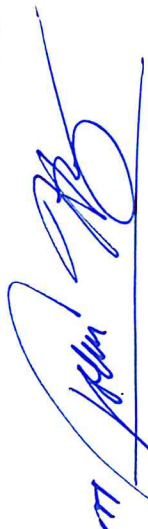
The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.


A similar amount will be due next year.

# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met Yes No
Objective 1 Reduce Salary Expenditures to align with available revenue	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00	X
Objective 2 Maximize the use of Categorical dollars	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds Operating	\$169,400.00	X
Objective 3 Consolidate Campuses	Administration	To reduce operating expenditures	March 2012	June 3, 2012 August 2015	Operating Fund	\$60,000	X
Objective 4 Address Audit findings	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions <b>NOTE-</b> The FY 2015 audit had one material finding for internal controls.	March 2012	March 2012 and on-going	N/A	N/A	X
Objective 5 Address repairs: warm, safe and dry issues on Miller's campus and make urgent repairs on Central's Campus	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000	X


  
 Superintendent


  
 John Hoy

Date 02-26-2016



# Quarterly Report on

Pulaski County Special School District

Prepared for Arkansas House and Senate Education  
Committees

January 1, 2016 – March 31, 2016

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

## **Pulaski County Special School District Table of Contents**

- Executive Summary
- Release Letter
- District Profile
- Unrestricted Funds Quarterly Report January 1, 2016 – March 31, 2016
  - Summary Report
  - Revenue Report
  - Expenditure Report
- Fiscal Distress Plan

## **Pulaski County Special School District Executive Summary**

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District did appeal the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Pulaski County Special School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control.



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

March 10, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

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Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Dr. Jerry Guess, Superintendent  
Pulaski County Special School District  
925 East Dixon Road  
Little Rock, Arkansas 72206

Dear Dr. Guess:

This is to confirm the State Board of Education approved the recommendation for the Pulaski County Special School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Pulaski County Special School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Smith".  
Mrs. Cynthia (Cindy) Smith  
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner  
Dr. Mark Gotcher, Deputy Commissioner  
Mr. Greg Rogers, Assistant Commissioner  
Mrs. Kendra Clay, General Counsel

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**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**Classified in Fiscal Distress** May 16, 2011  
 \* Additional indicator of a declining balance added on February 13, 2012

**Fiscal Distress Indicators and Additional Concerns:**

- Material state or federal audit exceptions or violations
- A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15*</b>
<b>Superintendent</b>	<b>Jerry Guess</b>	<b>Jerry Guess</b>	<b>Jerry Guess</b>	<b>Jerry Guess</b>
4 QTR ADM	14,392	17,032	16,864	16,158
Assessment	2,468,039,116	2,525,539,079	2,644,995,204	3,453,638,341
Total Mills	41	41	41	41
Total Debt Bond/Non Bond	149,101,780	145,498,672	140,957,717	136,219,025
Per Pupil Expenditures	13,268	10,566	11,115	NA
Personnel-Non-Fed Licensed FTE	1,318	1,346	1,362	1,273
Personnel-Non-Fed Licensed Clsrm FTE	1,220	1,250	1,265	1,182
Avg Salary-Non-Fed Licensed FTE	58,079	50,795	51,946	52,979
Avg Salary-Non-Fed Licensed Clsrm FTE	55,541	48,215	49,323	50,348
Net Legal Balance (Excl Cat & QZAB)	13,591,944	17,097,470	17,033,527	18,326,684

\* Prior to Annual Statistical Report (ASR) publication for 2014-15.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

The District has included the following objectives in their Fiscal Distress Improvement Plan:

**2011-12**

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Complied with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitored compliance with district policy in regard to voiding of outstanding checks
- Monitored compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Established a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit finding
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conducted audits through Legislative Audit
- Submitted Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 licensed and classified positions through RIF

**2012-13**

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implemented corrective actions pertaining to the FY11 audit findings
- Established a policy for budget adjustments
- Addressing the declining balance and building the legal balance to 10% of Annual Expenditures
- Identify cost reduction related to state desegregation funding

**2014-15**

- Reversed the declining balance and built the legal balance to 10% of Annual Expenditures

**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**Comments:**

The District was classified in Fiscal Distress on May 16, 2011. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2011, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

\* A declining balance determined to jeopardize the fiscal integrity of the school district

The FY12 Unrestricted Legal Balance includes a non-reoccurring revenue receipt of 15.1 million dollars. Act 871 provides for a one-time adjustment to the local tax revenue received January through June. (previously known as 40% pullback).

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Pulaski County Special School District:

Zone 1	Mr. Daniel Thaddeus Gray
Zone 2	Miss Tjuana Cynese Byrd
Zone 3	Mr. Ronald McDaniel
Zone 4	Mrs. Margie Anne Snider
Zone 5	Mrs. Lindsey Pierson Gustafson
Zone 6	Dr. Julian Nevon McMurray
Zone 7	Ms. Susie Porchia Marks

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

The District is currently in the process of addressing the issues related to the desegregation funding.

The District's assessment will be adjusted due to recently identified tax errors.

In September 2014 voters in Jacksonville, AR approved the detachment of the Jacksonville, North Pulaski School District from PCSSD.

On November 13, 2014 the State Board of Education approved the order creating the Jacksonville-North Pulaski School District and appointment of a seven member board. PCSSD is currently in the process of addressing the financial and administrative issues related to the detachment of the newly created district.

In the Legislative Audit December meeting an extension was requested and granted for the FY14 audit. The extension was for 90 days with a completion date of March 31, 2015.

On February 12, 2015, the State Board of Education removed Pulaski County Special School District from the designation of academic distress.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control, upon election and training of school board members.



**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Financial Report**

FY16 as of March 31, 2016			
<b>Beginning Balance</b> <u>7/1/2015</u>			<b>Ending Balance</b> <u>3/31/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
18,012,679	115,165,293	113,110,116	20,067,855
FY16 Budget			
<b>Beginning Balance</b> <u>7/1/2015</u>			<b>Projected Balance</b> <u>6/30/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
18,012,679	180,756,459	179,741,454	19,027,683
FY15			
<b>Beginning Balance</b> <u>7/1/2014</u>			<b>Ending Balance</b> <u>6/30/2015</u>
	<b>Revenue</b>	<b>Expenditures</b>	
16,707,516	181,827,906	180,522,743	18,012,679
FY14			
<b>Beginning Balance</b> <u>7/1/2013</u>			<b>Ending Balance</b> <u>6/30/2014</u>
	<b>Revenue</b>	<b>Expenditures</b>	
16,735,979	174,242,842	174,301,843	16,676,978
FY13			
<b>Beginning Balance</b> <u>7/1/2012</u>			<b>Ending Balance</b> <u>6/30/2013</u>
	<b>Revenue</b>	<b>Expenditures</b>	
13,211,766	170,221,316	166,697,103	16,735,979

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Financial Revenue Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

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Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	46,078,302	46,807,202	48,974,780	50,518,769	51,309,810	791,041
11120	Property Taxes	41,557,015	43,496,539	46,139,750	47,294,278	3,741,221	(43,553,057)
11140	Property Taxes - Delinquent	4,863,918	5,455,292	6,334,592	7,945,357	4,318,917	(3,626,440)
11150	Excess Commission	1,576,016	2,063,034	1,806,977	1,806,977	2,054,657	247,680
11160	Land Redemption	672,262	877,171	897,634	977,962	443,215	(534,747)
11400	Penalties and Interest on Taxes	4,362	4,166	3,001	3,454	2,305	(1,149)
12800	Revenue in Lieu of Taxes	14,545	31,715	192,970	223,060	174,817	(48,243)
13120	Tuition from Summer School	30,270	29,510	34,620	33,224	0	(33,224)
13140	Tuition from Day Care	646,486	515,765	546,063	521,304	391,404	(129,900)
13190	Tuition from Other Programs	5,220	5,390	900	0	0	0
15100	Interest on Investments	107,951	79,235	90,151	90,628	81,329	(9,299)
15900	Other Earnings on Investments	88	0	0	0	0	0
16910	Pepsi/Coke Fund	0	22,277	16,261	22,277	22,448	171
17400	Fees Charged Students	1,220	0	0	0	0	0
17900	Other Student Activity Revenue	58,228	86,765	108,592	94,597	22,944	(71,653)
19130	LEA Buildings and Facilities	31,361	44,047	214,260	200,148	108,746	(91,402)
19600	Services Provided Other Local Gov Units	0	68,004	133,176	133,176	41,796	(91,380)
19800	Refunds of Prior Year Expenditures	92,308	139,898	319,888	0	183,525	183,525
19900	Misc Revenue from Local Sources	203,859	206,202	192,699	172,362	132,782	(39,580)
19915	District Defined	0	0	0	0	0	0
21200	Severance Tax	9,551	20,325	24,165	24,165	18,715	(5,450)
22000	Restricted Grants-in-Aid	200	50,382	1,375	0	0	0
31101	Foundation Funding	42,447,890	44,882,284	43,086,745	40,091,747	28,589,125	(11,502,622)
31103	98% Tax Collection Rate	959,904	1,566,411	1,062,722	985,185	0	(985,185)
31450	Student Growth Funding	1,356,539	0	0	0	0	0
31460	Declining Enrollment	0	0	533,907	896,539	1,242,335	345,796

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
32110	Adult Basic Education	0	0	0	0	0	0
32225	Technology Grant	0	10,000	10,000	15,000	0	(15,000)
32232	Arkansas School Recognition Program	0	26,062	66,629	66,629	0	(66,629)
32250	Pathwise	114,300	126,400	111,900	133,420	88,400	(45,020)
32253	Pathwise Mentor TRAINING	0	4,244	0	5,410	0	(5,410)
32260	AR Game & Fish Commission	0	1,867	1,898	0	10,042	10,042
32290	Other Grants and Aid from the State	0	1,000	0	0	0	0
32310	LEA Special Education Supervisor	69,904	64,232	64,833	78,247	0	(78,247)
32314	Special Education Extended School Year	6,660	6,808	10,064	68,571	23,976	(44,595)
32330	Child without Disabilities - Res Treatment	1,171,445	1,293,170	1,277,985	1,293,170	531,420	(761,750)
32340	Child with Disabilities - Res Treatment	1,029,970	1,028,467	1,045,679	1,029,970	479,100	(550,870)
32350	Early Childhood Special Education	608,487	558,193	588,039	631,282	441,898	(189,385)
32355	Special Education Cat Loss Funding	468,540	373,905	361,992	361,992	0	(361,992)
32361	Gifted & Talented - Advance Placement	16,300	17,700	29,523	19,407	21,735	2,328
32363	AR Advanced Init for Math and Science	0	4,514	0	0	0	0
32412	Project Lead The Way	0	0	76,954	0	0	0
32430	CoordComp Career Ed - Special Needs	15,892	15,142	2,749	3,332	745	(2,587)
32470	Traditional Apprenticeship	11,492	12,199	15,685	66,000	8,323	(57,677)
32480	Career New Program Start-up	43,544	65,228	144,789	0	0	0
32611	Coop Distance Learning	0	5,000	0	5,000	0	(5,000)
32612	Ed Cooperative Technology Center	18,092	57,916	0	0	0	0
32710	Arkansas Better Chance (ABC)	3,286,048	3,345,964	3,346,370	3,402,000	3,275,095	(126,905)
32727	ABC/HIPPY	207,200	224,525	189,875	236,250	0	(236,250)
32755	Smart Start - Literacy Staff Development	0	0	0	0	0	0
32811	Pulaski County Magnet School Revenue	154,167	156,267	0	0	0	0
32812	M-to-M Revenue	11,006,954	10,424,425	0	0	0	0
32813	Magnet & M-to-M Transportation	3,403,958	1,833,811	1,033,737	0	0	0
32814	Teach Retire and Insur - Court Settlement	6,793,588	6,873,210	895,578	0	0	0
32903	District Defined	0	250,000	0	0	0	0
32904	District Defined	0	0	20,804,500	20,804,500	17,021,862	(3,782,638)
32912	General Facilities Funding	69,010	46,007	23,003	0	0	0
32920	AR Game & Fish Com - School-yard Hab	3,036	0	0	0	0	0
32931	District Defined	0	0	229,740	0	0	0
32940	District Defined	0	0	6,200	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
32990	Other Grants and Aid from the State	0	0	0	0	0	0
42500	Impact Aid	296,719	219,018	204,314	204,314	273,388	69,074
51100	Proceeds from Sale of Bonded Indebt	0	0	0	0	68,132	68,132
51500	Installment/Lease Purchase	0	0	0	0	6,000	6,000
51800	Bonded Debt Refunding Savings	0	0	0	0	3,581	3,581
51999	Audit Adjustment	85,175	0	0	0	0	0
52900	Indirect Cost Reimbursement	253,408	423,901	310,642	296,756	0	(296,756)
53100	Sale of Equipment	44,060	94,292	85,374	0	30,505	30,505
53200	Sale of Building and Grounds	0	98,148	0	0	0	0
53400	Compensation for Loss of Fixed Assets	312,079	129,614	174,625	0	1,000	1,000
56400	Extraordinary Items	13,795	0	0	0	0	0
<b>Total Revenue</b>		<b>170,221,316</b>	<b>174,242,842</b>	<b>181,827,906</b>	<b>180,756,459</b>	<b>115,165,293</b>	<b>(65,591,166)</b>

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Financial Expenditure Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

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Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	58,142,751	59,086,538	56,582,197	55,612,483	35,095,794	20,516,689
61111	Certified	9,158	6,459	6,450	6,091	5,221	870
61115	Certified	8,979,976	8,562,286	8,280,230	7,815,429	6,002,085	1,813,343
61117	Certified	497,075	179,101	0	0	0	0
61118	Certified	9,879	2,887	0	0	0	0
61119	Certified	50,332	52,496	50,141	46,757	31,975	14,782
61120	Classified	14,423,733	14,077,267	14,423,713	15,800,100	11,158,457	4,641,643
61121	Classified	167,896	77,000	0	0	0	0
61122	Classified	1,859,060	2,047,925	1,981,795	2,237,129	1,412,282	824,848
61123	Classified	265,572	337,019	289,784	297,387	242,042	55,345
61124	Classified	38,514	30,744	32,759	26,344	20,406	5,938
61125	Classified	1,031,105	1,190,111	1,215,955	1,212,046	829,149	382,897
61126	Classified	7,035,223	9,243,685	8,789,400	9,327,181	6,087,239	3,239,942
61210	Certified	44,516	21,316	48,481	246,598	11,374	235,224
61211	Certified	13,018	20,774	22,659	15,142	9,974	5,168
61220	Classified	762,346	740,356	568,056	493,980	568,622	(74,642)
61320	Classified	50,309	173,317	358,637	343,804	359,189	(15,385)
61321	Classified	19,567	1,415	0	0	0	0
61322	Classified	749	1,216	0	0	0	0
61510	Certified	264,461	2,138,348	1,825,313	1,673,527	865,940	807,587
61520	Classified	15,933	1,283,408	569,658	30	4,556	(4,526)
61521	Classified	400	0	0	0	0	0
61522	Classified	1,021,833	690,172	575,483	551,836	30,794	521,041
61610	Certified	10,546	600	1,698	1,660	1,189	472

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
61620	Classified	0	0	1,382	1,382	15,859	(14,477)
61710	Certified	1,622,441	354,164	424,109	113,239	255,400	(142,160)
61720	Classified	462,582	266,420	222,581	30,456	144,898	(114,442)
61810	Certified Unused Sick Leave	86,124	66,320	113,246	0	0	0
61811	Certified Unused Sick Leave	18,713	8,288	16,160	0	0	0
61819	Unused Sick Leave	0	0	0	0	9,640	(9,640)
61820	Classified - Unused Sick Leave	171,335	107,344	154,803	0	0	0
61829	Class Unused Sick Leave	0	0	0	0	19,623	(19,623)
61830	Certified Unused Vacation Leave	0	47,757	55,703	260,092	0	260,092
61840	Classified Unused Vacation Leave	0	37,122	50,681	45,220	0	45,220
61849	Un-Vac	0	0	0	0	23,604	(23,604)
61910	Severance Certified	30,583	0	0	0	0	0
61920	Severance Classisied	0	0	0	0	0	0
61960	Unused Vacation CRT	9,999	0	0	0	0	0
61961	Unused Vacation CLS	50,851	0	0	0	0	0
62110	Certified	0	0	0	0	0	0
62112	Certified	0	82,162	317,281	357,422	212,789	144,633
62113	Certified	0	10,824	30,515	14,654	8,761	5,893
62114	Certified	0	45,073	197,729	297,436	185,244	112,191
62115	Certified	0	25,600	103,494	116,648	73,086	43,562
62116	Certified	0	5,293	19,811	20,149	12,655	7,493
62117	Certified	0	15,515	36,294	12	0	12
62120	Classified	9,103	0	0	0	0	0
62122	Classified	0	37,760	221,245	255,883	172,693	83,191
62123	Classified	0	4,957	22,448	10,420	7,038	3,382
62124	Classified	0	17,112	73,720	122,716	81,926	40,790
62125	Classified	0	7,198	42,741	61,147	41,221	19,926
62126	Classified	0	2,398	13,533	14,762	10,023	4,739
62127	District Defined	0	7,035	28,168	2	0	2
62210	Certified	4,056,354	4,144,832	3,997,300	4,090,100	2,501,256	1,588,844
62220	Classified	1,740,628	1,816,032	1,770,445	1,919,418	1,265,679	653,739
62260	Certified	950,555	971,433	936,435	958,268	586,542	371,727
62270	Classified	407,707	425,508	414,553	449,373	296,283	153,089

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
62310	Certified	9,486,246	9,795,890	9,362,876	9,236,186	5,868,725	3,367,461
62320	Classified	4,045,818	4,229,406	4,062,419	4,279,923	2,927,060	1,352,864
62510	Certified	226,566	62,794	71,037	80,000	53,232	26,769
62520	Classified	226,566	62,794	71,037	80,000	53,232	26,769
62610	Certified	133,148	130,011	131,456	129,306	82,469	46,837
62620	Classified	254,791	276,759	248,760	254,288	178,819	75,470
62710	Certified	3,129,190	3,108,884	2,716,369	2,877,079	1,883,168	993,912
62711	Certified	0	0	56,587	90,423	61,895	28,528
62712	Certified	333,035	272,104	0	0	0	0
62713	Certified	44,131	35,588	0	0	0	0
62714	Certified	110,831	118,294	0	0	0	0
62715	Certified	111,418	86,533	0	0	0	0
62716	Certified	21,747	17,574	0	0	0	0
62717	Certified	0	13,775	0	0	0	0
62720	Classified	1,954,987	1,995,526	1,623,630	1,809,882	1,190,414	619,468
62721	Classified	7,618	3,676	25,324	46,908	31,862	15,046
62722	Classified	241,293	216,864	0	0	0	0
62723	Classified	31,845	28,152	0	0	0	0
62724	Classified	39,645	46,905	0	0	0	0
62725	Classified	39,615	34,549	0	0	0	0
62726	Classified	15,397	13,506	0	0	0	0
62727	Classified	0	11,431	0	0	0	0
62820	Classisified	18,707	16,145	14,587	14,742	10,844	3,898
62911	Certified	0	0	5	0	0	0
62921	Classified	76	0	0	0	0	0
<b>Salaries &amp; Benefits Totals</b>		<b>124,803,595</b>	<b>129,047,743</b>	<b>123,270,871</b>	<b>123,745,059</b>	<b>81,002,227</b>	<b>42,742,833</b>
63110	Staff Service	16,470	16,470	17,294	20,500	1,450	19,050
63111	Staff Service	16,419	0	0	0	0	0
63210	Instruction Services	80,236	46,885	98,920	166,185	42,624	123,561
63220	Sub Teachers Purchased Service	0	2,284,686	2,408,379	3,175,694	1,225,245	1,950,449
63230	Consulting - Educational	7,700	6,300	65,510	114,118	30,317	83,801
63240	Student Assessment	0	3,000	0	0	0	0
63310	Certified	34,458	36,907	32,189	47,868	26,459	21,409



Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
63320	Classified	24,548	24,063	42,961	100,907	44,349	56,559
63410	Pupil Services	24,500	201,029	3,292,281	3,337,091	3,364,057	(26,966)
63420	Engineering or Facilities Coordinator	0	0	0	0	0	0
63430	Accounting	15,500	7,500	96,545	100,000	3,475	96,525
63431	Financial Audits (function 2317 only)	0	0	0	0	0	0
63441	Legal-Litigation Defense of District	55,849	509,400	727,088	409,383	458,912	(49,529)
63445	Legal-Research and Opinions	332,472	38,224	46,298	114,617	23,216	91,401
63450	Medical	0	1,080	250	1,800	0	1,800
63460	Information Technology	58,412	0	0	0	0	0
63470	Architectural	0	225	0	20,000	19,968	33
63490	Other Professional Services	92,115	101,610	196,061	130,654	282,558	(151,904)
63530	Software Maintenance & Support	2,170	121,345	176,680	171,685	221,869	(50,184)
63590	Other Technical Services	60,715	159,881	74,361	90,205	44,687	45,518
63900	Other Prof and Tech Services	570,110	796,526	827,845	999,313	617,238	382,075
64110	Water/Sewer	432,453	480,750	374,130	354,126	257,217	96,909
64210	Disposal/Sanitation	297,329	297,850	271,772	308,400	174,019	134,381
64230	Custodial	5,144	198,789	474,277	355,797	272,255	83,541
64240	Lawn Care	333,470	591,074	590,153	642,386	468,067	174,319
64310	Non-Tech-Related Repairs and Maint	1,865,948	1,329,417	1,691,422	1,207,211	880,343	326,869
64312	Non-Tech-Related Repairs and Maint	6,092	76,457	21,525	28,059	22,140	5,918
64320	Tech-Related Repairs and Maint	85,797	67,081	57,232	70,433	22,402	48,031
64410	Rental of Land and Buildings	127,500	75,097	82,446	160,943	98,220	62,723
64420	Rental of Equipment and Vehicles	699,750	878,280	926,705	803,377	527,525	275,852
64430	Rental of Comp and Related Equip	0	0	0	0	0	0
64500	Construction Services	117,807	450,559	568,708	2,476,592	1,280,998	1,195,594
64900	Other Purchased Property Services	58,898	42,979	45,788	62,189	36,592	25,597
65000	Other Purchased Services	0	0	0	0	0	0
65190	Student Trans Purchased	1,500	3,028	500	14,584	3,984	10,600
65210	Property Insurance	1,328,939	1,738,492	1,669,344	1,670,327	1,459,444	210,883
65240	Fleet Insurance	234,946	265,116	300,430	300,430	172,869	127,561
65250	Accident Insurance	79,427	86,556	75,903	75,903	73,626	2,277
65290	Other Insurance	105,208	48,619	31,421	46,375	15,458	30,917
65300	Communications	0	0	0	0	0	0



Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
65310	Telephone	334,267	215,373	339,397	221,106	151,007	70,099
65320	Postage	49,148	52,725	75,060	62,400	30,060	32,340
65330	Networking/Internet Services	203,995	52,965	107,945	90,052	88,109	1,943
65331	Broadband	120,889	251,701	258,199	28,459	22,371	6,088
65400	Advertising	95,905	114,274	98,683	138,775	55,338	83,437
65500	Printing and Binding	44,533	38,945	46,005	82,699	38,270	44,429
65610	Tuition to Other LEA within the State	3,032,007	2,920,059	2,032,046	2,000,000	356,240	1,643,760
65640	Ed Intermediate Agency	2,293,387	2,553,634	2,716,846	2,515,227	1,198,503	1,316,724
65650	Ed Intermediate Agency outside State	0	9,438	6,720	137,286	0	137,286
65810	Certified	34,658	48,003	46,855	64,876	32,530	32,345
65820	Classified	15,001	29,174	28,002	43,933	23,118	20,814
65830	Out of District Certified	18,105	14,933	18,059	44,906	17,724	27,182
65840	Out of District Classified	7,721	3,529	11,894	15,539	9,455	6,084
65850	Out of State Certified	14,703	17,062	4,190	6,726	1,331	5,395
65860	Out of State Classified	4,497	5,865	8,137	21,483	4,880	16,603
65870	Non-Employee	24,823	2,500	2,344	23,224	3,394	19,830
65871	Non-Employee	1,845	1,795	905	20,572	2,834	17,738
65880	Meals	310	69	0	100	0	100
65890	Lodging	2,051	1,265	8,213	400	1,165	(765)
65900	Miscellaneous Purchased Services	152,037	8,450	23,850	14,125	9,856	4,269
65910	Services Purch from LEA in State	62,450	130,363	39,694	124,900	66,350	58,550
66100	General Supplies and Materials	2,459,103	2,402,438	2,590,401	5,992,071	1,960,878	4,031,193
66101	District Defined	281,214	335,601	361,485	278,264	231,122	47,143
66105	District Defined	3,090	2,366	1,237	2,870	177	2,693
66107	Low Value Equip Supplies	78,909	89,171	10,766	19,217	2,557	16,659
66108	Furniture	0	105,148	67,240	257,007	90,558	166,448
66110	Other General Supplies	300,623	331,720	318,237	394,271	225,951	168,320
66111	Other General Supplies	941	276	168	4,126	9	4,117
66112	Other General Supplies	182	0	0	0	0	0
66210	Natural Gas	400,068	471,210	435,794	463,443	195,626	267,817
66220	Electricity	1,926,369	2,047,084	2,132,171	2,100,840	1,533,120	567,720
66240	Oil	28,114	32,115	17,376	32,000	11,726	20,274
66260	Gasoline	2,108,800	2,155,393	1,367,599	998,495	648,795	349,701

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
66300	Food	18,154	32,383	25,612	14,000	14,384	(384)
66400	Books and Periodicals	0	0	0	0	0	0
66410	Textbooks	1,005,339	713,713	133,343	335,920	238,961	96,959
66411	eTextbooks	0	1,215	19,974	21,305	0	21,305
66420	Library Books	116,735	125,807	133,191	144,395	76,251	68,144
66430	Periodicals	6,438	9,132	6,519	8,128	2,468	5,661
66440	Audiovisual Materials	23,501	22,175	17,172	15,004	8,468	6,536
66500	Technology Supplies	0	12,071	0	9,000	2,400	6,600
66510	Software	13,221	27,818	23,042	39,447	19,091	20,356
66512	Tablet computers	0	2,172	47,013	488,656	3,881	484,775
66520	Other	6,757	0	0	0	0	0
66527	Low Value Equip Tec Supplies	334,818	628,116	561,354	451,882	75,859	376,023
66600	Building Materials	143	0	0	500	0	500
66700	Warehouse Inventory Adjustment	184,485	12,053	0	0	7,207	(7,207)
66900	Other Supplies and Materials	250	1,105	0	135	0	135
66910	District Defined	154,641	118,759	119,408	126,505	53,472	73,034
67100	Land and Land Improvements	0	0	0	0	0	0
67200	Buildings	0	64,342	0	0	0	0
67300	Equipment	0	0	0	0	0	0
67310	Machinery	7,518	13,175	0	17,339	1,600	15,739
67320	Vehicles	2,083,060	2,003,426	2,352,028	1,942,865	1,942,840	25
67330	Furniture and Fixtures	3,631	36,769	3,182	1,760	1,892	(132)
67340	Technology Related Hardware	1,025,963	685,462	305,568	736,393	376,681	359,712
67341	Tablet computers	0	0	4,722	0	0	0
67350	Technology Software	14,155	15,529	283,945	199,511	143,742	55,769
67390	Other Equipment	577,444	729,064	476,626	426,961	330,867	96,094
68100	Dues and Fees	80,771	83,849	90,947	117,719	124,818	(7,099)
68200	Judgments against the LEA	875,000	0	0	0	0	0
68300	Interest	5,718,410	5,796,290	5,662,252	5,639,352	5,663,122	(23,770)
68600	Penalties and Interest	13,665	346	3,924	0	1,115	(1,115)
68820	Improvement Tax	0	1,359	0	0	0	0
68830	Property Tax	41,064	19,825	20,861	20,000	20,382	(382)
68900	Miscellaneous Expenditures	12,170	8,973	80,419	(24,806)	53,261	(78,067)

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
68910	Miscellaneous Expenditures	0	3,350	8,609	0	0	0
68999	Allocated Charges	(1,433)	(20,222)	0	0	0	0
69100	Redemption of Principal	3,639,204	4,039,432	4,236,674	3,910,000	3,760,491	149,509
69330	Transfer to Building Fund	4,306,174	3,384,223	13,262,063	6,884,858	0	6,884,858
69380	Transfer to Food Service Fund	360,602	1,059,513	744,614	693,021	0	693,021
69400	Program Funding Return	0	97,063	104,826	0	0	0
69410	Refund to ADE - ARVA Students	0	95,895	0	0	0	0
69500	Transits (Flow-Through Money)	0	0	64,051	0	0	0
Other Expenditure Totals		41,893,508	45,254,099	57,251,873	55,996,395	32,107,890	23,888,505
		166,697,103	174,301,843	180,522,743	179,741,454	113,110,116	66,631,338

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012  
**Progress Report – October 2015**

**School District:** Pulaski County Special School District

**Superintendent:** Dr. Jerry Guess

**Phone Number:** (501) 234-2001

**PART A. NARRATIVE OVERVIEW OF DISTRICT**

**Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:**

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a “special school district”: Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District’s entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

**Narrative Added with February 23, 2012, Revised Plan:**

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

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**Narrative Added with April 2012 Revised Plan:**

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

**Introduction and Summary**

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.

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**Background**

**Fiscal Distress Status.** On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.  
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

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**Steps Taken to Date**

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

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Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

**The Status of Negotiations with PACT and PASS**

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.



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The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190 days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

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**The Bottom Line**

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

**Facilities**

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will “free up” approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District’s ability to finish its facilities task. The partnership share is determined in part by a school district’s local wealth per student. That in turn is a function of the District’s enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.

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The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

**The Potential for a Comprehensive Settlement**

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

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The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.

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**Status Update: March 6, 2013**

**Material State and Federal Audit Findings**

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

**Declining Balance**

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for “material state or federal audit exceptions or violations”, the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district’s legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district’s legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator “a declining balance determined to jeopardize the fiscal integrity of a school district” to the fiscal distress status of the school district.

The district’s 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See “Steps Taken to Date” on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district’s declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under “Union Contracts” and under “Desegregation Settlement” there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

**Facilities**

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed “warm, safe and dry” issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district’s Operating Fund.

The administration has identified \$4.1M of additional high priority “warm, safe and dry” issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district’s negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

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**Union Contracts**

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

**Desegregation Settlement**

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSSD and start generating state foundation funding.

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## **Material State and Federal Audit Findings**

### Declining Balance

## Union Contracts

### Desegregation Settlement

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Superintendent's Signature                      Date

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Status Update – April 1, 2014

As of the September 30, 2013, update to the district's Fiscal Distress Improvement Plan, all objectives except for objectives 17 and 37 had been met. Objective 17 is "Supervision and monitoring of security for District Properties". The strategy stated in order to meet this objective is to develop and implement a district wide plan to secure district assets. A written plan has been written and is in the process of being implemented. This will be an ongoing effort but the administration believes Objective 17 has been substantially met.

Objective 37 is to "Identify cost reduction possibilities in the event state desegregation funding is eliminated." On January 13, 2014, Federal Judge Price Marshall approved a settlement agreement between the Pulaski County School Districts, the Joshua interveners and the State of Arkansas regarding the 1989 Desegregation Settlement Agreement. This agreement will require the State of Arkansas to continue payments, comparable to the amount the school districts are now receiving, for the next four school years. The fourth year payment is restricted for the construction of academic facilities. Therefore it will be necessary for PCSSD to develop and implement a plan for operating without approximately \$20.8M beginning with the 2017-2018 school year. It will be necessary to eliminate programs that are now being funded with desegregation revenue, or find another source of funding for those programs. State Foundation Funding is calculated in order to provide districts with sufficient funds to meet state standards and legal requirements. State categorical funding is provided in order to fund Alternative Learning Environments, English Language Learner Programs, Teacher Professional Development, and programs designed to meet the needs of students from low-income families. If a program being funded with Desegregation Revenue is determined to be essential for student achievement, it may be necessary for it to replace a program or programs currently being funded with state categorical funding. Therefore in order to fully meet Objective 37, it will be necessary to evaluate all programs not required to meet state accreditation standards and use state categorical money to fund the programs showing the greatest impact on student achievement. It will not be possible to continue funding all of the programs that have been made possible due to the state desegregation revenue. The primary cost of all programs is personnel. Therefore it will also be necessary to reduce staff due to the reduction of programs. At this time, substantial work remains in order to meet Objective 37.

On March 20, 2014, the State Board of Education ordered an election for the purpose of creating a new Jacksonville/North Pulaski School District. The new school district would detach area containing ten schools now in PCSSD. The election will likely occur September 2014 and the new district could start operations as early as July 2015. The area being detached from PCSSD contains approximately 25% of the PCSSD students and approximately 14% of the property assessments. If this detachment is approved by voters, State Board of Education, and the Federal Court, a significant number of issues affecting the fiscal stability of PCSSD, and the newly created school district, will have to be considered and carefully addressed.



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**Status Update: April 2014**

The administration believes all objectives, other than #37 discussed in the April 2014 status update, have been met. The district is working with ADE to complete a five-year projection of revenue and expenditures that will identify the expenditure amounts that must be reduced in order to prevent a declining fund balance following the loss of desegregation revenue. This project will result in a plan for reducing expenditures due to both the loss of revenue following the detachment of Jacksonville-North Pulaski and the loss of state desegregation revenue. At this time it appears necessary to reduce expenditures by approximately \$39.4M due to the detachment of Jacksonville-North Pulaski and approximately \$15.4M due to the loss of state desegregation revenue. This will likely involve a reduction in force affecting approximately 640 positions.

**Status Update: October 2015**

As was provided in the April 2015 update, the administration believes all objectives have been met with the exception of objective #37. The detachment of Jacksonville-North Pulaski continues to hold a high degree of uncertainty and financial risk for PCSSD and JNPSD. Projections for reduction in expenditures of approximately \$15.4M due to the loss of state desegregation revenue were included in the April 2015 update. The administration will be unable to identify all cuts necessary to offset the loss of desegregation funds until the financial settlement of the JNPSD detachment has taken place.

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**PART B: PLAN OBJECTIVES-Status Update as of April 2015**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings  Audit Exit Conference for FY12 on 2/14/13– No Material Findings	N/A	N/A	Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top" promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	Board Policy Adopted  Policy DKC Business Procedure 7:01, 7:02 & 7:03	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Revised Business Procedure 03:02 8/01/2012	Board Policy Adopted Board Policy DJ	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance . Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy Board Policy DJE	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objective 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	Amend and implement a district wide over-time procedure	Monitor	Procedure 12:04 Amended February 2013 Policy will be proposed to Classified PPC March 2013	N/A	N/A	Yes	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	Monitor	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	March 31, 2013	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	Monitor	On-going	N/A	N/A	Yes	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going Procedure 05:03 8/1/2012	N/A	N/A	Yes	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	Monitor	On-going	N/A	N/A	Yes	



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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 22	Supervision and Monitoring of Gift Card issuance	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 23	Supervision and Monitoring of Warehouse Inventory	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Purchasing and Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	Yes	
Objective 24	Supervision and Monitoring of the issuance of manual checks	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APSCN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Supervision and Monitoring of District provided cell phones	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07:06	N/A	N/A	Yes	
Objective 26	Supervision and Monitoring of timely payment of accounts payables	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer. Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	Quarterly Audits	Legislative Audit	Quarterly Audits by Legislative Audit	Monitor	Quarterly TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	Yes	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	March 1, 2013	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A	Yes	
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT-PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS-PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating		Yes	
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
		Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	

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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$2,800,383 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Professional Growth Contracts – Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$1,200,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Staff Development Compensation – Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$344,622 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	Strategy Accomplished	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 37	Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified all cuts sufficient to offset 100% loss of deseg funds
Objective 38	Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39	Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	

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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-2 Properly record amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-3 Monitor Federal Title 1 expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	



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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	April 2012 Policy DN Procedure 06:05	N/A	N/A	Strategy Accomplished	
			Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	Monitor	July-August 2012 Procedure 01:01	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	Monitor	May 2013	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	Monitor	July 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #7 The district's bank will provide check images each month on a CD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 <sup>th</sup> of each month with the goal of zero variance by June 30, 2013.	Monitor	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 9 Reviewers of free and reduced lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	Monitor	June 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	Monitor	February 2013	N/A	N/A	Strategy Accomplished	

## **2016 Adult Education Public Charter School Application Timeline**

### **Dates to Be Determined by the Applicant**

The applicant publishes notice of a public hearing about the proposed adult education charter in a newspaper having general circulation in the community where the adult education charter school plans to operate at least three weeks before the hearing.

### **Thursday, August 4, 2016**

Adult education applications must be received by the Arkansas Department of Education by 4:00 p.m.

### **August/September 2016**

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

### **Early October 2016**

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

### **October 19-20, 2016**

Adult Education Public Charter applicant hearings are conducted by the Charter Authorizing Panel.

### **November 10, 2016**

The State Board of Education decides whether to review the Panel's decisions.

### **Date to Be Determined by the State Board of Education**

State Board of Education determines whether to review any applicant determinations made by the Panel.

(If the State Board of Education decides to review an applicant decision made by the Panel, the Board will conduct a hearing at a later meeting.)

\*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**



# LITTLE ROCK SCHOOL DISTRICT

## OFFICE OF THE SUPERINTENDENT

TO: Arkansas Education Commissioner Johnny Key

FROM: Little Rock School District Superintendent Mike Poore

*M. Poore*  
07/12/16

CC: State Board of Education

DATE: July 12, 2016

RE: Little Rock Schools Update

I will start this memo with an apology and share my regrets that I am unable to be with you this week at the State Board meeting. I am undergoing a surgical procedure on July 13 and will be out of the office for the rest of the week.

I want to thank you, the State Board, and Governor Asa Hutchinson for the opportunity to transition into this important role over the past two-plus-months. It has provided me a jump-start into the role and has been invaluable in allowing me to reach out to the community, work with school staff, and spend time with Baker Kurrus. My **Entry Plan** is being executed, and I am enjoying my calls to parents and staff, having time to learn from one-on-one meetings with Little Rock School District Principals, and benefiting from multiple community engagement forums. In the near future, we will host our first Twitter Town Hall meetings and our first community walks will start the weekend of July 23.

July is a busy month for staff. Test scores have arrived and we are disaggregating our results from the ACT Aspire, ITBS, and AP exams. We are also examining data related to student risk factors associated with attendance and discipline. Additionally, as a District team, we are reviewing our delivery to students with special needs. We will present this data to you in the near future.

I am pleased with our initial work with your staff, under the leadership of Dr. Richard Wilde, to support our schools on the improvement list. We have committed to exploring a more comprehensive way to support schools whose performances have resulted in a "Priority" list designation. A new model of support called the Achieve Team is being developed and I am anxious to share this delivery system with you and the State Board at a future meeting.

We will move forward with the presentation of plans to have all of our "Distressed Schools" removed from the watch list. We also plan to bring you and the State Board recommendations for Waivers and Innovation Status for some LRSD schools; and even potentially seek Conversion Charter Status for several of our campuses.

All efforts are being made with the two goals in mind: (1) significantly impact the ability of each student in the school district to move forward academically, as well as support their development as young citizens; and (2) return local control to the Little Rock School District as quickly as possible.



# **HEARING PROCEDURES**

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

- 9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.
- 9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.
- 9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

# **NOTICE LETTER**



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

June 10, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Relth  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Nacesha Dulaney

Jacksonville, AR 72076

Tony Wood, Superintendent  
Jacksonville North Pulaski School District  
1414 W. Main  
Jacksonville, AR 72076

Dr. Tony Thurman, Superintendent  
Cabot School District  
602 North Lincoln  
Cabot, AR 72023

**Re: Appeal Under the Public School Choice Act  
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, July 14, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, June 24, 2016**.

**The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.**

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-1958  
(501) 682-4249 (fax)  
[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

An Equal Opportunity  
Employer

# APPEAL

**RECEIVED  
COMMISSIONER'S OFFICE**

**MAY 10, 2016**

**DEPARTMENT OF EDUCATION** May 4, 2016

Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, Ar 72201

Dear Commissioner Johnny Key,

I, Nacesha Dulaney, am writing this letter to request a hearing before the State Board of Education. I would like to appeal the decision of JNPSD to deny my application for transfer of my daughter, K [REDACTED] Dulaney, to Cabot School District.

Sincerely,



Nacesha M Dulaney

**RECEIVED  
ATTORNEY'S OFFICE**

**MAY 01 2016**

**DEPARTMENT OF EDUCATION  
GENERAL DIVISION**





Apr 25, 2016

Nacesha M. Dulaney  
[REDACTED]  
Jacksonville, AR 72076

RE: 2016-17 School Choice Transfer Request for K [REDACTED] Dulaney

Dear Ms. Dulaney,

The Cabot School District has received your School Choice application and submitted it to the Jacksonville North Pulaski School District. Unfortunately, JNPSD has denied your application. JNPSD has informed us that your application was denied because they are party to a desegregation lawsuit.

Because JNPSD has denied your application, your child is not eligible to attend the Cabot School District for the 2016-17 school year. However, you may appeal JNPSD's decision by requesting a hearing before the State Board of Education. This request must be made in writing to the Commissioner of Education no later than ten days after receiving this letter.

Johnny Key, Commissioner  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201  
Phone: 501-682-4203  
Email: Johnny.Key@arkansas.gov

Sincerely,

Michael Byrd  
Director of Student Services  
Cabot Public Schools



7



LITTLE ROCK AR 722

06 MAY 2015 PM 3 L



Johnny Key, Commissioner  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, Ar 72201

72201-101895



# RESPONSE



# CABOT PUBLIC SCHOOLS

602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

Jun 9, 2016

Office of the Commissioner  
ATTN: School Choice Appeal  
Four Capitol Mall  
Little Rock, AR 72201

To Whom It May Concern:

Please accept this letter from the Cabot School District as a response to the School Choice Act appeal filed by the Dulaney family.

The Cabot School District is willing to accept the school choice application. The district was notified by the Jacksonville North Pulaski School District that the application was denied based on JNPSD being party to a desegregation lawsuit.

Sincerely,

Dr. Tony Thurman  
Superintendent

Brian Evans  
President

Ricky Hill  
Vice President

Dean Martin  
Secretary

Mark Russell

Corey Williams

Donna Nash

Sarah Owen

# **ASSOCIATED DOCUMENTS**

June 22, 2016

**Via Email and U.S. Mail**

Mrs. Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
4 Capitol Mall  
Little Rock, AR 72201

Re: Appeal Under the Public School Choice Act  
Nacesha Dulaney

Dear Mrs. Davis:

Due to a conflict I will be unable to attend the July 14, 2016, meeting of the State Board of Education. In lieu of personally appearing, I thought it would be appropriate to provide written comments on the appeal. Please accept this letter as those comments and share them with the State Board. Mr. Wood will be at the hearing and will be available to answer any questions the Board may have for the District.

The Jacksonville/North Pulaski School District (“JNPSD”) stands in a unique position with regard to school choice. Upon its creation it was given the obligation to abide by the orders, decrees, and settlement agreements in the Pulaski County school desegregation case. Indeed, this was an explicit condition for the Federal Court to allow the formation of the District. The State of Arkansas agreed with and bound itself to abide by this condition in the settlement agreement that secured the release of the State from that long-running case (the State’s Final Settlement Agreement).

One of the commitments of the State’s Final Settlement Agreement sets specific limits on the movement of students between the Pulaski County Special School District (“PCSSD”) and the Little Rock and North Little Rock School Districts. As a successor to PCSSD, the JNPSD is bound by this commitment. The State’s final settlement agreement explicitly binds the parties to that agreement “to abide by the terms of Act 1227 of

2013, the Arkansas Public School Choice Act of 2013, including the exemption provisions contained in Ark. Code Ann. 6-18-1906(a) and (b).” Final Settlement Agreement para. F.3. Those exemption provisions provide that the Public School Choice Act does not apply to school districts subject to the desegregation order or mandate of a federal court remedying the effects of past racial segregation. Ark. Code Ann. § 6-18-1906(a) & (b) (Repl. 2013).

Given this state of affairs, JNPSD and the State of Arkansas are bound to honor the exemption provisions of the Public School Choice Act of 2013. If either JNPSD or the State of Arkansas failed to live up to this commitment, they would be in breach of the State’s final settlement agreement. Accordingly, JNPSD’s unique position that I mentioned above is this: although JNPSD did not negotiate this provision, it cannot participate in student transfers under the School Choice Act. The State is in an unusual position as well. Unlike with other school districts who have opted out of the School Choice Act, the State contractually agreed that student transfers under the School Choice Act would not occur in PCSSD and JNPSD and that contractual agreement became an order of the federal courts as one of several conditions to the release of the State from that long-running litigation.

This being the case, JNPSD takes the same position that it has been required to take with the other school choice appeals that have come before the State Board. That is, JNPSD cannot participate in those transfers and this appeal should be denied.

If you have any questions about the foregoing, please do not hesitate to contact me.

Best Regards,



Scott P. Richardson  
Partner  
scott@mrcfirm.com

cc: Mr. Tony Wood (via email)  
Mrs. Nacesha Dulaney  
Dr. Tony Thurman

# **SCHOOL CHOICE STATUTES AND ACTS**

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.



West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

#### **Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

**Notes of Decisions (3)**

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
  - (2) On a form approved by the Department of Education; and
  - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
  - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.



[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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# **SCHOOL CHOICE RULES**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF 2015  
August 2015**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
  - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.3.1 Resides in the same household; and
    - 4.04.3.2 Is already enrolled in the nonresident district by choice.
  - 4.04.4 Shall not include an applicant's:
    - 4.04.4.1 Academic achievement;
    - 4.04.4.2 Athletic or other extracurricular ability;
    - 4.04.4.3 English proficiency level; or
    - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
  - 4.06.1 Availability of the program;
  - 4.06.2 Application deadline; and
  - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
  - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
  - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
  - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
  - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.



- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

## **7.00 LIMITATIONS**

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
  - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
  - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
  - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
  - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”  
(Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/  
Native Alaskan ☐Native Hawaiian/  
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

# **HEARING PROCEDURES**

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

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9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.



- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

# **NOTICE LETTER**



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

June 9, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Kevin and Kristi McAuliffe  
[REDACTED]  
El Dorado, AR 71730

Michael White, Superintendent  
Parkers Chapel School District  
401 Parkers Chapel Road  
El Dorado, AR 71730

Jim Tucker, Superintendent  
El Dorado School District  
200 West Oak Street  
El Dorado, AR 71730

**Re: Appeal Under the Public School Choice Act  
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, July 14, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, June 24, 2016.**


**The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.**

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

  
Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-1958  
(501) 682-4249 (fax)  
[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

An Equal Opportunity  
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# APPEAL

**RECEIVED**

JUN 01 2016

*Equity Assistance Center  
Public School Accountability*

**RECEIVED  
ATTORNEY'S OFFICE**

May 25, 2016

JUN 02 2016

**DEPARTMENT OF EDUCATION  
GENERAL DIVISION**

FED EX Overnight

Office of the Commissioner

Attn: Arkansas Public School of Choice Acts of Appeal

Four Capitol Mall

Little Rock, Arkansas 72201

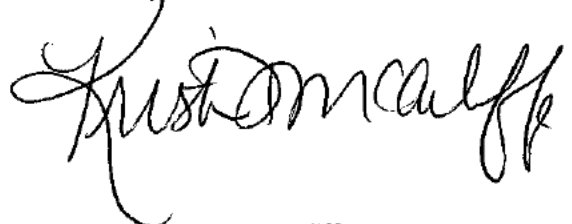
**RECEIVED  
COMMISSIONER'S OFFICE**  
JUN 2 - 2016  
**DEPARTMENT OF EDUCATION**

RE: Appeal Denial of School Of Choice from Parkers Chapel School

Dear Office of the Commissioner:

Enclosed please find our appeal letter regarding the denial from Parkers Chapel School board based on School of Choice exemption from El Dorado School District and the denial letter we received in the mail.

Sincerley,



Kevin and Kristi McAuliffe

El Dorado, Arkansas 71730

Enclosures: Appeal letter and denial letter from Parkers Chapel

Kevin and Kristi McAuliffe

[REDACTED]  
El Dorado, AR 71730

May 25, 2016

Office of Commissions  
Arkansas State Board of Education  
Arkansas Public School Of Choice Act Appeals  
Four Capital Mall  
Little Rock, AR 72201

Dear Office of Commissions:

We are concerned parents of three children who reside in the El Dorado School District appealing the decision of denial for School of Choice from Parkers Chapel School on grounds that El Dorado School District is exempt from School of Choice under the 2013 Act, as amended in 2015 due to the two desegregation lawsuits that are still active: Kemp, et al. v. Beasley, No. ED-1048; and Townsend, et al., 1:89-CV-1111.

In 2015, we started the process of a Legal transfer from El Dorado school district to Parkers Chapel School District hoping to complete a board to board transfer. The paperwork was completed and we met with Superintendent to turn in paperwork and discuss the next step in the process. We were told approximately a day later our transfer was denied and at this time we requested to appear at the El Dorado School District Board meeting to discuss our case. Our request to appear before was denied and we were told it was illegal for the El Dorado School Board to even hear our request.

Our home [REDACTED] El Dorado, AR) is located 1.5 miles from Parkers Chapel School (401 Parkers Chapel Rd Eldorado, AR). All of our children have attended Parkers Chapel since 4 year old kindergarten to present time. K [REDACTED] and K [REDACTED] are twins who will begin the 9<sup>th</sup> grade in the 2016-2017 school year and K [REDACTED] will start 5<sup>th</sup> grade in the 2016-2017 school year.

I (Kristi McAuliffe) attend Parkers Chapel my entire life and lived in my family home that is located one acre next to our home now. Both my parents worked at the school and both my sisters attend Parkers Chapel along with my cousins and then most currently all four of my nieces. When my three children started Parkers Chapel and the residence question became an issue my sister who was a longstanding respective teacher was made guardianship so we could continue with Parkers Chapel as our children's school. The reason it has become a current issue is that my sister retired and we were told our children would be "grandfathered in". Unclear about this issue, we started doing research and we found this was not the case. This is when we started taking measures to transfer the kids from Eldorado School to Parkers Chapel.

It is very important as parents to stand up for your children and make sure that the best decisions are made for them and around them. Education is an important decision in their lives and learning about friends, family and values is also an important life lesson. Decisions should be

made on the all the facts and information that is collected not made based on race. In today's society we hear more and more about decisions that are made based on gender or race. We believe the School of choice under the 2013 Act, as amended in 2015 was made for important reasons to help make fair and just decisions within the individual school if 2 campuses were in effect but not to refuse a transfer out due to a child's race. The decision should be based on the Children's best interest and that is our request.

We have completed proper channels and exhausted all our measures to complete the transfer and at this time we appeal to the Arkansas State Board of Education as we feel this is a decision that is based on misrepresentation of the School of Choice under the 2013 Act, as amended in 2015 allowing El Dorado School District to make a transfer decision based solely on race

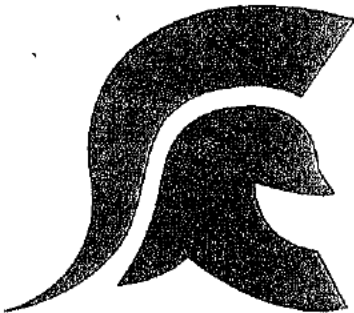
At this time, we would ask the Arkansas State board of education to grant our children the transfer from El Dorado School to Parkers Chapel giving them the opportunity to complete their education at Parkers Chapel. We look forward to hearing that the board has overturned the decision that was made and allow our children to continue at Parkers Chapel. We appreciate the time that you have taken to read our appeal and look forward to hearing your decision soon.

Contact information for any questions or concerns Kristi McAuliffe [REDACTED]

Sincerely,

Kevin and Kristi McAuliffe

Enclosure



## PARKERS CHAPEL SCHOOLS

401 Parkers Chapel Road  
El Dorado, AR 71730

May 11, 2016

Dear Kevin and Kristi McAuliffe

I am sorry, but the applications you submitted for K [REDACTED], K [REDACTED], and K [REDACTED] have been rejected for the following reason:

  X   Your children's resident district has declared itself exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order.

Because of that exemption, your resident school has "Opted Out" of the School Choice Program. I've enclosed some information that will be useful in understanding this situation.

As noted in your original application, you have (ten) 10 days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education. Feel free to contact me with any questions about this letter.

Respectfully,

Michael J. White

Superintendent

Michael White  
Superintendent  
Phone: 862-4641  
Fax: 881-5092

Seth Williams  
HS Principal  
Phone: 862-2360  
Fax: 881-5095

June Wells  
Fed Pgm/MS Pgm  
Phone: 875-1527  
Fax: 881-5095

Carrie Burson  
Elem. Principal  
Phone: 862-9767  
Fax: 881-5094



# FEDEX

## Express

### SENDER INFORMATION

Sender Name: Kristi McAlliffe

Company: [REDACTED]

Address: [REDACTED]

City: El Dorado

State: AR

Zip Code: 71130

### RECIPIENT INFORMATION

Recipient Name: Office of the Commissioner  
 Attn: Arkansas Public School Choice Authority

Company: Four Capital Mall

Address: [REDACTED]

City: Little Rock

State: AR

Zip Code: 72201

RT 108  
FZ

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4757  
05:21



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ORIGIN ID: ELDA

KRISTI MCALLIFFE

EL DORADO, AR 71730  
 UNITED STATES US

SHIP DATE: 26MAY16  
 ACTWGT: 0.50 LB  
 CAD: 006994035/SSFEL1704

BILL CREDIT CARD

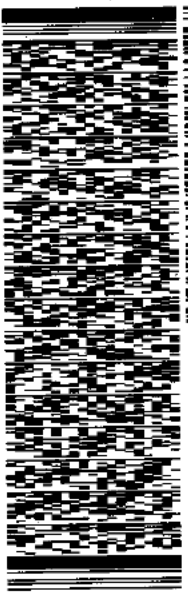
TO OFFICE OF COMMISSIONER  
 AR PUBLIC SCHOOL CHOICE  
 ACT APPEALS  
 4 CAPITOL MALL  
 LITTLE ROCK AR 72201

(150) 166-4205

REF:

INV:

DEPT:



TRK# 7832 1654 4757  
 0201

FRI - 27 MAY 10:30A  
 PRIORITY OVERNIGHT

X2 LITA

72201  
 AR-US LIT



**APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT**  
**"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"**  
*(Must Be Submitted to Non-Resident District)*

**APPLICANT INFORMATION**

Student Name: [Redacted] McAuliffe

Student ID: [Redacted] Gender Male ☐ Female ☒

Grade: 8<sup>th</sup> (2016) will start 9<sup>th</sup> 2016-2017

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☐  
 Hispanic ☐ Native American/  
 Native Alaskan ☐ Native Hawaiian/  
 Pacific Islander ☐  
 White ☒

**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name: El Dorado School

County Name: Union

Address: 200 West Oak El Dorado, Arkansas 71730

Phone: 870-864-5006

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name: Parkers Chapel

County Name: Union

Address: 401 Parkers Chapel

Phone: 870-862-4641

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? Yes all 3 kids have attended PC since Kindergarten. [Redacted] McAuliffe K-8<sup>th</sup>, [Redacted] McAuliffe K-8<sup>th</sup>, [Redacted] McAuliffe K-4<sup>th</sup>. Also, all 3 attended PREK(4y) at PC.

# **PARENT OR GUARDIAN INFORMATION**

Name: Kevin & Kristi McAuliffe Home Phone: [REDACTED] Kristi cell  
 Address: [REDACTED] Work Phone: [REDACTED] Kevin cell

El Dorado, AR 71730

Parent/Guardian Signature: Kristi McAuliffe Date: 4-15-16

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

## **DISTRICT USE ONLY**

Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
		<u>4/15/16 3:20 pm</u>	
Resident District LEA #:		Nonresident District LEA#:	
		<u>7007</u>	
Student's State Identification #:			
Application	Accepted	Rejected	<input checked="" type="checkbox"/>
Reason for Rejection (If Applicable): <u>EL DORADO SCHOOL HAS OPTED OUT OF SCHOOL CHOICE.</u>			
Date Notification Sent to Parent/Guardian of Applicant: <u>5/11/16</u>			
Date Notification Sent to Resident District : <u>NA</u>			

**APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT**  
**"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"**  
**(Must Be Submitted to Non-Resident District)**

**APPLICANT INFORMATION**

Student Name: K [REDACTED] McAuliffe

Student Date of Birth: 9-12-02 Gender Male ☒ Female ☐

Grade: 8<sup>th</sup> (2016) will start 9<sup>th</sup> 2016-2017 year

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/  
Native Alaskan ☐

Native Hawaiian/  
Pacific Islander ☐

White ☒

**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name: El Dorado School

County Name: Union

Address: 200 West Oak El Dorado, AR 71730

Phone: 870-864-5006

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name: Parkers Chapel

County Name: Union

Address: 401 Parkers Chapel

Phone: 870-862-4641

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? Yes - all 3 kids have attended PC since Kindergarten. K [REDACTED] McAuliffe K-8<sup>th</sup> K [REDACTED] McAuliffe K-8<sup>th</sup> K [REDACTED] McAuliffe K-4<sup>th</sup>. Also, all 3 attended PreK (4yr) at PC.

**PARENT OR GUARDIAN INFORMATION**

 Name: Kevin + Kristi McAuliffe Home Phone: [REDACTED]

 Address: [REDACTED] Work Phone: [REDACTED]
Lebanon, AR 71730

Parent/Guardian Signature

Date:

Kristi McAuliffe
4-15-16

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

**DISTRICT USE ONLY**

Date and Time Received by Resident District:

Date and Time Received by Nonresident District:

4/15/16 3:20 PM

Resident District LEA #:

Nonresident District LEA#:

7007

Student's State Identification #:

Application

Accepted

Rejected

☒

Reason for Rejection (If Applicable):

LEBONON SCHOOL HAS OPEN OUT OF SCHOOL CHOICE

Date Notification Sent to Parent/Guardian of Applicant:

5/11/16

Date Notification Sent to Resident District :

NA



**APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT**  
**"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"**  
**(Must Be Submitted to Non-Resident District)**

**APPLICANT INFORMATION**

Student Name: K [REDACTED] McAuliffe  
 Student Date of Birth: 11-29-05 Gender Male ☐ Female ☒  
 Grade: 4th 2016 will start 5th 2016-2017  
 Does the applicant require special needs or programs? Yes ☐ No ☒  
 Is applicant currently under expulsion? Yes ☐ No ☒

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☐  
 Hispanic ☐ Native American/  
 Native Alaskan ☐ Native Hawaiian/  
 Pacific Islander ☐  
 White ☒

**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name: El Dorado School County Name: Union  
 Address: 200 West Oak El Dorado, AR 71730  
 Phone: 870-864-5006

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name: Parkers Chapel County Name: Union  
 Address: 401 Parkers Chapel  
 Phone: 870-862-4641

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? Yes - all 3 kids have attended PC since Kindergarten. K [REDACTED] McAuliffe K-8th, K [REDACTED] McAuliffe K-8th, K [REDACTED] McAuliffe K-4th. Also all 3 attended PreK 4y at PC.

# PARENT OR GUARDIAN INFORMATION

Name: Kevin & Kristi McAuliffe Home Phone: [REDACTED] Kristi Cell [REDACTED]  
Address: [REDACTED] Work Phone: [REDACTED] Kevin Cell [REDACTED]

El Dorado, AR 71730

Parent/Guardian Signature

Kristi McAuliffe

Date:

4-15-16

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

## DISTRICT USE ONLY

Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
		<u>4/15/16 3:20 PM</u>	
Resident District LEA #:		Nonresident District LEA#:	
		<u>7007</u>	
Student's State Identification #:			
Application	Accepted	Rejected	<input checked="" type="checkbox"/>
Reason for Rejection (If Applicable):			
<u>EL DORADO SCHOOL HAS Picked OUT OF SCHOOL CHOICE.</u>			
Date Notification Sent to Parent/Guardian of Applicant:			
<u>5/11/16</u>			
Date Notification Sent to Resident District :			
<u>NA</u>			

# RESPONSE



**Subject:** Re: Notice of Filing of School Choice Appeal - McAuliffe Family

**Date:** Tuesday, June 7, 2016 at 2:59:47 PM Central Daylight Time

**From:** Michael White

**To:** Jennifer Davis (ADE)

I am aware of the appeal by the McAuliffe family. Parkers Chapel rejection of their request for School Choice transfer was based on the current interpretation of the exemption clause for participation in School Choice by El Dorado School District. In the absence of the "opting out" by El Dorado, we would welcome accepting the McAuliffe children to Parkers Chapel. Please let me know what else you need from me in this matter.

*Michael White,  
Superintendent  
Parkers Chapel School District*

On Tue, Jun 7, 2016 at 2:50 PM, Jennifer Davis (ADE) <[Jennifer.Davis@arkansas.gov](mailto:Jennifer.Davis@arkansas.gov)> wrote:  
Superintendent White:

Please find attached a school choice appeal filed with the ADE by the McAuliffe family. The family appeals the decision of the Parkers Chapel School District to deny the school choice transfers of their children from the El Dorado School District. The applicable ADE rules state that a nonresident district must file any response to the appeal within ten (10) days of receipt of the appeal.

You may send any response to me via email or you may send it to the following address:

Office of the Commissioner

ATTN: Arkansas Public School Choice Act Appeals

Four Capitol Mall

Little Rock, Arkansas 72201

I have enclosed a copy of the current ADE rules and the school choice statutes for your review. ADE staff will send all parties a formal notification letter once any response is received (or if the ten day time period passes without a response from the nonresident district).

Thank you for your attention to this matter.

Thanks,

Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-4227

[\(501\) 682-4249](tel:(501)682-4249) (fax)

[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov) <mailto:[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)>

**ALLEN P. ROBERTS, P.A.**  
**ATTORNEYS AT LAW**

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Camden, AR 71701  
allen@aprobertslaw.com

Telephone: (870) 836-5310  
Facsimile: (870) 836-9662

Whitney F. Moore  
Little Rock Office  
1818 N. Taylor St., Ste. B  
PMB 356  
Little Rock, AR 72227  
whitney@aprobertslaw.com

June 24, 2016

**VIA EMAIL ONLY**

Ms. Jennifer Davis, Staff Attorney  
Arkansas Department of Education  
Attn: Arkansas Public School Choice Act Appeals  
Four Capitol Mall, Room 301-A  
Little Rock, Arkansas 72201  
jennifer.davis@arkansas.gov

Re: El Dorado School District (Resident District)  
Parkers Chapel School District (Non-Resident District)  
Public School Choice Act of 2015 Appeal submitted by the McAuliffe family

Dear Ms. Davis:

Whitney Moore and I represent El Dorado School District (EDSD).

EDSD is the resident district involved in the aforementioned Public School Choice Act of 2015 appeal filed by the McAuliffe family, who applied to transfer their three children to the Parkers Chapel School District (PCSD). PCSD correctly denied the transfer requests based on EDSD's declaration of a conflict pursuant to Ark. Code Ann. 6-18-1906(a). In compliance with Ark. Code Ann. 6-13-113(b) and 6-18-1906(a)(2), EDSD has submitted to the Department of Education a copy of the orders in *Kemp et al. v. Beasley*, No. ED-1048, U.S. Dist. Ct., W.D. Ark., El Dorado Div. and *Townsend, et al. v. EDSD, et al.*, 1:89-CV-1111, U.S. Dist. Ct., W.D. Ark., El Dorado Div, which are desegregation court orders that conflict with EDSD's participation in school choice.

Pursuant to your notice of hearing letter dated June 9, 2016, I would like to submit the following materials for consideration at the State Board of Education's July 14, 2016 meeting:

1. PCSD's May 11, 2016 letter denying the McAuliffes' school choice applications. (**Exhibit 1**).
2. My April 20, 2015 letter regarding EDSD's decision not to participate in school choice, which includes various orders entered in the desegregation cases to which EDSD is a party, including but not limited to the August 2,

- 1971 order in *Kemp et al. v. Beasley*, No. ED-1048, U.S. Dist. Ct., W.D. Ark., El Dorado Div. and the May 3, 2013 order in *Townsend, et al. v. EDSD, et al.*, 1:89-CV-1111, U.S. Dist. Ct., W.D. Ark., El Dorado Div. (**Exhibit 2**).
3. Former Attorney General Mike Beebe's September 24, 2003 opinion regarding the State Board of Education's authority to construe court orders (**Exhibit 3**).
  4. Attorney General Leslie Rutledge's July 17, 2015 opinion regarding the Department of Education's authority to construe court orders (**Exhibit 4**).
  5. The Plaintiffs' Complaint in *Kemp et al. v. Beasley*, No. ED-1048, U.S. Dist. Ct., W.D. Ark., El Dorado Div. (**Exhibit 5**).
  6. Testimonial letters from Bob Watson, former EDSD Superintendent, and Dr. Jerry Guess, former superintendent of Camden Fairview School District and current superintendent of Pulaski County Special School District (**Exhibit 6**).

EDSD submits the following arguments as to why the appeal should be denied.

**1. PCSD's Failure to Serve EDSD with the application is fatal to the appeal**

EDSD notes that the McAuliffes' applications were denied by PCSD by letter dated May 11, 2016. (See Exhibit 1). EDSD has not received a copy of the school choice applications as required by 6.01.1 of the ADE's Rules Governing the Public School Choice Act of 2015 (August 2015). The appeal should be denied due to PCSD's failure to comply with the Act and promulgating rules.

**2. Untimeliness of Filing School Choice Application**

Because EDSD never received the applications, as mentioned above, EDSD is unable to verify whether the McAuliffes' applications were timely filed by May 1, 2016. EDSD has requested a copy of the applications from ADE and PCSD but has not received them as of the date of this filing. For that reason, EDSD reserves the right to argue to the State Board that the applications were untimely under the Act and its promulgating rules if the applications were filed after May 1, 2016.

**3. EDSD Properly Declared a Conflict with the School Choice Act**

EDSD declared a conflict with the School Choice Act of 2015 due to its outstanding desegregation obligations. EDSD remains subject to the jurisdiction of the federal court. The Honorable Susan O. Hickey, United States District Court for the Western District of Arkansas, stated in her most recent order (May 3, 2013) that the Court "shall continue to exercise jurisdiction over this matter until it finds that EDSD should be released from Court supervision." (See Exhibit 2, page 4).

The McAuliffes' appeal letter argues that "Decisions should be made on the (sic) all the facts and information that is collected not made based on race." EDSD does not participate in school choice. While the reason for its non-participation is a desegregation

case, the result of the exemption is that no student may transfer to or from EDSD, regardless of their race. The school choice applications of the McAuliffe children would still have been denied based on EDSD's exemption even if they were black, Hispanic, or any other race.

**4. The Federal Court with Jurisdiction of the Desegregation Case, not the State Board of Education, is the Proper Party to Evaluate EDSD's Declaration of a Conflict**

There is no indication from the 2015 Act (nor from its predecessor, the Public School Choice act of 2013) that the legislature intended for the State Board of Education to review the propriety of a conflict claimed by a district pursuant to Ark. Code Ann. 6-18-1906(a). There is no provision in the Act that authorizes the Department or the State Board to approve or deny a district's submission. The Act only requires the district to claim a conflict and furnish the Department of Education with a copy of the conflicting order, which EDSD has done.

An Attorney General's opinion issued in 2003 regarding the School Choice Act of 1989 directly addresses the question of whether the State Board should review and interpret federal court orders. On September 24, 2003, the Attorney General's office wrote to then ADE director, Ray Simon, in Opinion No. 2003-269. Mr. Simon had asked whether or not the State Board of Education had the legal authority to decide whether a district could accept students outside the parameters of the 1989 Act "as long as the district is in compliance with the requirements of the assumed U.S. District Court Order?" (Exhibit 4, p. 2). Attorney General Beebe makes clear in the opinion that the State Board of Education should not seek to interpret federal court orders, stating:

In my opinion the state Board of Education does not have authority to determine that a school district 'is in compliance with the Arkansas School Choice Act' where in order to do so, the Board would have to construe the provisions of a federal district court order and make a determination that it supersedes the racial limitations in subsection (f) of the Arkansas Public School Choice Act. This is essentially a judicial decision.

The opinion concludes with the note that disputes involving construction of federal court orders are properly left to the parties themselves, their respective counsels, or if necessary, to the issuing court itself. (Exhibit 3, p. 5).

Attorney General Leslie Rutledge (in Opinion No. 2015-051, attached as Exhibit 4) echoes the previous opinion issued by Attorney General Beebe. Regarding the 2015 Act and whether or not the ADE had an obligation to "make a determination as to the veracity of a school district's claim of a conflict or the adequacy of the 'proof' it has submitted," Attorney General Rutledge opined that "the ADE is neither authorized nor obligated to take the actions contemplated." (Exhibit 4, p. 7). Continuing, she notes that "the law is silent on what, if anything, the ADE is supposed to do with the 'proof' that a school district submits. The [Act] does not charge the ADE to undertake to verify a



school district's claim of exemption or make a determination as to the sufficiency or truth of the proof submitted." (Exhibit 4, p. 8).

## **5. EDSD Remains Under the Jurisdiction of the Federal Court**

EDSD operated a racially dual system as required by Arkansas law until 1954. When required to desegregate *circa* the early 1960s it did so by adopting a freedom of choice plan. Under this plan the black students could attend the white schools, and the white students could attend the black schools, if they chose. After several years under this plan the black schools remained virtually all black and the white schools all white. In other words, school choice achieved no desegregation.

The *Kemp* case, filed October 15, 1964 while EDSD was operating under freedom of choice, was filed by the black parents of school age children who alleged they were not admitted to attend EDSD due to their race. (Exhibit 5, Kemp Complaint, ¶¶ 2-4). Specifically, the *Kemp* plaintiffs alleged that

[the Defendants], acting under color of the authority vested in them by the laws of the State of Arkansas, have pursued and are presently pursuing a policy, custom, practice and usage of operating the public school system of the El Dorado School District . . . on a basis that discriminates against plaintiffs and other Negroes similarly situated because of race or color . . .

(Exhibit 5, ¶ 9).

In 1969, the U.S. Supreme Court said that freedom of choice was unconstitutional. See *Raney v. Board of Ed. of Gould, Ark. School Dist.*, 391 U.S. 443 (1968). Shortly after *Raney*, the federal Department of Health, Education, and Welfare, dispenser of federal education funds, rescinded its approval of freedom of choice desegregation plans. This left EDSD, and virtually all other south and east Arkansas school districts, with only one choice: Merge the black and white students into a single student body. Since then EDSD has operated in this manner under the scrutiny of the successor federal agency (Department of Education, Office of Civil Rights), and the federal district court in *Kemp* and *Townsend*, but with very little intervention from either. The only reason EDSD has not been subject to more scrutiny by the Department of Education, its Office of Civil Rights, and the federal court is because since meaningful desegregation (*circa* 1969) white students have been restricted from residing in the district and attending school in one of the nearby whiter districts.

As noted in my letter attached as Exhibit 2, the desegregation obligations of these cases prohibit EDSD from taking any action, or refraining from taking any action, the natural and probable consequence of which would be a segregative impact within EDSD (i.e., the creation, maintaining, or increasing of racially identifiable schools). Permitting school choice would have such an impact. Allowing school choice would, therefore, be in conflict with EDSD's desegregation obligation still outstanding.

Other noteworthy excerpts of the desegregation orders include:

- The August 2, 1971 order specifically prohibits EDSD from participating in choice in that “All vestiges of ‘freedom of choice’ is eliminated and any further use prohibited.” (See Exhibit 2, p. 16, emphasis added). The 2015 School Choice Act is a freedom of choice plan, and as such, EDSD is prohibited by the *Kemp* order from participating.
- In the October 28, 2003 Order, Judge Barnes addressed school assignment issues when he approved EDSD’s request to establish a magnet school program. The magnet school program was initiated with the goal of furthering EDSD’s desegregation efforts by “reduc[ing] racial isolation and entic[ing] students from surrounding districts and private schools to attend [EDSD].” (See Exhibit 2, p. 9). Judge Barnes’s order states that the Court “retains continuing jurisdiction and supervision pursuant to this Court’s Order filed August 2, 1971.” (Exhibit 2, p. 7).
- In May 2013, Judge Hickey noted that the district would remain under the jurisdiction of the Court “until it finds that EDSD should be released from Court supervision (Exhibit 2, p. 4).

The documents containing testimony from Bob Watson, former EDSD Superintendent, and Dr. Jerry Guess, former superintendent of Camden Fairview School District and current superintendent of Pulaski County Special School District, confirm that the effect of allowing school choice in EDSD would result in the rapid resegregation of Union County. (See Exhibit 6).

There are no orders dismissing the case or declaring that EDSD is unitary.

#### **6. A District’s Declaration of a Conflict is Not Appealable**

The structure of the Act also strongly suggests that the assertion of a conflict is not appealable because there is no provision in either the Act or the emergency rules that the resident district do anything when the non-resident district denies the application. This logically should mean that appeals are limited to issues such as enrollment caps and capacity issues. The applications were denied solely due to EDSD’s conflict, not due to capacity or enrollment caps.

The Act lacks any provision for the resident district to be heard as a party on appeal. If an appeal of the asserted conflict was contemplated, then party status would have been accorded the resident district. Because it was not, consideration of an appeal on those grounds without providing for party status for the resident district would result in a denial of procedural and substantive due process to the resident district.

#### **7. Proximity to Resident and Non-Resident Districts**

The appeal also notes the proximity of the McAuliffes’ home to PCSD, stating the distance is 1.5 miles. A Google map search from the McAuliffes’ address [REDACTED] [REDACTED]

█████, El Dorado, AR) to El Dorado High School (Wildcat Drive, El Dorado, AR) reveals that the distance between the two is 3.2 miles. EDSD submits the difference is not substantial enough to justify any transfer based on proximity.

#### **8. The McAuliffes' Prior Attendance at PCSD was Illegal**

The appeal notes that the children, K█████ (9th grade), K█████ (9th grade), and K█████ (5th grade) have attended PCSD since kindergarten. Specifically, the McAuliffes stated that "when my three children started Parkers Chapel and the residence question became an issue, my sister who was a longstanding respective teacher was made guardianship (sic) so we could continue with Parkers Chapel as our children's school." A guardianship arrangement such as that described by the letter is illegal. "A student may only use his or her guardian's residential address "if the student resides at the same residential address and if the guardianship . . . is not granted solely for educational needs or school attendance purposes." Ark. Code Ann. § 6-18-202. (See also, *Delta Special Sch. Dist. No. 5 v. McGehee Special Sch. Dist. No. 17*, 280 Ark. 489, 659 S.W.2d 508 (1983)). In that case, several residents of Delta Special School District No. 5 sent their children to McGehee Special School District No. 17 ("McGehee"). The trial court held that "children of one district could attend another district by . . . having 'school guardianships' arranged." *Id.* The Supreme Court found this decision clearly erroneous and stated as follows:

The guardianships in the present case were established for the sole purpose of evading the law which requires both districts to consent prior to a legal transfer of students between districts. To allow such a subterfuge as presented here might lead to irreparable harm to some districts and could, quite conceivably, lead to recruiting of outstanding athletes and other special students.

We hold that it was error to allow children who reside in and are domiciled in Delta Special School District No. 5 to attend the McGehee schools without the written agreement of both districts.

*Delta Special Sch. Dist. No. 5 v. McGehee Special Sch. Dist. No. 17*, 280 Ark. at 491, 659 S.W.2d at 509.

The McAuliffes' situation is no different. They state in their letter that a guardianship was created for the sole purpose of school attendance. Such an arrangement is expressly prohibited by Ark. Code Ann. § 6-18-202 and *Delta Special Sch. Dist. No. 5 v. McGehee Special Sch. Dist. No. 17*. Granting their appeal would serve as ratification of their previously illegal attendance.



**9. Conclusion**

The appeals state various reasons why these families would like to leave EDSD and enroll their children in PCSD. However, none of those reasons override the federal court order presented by EDSD, as permitted by the Act.

For the foregoing reasons, the McAuliffes' appeal should be denied. We appreciate your consideration of this response and request an opportunity to be heard at the hearing.

Respectfully submitted,

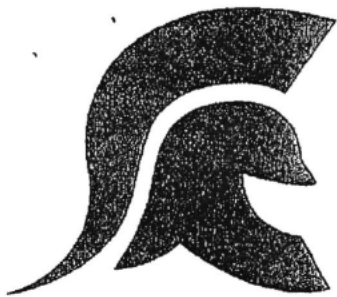


Allen P. Roberts and Whitney F. Moore  
Attorneys for El Dorado School District

cc: Jim Tucker, Superintendent  
El Dorado School District  
jtucker@esd-15.org

Michael White, Superintendent  
Parkers Chapel School District  
401 Parkers Chapel Road  
El Dorado, AR 71730

Kevin and Kristi McAuliffe  
[REDACTED]  
El Dorado, AR 71730



## PARKERS CHAPEL SCHOOLS

401 Parkers Chapel Road  
El Dorado, AR 71730

Michael White  
Superintendent  
Phone: 862-4641  
Fax: 881-5092

Seth Williams  
HS Principal  
Phone: 862-2360  
Fax: 881-5095

June Wells  
Fed Pgm/MS Pgm  
Phone: 875-1527  
Fax: 881-5095

Carrie Burson  
Elem. Principal  
Phone: 862-9767  
Fax: 881-5094

May 11, 2016

Dear Kevin and Kristi McAuliffe

I am sorry, but the applications you submitted for K [REDACTED], K [REDACTED], and K [REDACTED] have been rejected for the following reason:

  X   Your children's resident district has declared itself exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order.

Because of that exemption, your resident school has "Opted Out" of the School Choice Program. I've enclosed some information that will be useful in understanding this situation.

As noted in your original application, you have (ten) 10 days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education. Feel free to contact me with any questions about this letter.

Respectfully,

Michael J. White

Superintendent

EXHIBIT

tabbles

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ALLEN P. ROBERTS, P.A.  
ATTORNEY AT LAW  
325 Jefferson Street S. W., P.O. Box 280  
Camden, Arkansas 71711-0280  
[allen@aprobertslaw.com](mailto:allen@aprobertslaw.com)

FILE COPY

Telephone: (870) 836-5310

Facsimile: (870) 836-9662

April 20, 2015

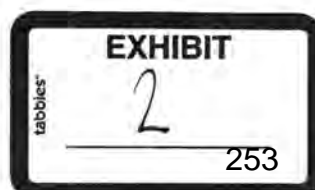
SENT VIA REGULAR MAIL  
AND EMAIL ([jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov))  
Jeremy C. Lasiter, General Counsel  
Arkansas Department of Education  
Four Capitol Mall  
Room 404-A  
Little Rock, Arkansas 72201

Re: Act 560 of 2015

Dear Jeremy:

I am writing as the attorney for El Dorado School District (EDSD). The EDSD school board has again voted for the district to not participate in school choice under the 2013 Act, as amended in 2015. The reason is that EDSD is a party to at least two desegregation lawsuits that are still active: *Kemp, et al. v. Beasley*, No. ED-1048; and *Townsend, et al., v. EDSD, et al.*, 1:89-CV-1111. The desegregation obligations of these cases prohibit EDSD from taking any action, or refraining from taking any action, the natural and probable consequence of which would be a segregative impact within EDSD (*i.e.*, the creation, maintaining, or increasing of racially identifiable schools). Permitting school choice under the 2013/2015 Act would have such an impact. Allowing school choice would, therefore, be in conflict with EDSD's desegregation obligation still outstanding.

In that same regard, I am enclosing multiple orders from both cases to support this letter. I believe all the information requested by Ark. Code Ann. §6-13-113(b) is included in the enclosures. If not, please let me know and I'll furnish it. I know review of these old desegregation lawsuit files is impractical, and sometimes impossible, because of their age and volume. Therefore, I hope the Court's general retention of jurisdiction in its most recent (May 3, 2013) order will suffice for this purpose. ("The Court shall continue to exercise jurisdiction over this matter until it finds that EDSD should be released from Court supervision.") For your convenience, this most recent order is on top of the enclosed documents.



Thank you very much.

Sincerely,

El Dorado School District

A handwritten signature in black ink, appearing to read "Allen P. Roberts".

Allen P. Roberts

Attorney for El Dorado School District

APR/arl

pc: Jim Tucker  
EDSD Superintendent of Schools

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

REV. FRANK TOWNSEND, et al

PLAINTIFFS

VS.

CASE NO. 1:89-cv-1111

BOB WATSON, Individually  
and in his Official Capacity as  
Superintendent of the El Dorado School  
District No. 15, a Public Body Corporate, et al

DEFENDANTS

ORDER

Before the Court is a Motion for Approval of School Board District Re-zoning filed on behalf of Separate Defendant Board of Education of the El Dorado School District No. 15 ("EDSD"). (ECF No. 30). Also before the Court is EDSD and Plaintiffs' Joint Motion of Defendants and Plaintiffs to Approve Consent Order. (ECF No. 31).

The parties jointly request that the Court approve Option 1 which was passed by the Board of Directors for EDSD on April 30, 2013. Option 1 provides for the redrawing of districts for EDSD school board positions in accordance with Ark. Code Ann. § 6-13-631; provides for a seven-person school board rather than an eight-person board in accordance with Ark. Code Ann. § 6-13-606(g); and converts school board terms from four years to three years in accordance with Ark. Code Ann. § 6-13-608.

Upon consideration, the Court finds that the motions should be and hereby are **GRANTED**. The Court adopts the consent decree agreed to by Plaintiffs and Defendants in their joint motion. The Court approves El Dorado School District's action in changing its governance to a seven member board elected from single member districts with the specific election zones identified as Option 1 in Defendants' motion for approval. The term length of individual board members will be

three years, except for those persons elected in the September 2013 school election who will draw by lot for two 1-year terms, two 2-year terms, and three 3-year terms.

The parties are directed to respond in writing within forty-five days to issues not resolved by the consent order. The Court shall continue to exercise jurisdiction over this matter until it finds that EDSD should be released from Court supervision.

**IT IS SO ORDERED**, this 3rd day of May, 2013.

/s/ Susan O. Hickey  
Susan O. Hickey  
United States District Judge

WESTERN DISTRICT OF ARKANSAS

JUL 9 2004  
JULYSON, CLERK

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

REV. FRANK TOWNSEND, *et al.*

PLAINTIFFS

VS.

CASE NO. CIV-89-1111

EL DORADO SCHOOL DISTRICT, *et al.*

DEFENDANTS


MOTION

Comes now the defendant El Dorado School District (El Dorado) and moves the Court to modify its order of July 27, 1992, establishing an eight member school board. In support of its motion El Dorado states:

1. The modification sought is the creation of a seven member board either each member elected from a single member district for a four year term. The single member districts will be substantially equal in population and will be drawn so as to afford black patrons the opportunity to elect members to the board in proportion to their population in the school district. All seven positions on the newly constituted school board will be elected in the September 2004 school elections and, when elected and installed, will replace the existing school board.

2. An exception to the four year term for board members will exist for members elected to the new board in 2004. The seven elected members will draw by lot for terms with one position designated as a one year term, two positions designated as two year terms, two positions designated as three year terms, and two positions designated as four year terms.

Respectfully submitted,  
EL DORADO SCHOOL DISTRICT

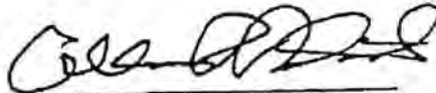
By:   
Allen P. Roberts  
Attorney for Defendants  
P.O. Box 280  
Camden, AR 71711-0280  
Telephone: (870) 836-5310  
State Bar No. 64036

**CERTIFICATE OF SERVICE**

I, Allen P. Roberts, do hereby certify that I have served the plaintiff with the above and foregoing defendants' Motion to Modify Order by mailing a copy to their attorney of record, postage prepaid, to:

John Walker  
Attorney at Law  
1723 Broadway Street  
Little Rock, AR 72206

this 9<sup>th</sup> day of July, 2004

  
Allen P. Roberts



IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

DOSSIE WAYNE KEMP, et al

PLAINTIFFS

VS.

NO. ED-1048

LEE ROY BEASLEY, et al

DEFENDANTS

---

ORDER APPROVING MAGNET SCHOOL PROGRAM

---

On this 28 day of Oct, 2003, there is presented to the Court a Motion of the separate Defendant, El Dorado School District No. 15 of Union County, Arkansas ("ESD"), to approve a magnet school program referred to as the "School Preference Program" proposed by ESD. The Plaintiffs were duly notified of the Motion of ESD and the Plaintiffs, through their attorney, have executed and filed herein a Waiver of Service, Entry of Appearance, and Consent to Entry of Order.

Based on the Motion of the separate Defendant, ESD, and based on the agreement of the parties, the Court finds as follows:

1.

This Court retains continuing jurisdiction and supervision pursuant to this Court's Order filed August 2, 1971.

2.

The Court has considered the Motion of the separate Defendant, ESD. Based on the Motion and based on the agreement of the parties, the Court finds that the Motion is

consistent with the Court's previous Orders, and that it should be, and is hereby, granted.

3.

The Defendant, ESD, is hereby authorized to implement a magnet school program, more particularly described as follows:

(a) Beginning with the 2003-2004 school year, the ESD organized its five elementary schools serving grades K-4, as magnet schools with the following themes:

School	Address	Theme
Hugh Goodwin Elementary	201 E. 5 <sup>th</sup> El Dorado, AR 71730	Fine Arts
Murmill Heights Elementary	Cherokee & Ripley El Dorado, AR 71730	Aerospace
Northwest Elementary	1800 N. College El Dorado, AR 71730	Environmental Studies
Rhett Brown Elementary	Dixie Drive El Dorado, AR 71730	World Business and Technology
Yocum Elementary	308 S. College El Dorado, AR 71730	Math, Science and Technology

(b) Each student is allowed to designate the order of his or her preference of particular magnet schools, and thus their academic focus. Assignments are totally within the discretion of the ESD School Board.

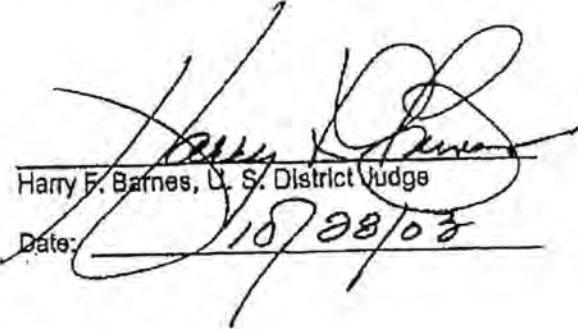
(c) ESD will attempt to gain funding for its' magnet school program through various public and private grants and financial sources, including the United States Department of Education's Magnet School Assistance Program.

(d) The intent of ESD's magnet school program is to reduce racial isolation and entice students from surrounding districts and private schools to attend the El Dorado School District.

5.

The separate Defendant, ESD, is further authorized to take such other actions as are ordinary, necessary, reasonable, appropriate, and consistent with this Order and previous Orders of the Court, in order to further carry out its magnet school program, otherwise referred to as the "School Preference Program."

IT IS SO ORDERED.

  
Harry F. Barnes, U. S. District Judge

Date: 10/28/03

U. S. DISTRICT COURT  
EASTERN DISTRICT ARKANSAS  
FILED

OCT 30 2003  
CHIEF R. JOHNSON, CLERK  
DEPUTY CLERK

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

Rev. FRANK TOWNSEND, et al

PLAINTIFFS

VS.

Case No. 89-CV-1111

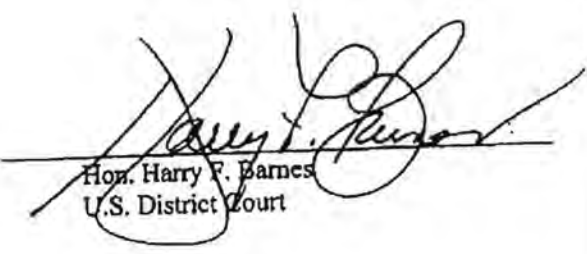
BOB WATSON, Individually and in  
his Official Capacity as Superintendent  
of the El Dorado School District No. 15,  
a Public Body Corporate, et al

DEFENDANTS

ORDER

Before the Court is Separate Defendant Board of Education of the El Dorado School District No. 15's Motion for Modification to a Seven Member School Board. (Doc. 28) Plaintiffs have not responded. Upon consideration, the Court finds the motion should be and hereby is granted.

IT IS SO ORDERED, this 27 day of July, 2004.

  
Hon. Harry F. Barnes  
U.S. District Court

U.S. DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

JUL 28 2004

CLERK  
DEPUTY CLERK

Aug 1, 1971

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

DOSSIE WAYNE KEMP, et al.,	}	
Plaintiffs,	}	
v.	}	NO. ED - 1048
LEE ROY BEASLEY, et al.,	}	
Defendants.	}	

O R D E R

This matter of school desegregation for the El Dorado School District No. 15 of Union County, Arkansas, is before the Court for final determination of a plan for the operation of a unitary, non-racial, non-discriminatory school system. The United States Court of Appeals for the Eighth Circuit, En Banc, on May 4, 1971, in its order No. 20,507 remanded the matter to the District Court for further consideration in accordance with the guidelines and teachings of the United States Supreme Court in Swann v. Charlotte-Mecklenburg Board of Education, \_\_\_ U.S. \_\_\_, Davis v. Board of School Commissioners of Mobile County, \_\_\_ U.S. \_\_\_, North Carolina State Board of Education v. Swann, \_\_\_ U.S. \_\_\_, and McDaniel, Superintendent of Schools v. Barresi, \_\_\_ U.S. \_\_\_, rendered April 20, 1971.

In compliance with the judgment and order of the appellate court, this Court entered an order dated May 10, 1971, requiring the Board of Directors of the El Dorado School District No. 15 to file a plan for the operation of its schools which would comply with the guidelines and teachings of the United States Supreme Court in the above-cited cases. The Court included in its order

a scheduled hearing on the school district's proposed plan for Thursday, July 15, 1971. Pursuant to this Court's order, the El Dorado School District No. 15 of Union County, Arkansas, filed a report with the Court on June 15, 1971, which included its proposed plan for future operation of the schools within the El Dorado School District effective with the commencement of the school year 1971-72. Although this Court's order of May 10, 1971, provided the plaintiffs shall have twenty days to reply or otherwise respond to the school district's proposed plan, no response was received or objections to the report of the defendants to the Court was filed until July 13, 1971, two days prior to the scheduled hearing on the defendant's proposed plan. The primary objection of the plaintiffs is the closing of Fairview Elementary School, utilization of Watson School for the 6th Grade instead of "full-fledged elementary school" and the reopening of Morning Star and Carver Elementary Schools. The plaintiffs contend that the proposed action of the board is racially motivated or will have a "racial result."

On July 15, 1971, the Court held an evidentiary hearing. By stipulation of the parties and from records received as exhibits, it was agreed and established that the proposed plan of the school district for the operation of the El Dorado high schools and the junior high schools comply with the federal standards and guidelines of the United States Supreme Court in the cases hereinabove cited. It was further stipulated by the parties that the testimony would be limited to the proposed operation of the numerous elementary schools of the district commencing with the 1971-72 school year.

From the evidence and exhibits thereto, it is established that

at the beginning of the 1970-71 school year there were a total of 6,423 students. 4,227 white students and 2,196 black students. At the close of the school year May 28, 1971, there were 6,376 students. In the elementary schools, Fairview and Watson were all-black with 284 and 171, respectively. Northwest, Macmill Heights, West Woods and Yocum elementary schools for the school year 1970-71 were either predominantly white or merely "token integrated". It is established and admitted that the operation of the elementary schools for the year 1970-71 failed to comply with the guidelines and teachings of the more recent Supreme Court decisions.

In recognition of the above stated facts and assuming its responsibility as more definitely restated in Swann v. Charlotte-Mecklenburg Board of Education, supra, the school board considered five different plans for the operation of the district's elementary schools. In consideration of the five proposed plans, the school board scheduled and held a public meeting on June 10, 1971. Pursuant to the public hearing and action of the school board in regular meeting June 14, 1971, Alternative Plan No. 5 was approved with modification that Rock Island Elementary School be used instead of Watson Elementary School for the 6th Grade until an access street from Watson School to U.S. Highway No. 82 of approximately one-fourth mile be completed by the City of El Dorado. Fairview, heretofore an all-black elementary school, would be closed and used as a day-care center for needy and indigent children under school age. Morning Star, formerly all-black, closed for the school year 1970-71 and utilized as the day-care center last year, would be reopened for 6th Grade assignment with 65 white and 46 black students. Carver, a previously

all-black school, closed last year, would be reopened for 6th Grade assignment with 75 white and 45 black students.<sup>1/</sup>

It is established from the proposed plan offered by the defendant school district that a combination pairing and zoning is to be used to achieve the proposed results. In order to carry out the proposed plan the school district will be required to provide additional bus facilities and to increase the utilization of the existing busses.

At the conclusion of the hearing July 15, 1971, the Court reserved decision and required the school board to further consider the plan with a view of assigning all six grades to each of the elementary schools instead of using certain elementary schools for 6th grade assignment. The school board was directed to furnish additional information concerning student assignment and bus routes. The policy of "freedom of choice" used heretofore was eliminated. The school board was not required to establish or utilize the principle of "racial balance" but may do so. No school shall be racially identified. Neither would token integration be accepted.

Pursuant to these directives of the Court order of July 16, 1971, the school board filed its report with the Court July 29,

1/ The 6th Grade students would be assigned as follows:

Morning Star	111	41%-59% black-white ratio
Carver	120	38%-62% black-white ratio
Watson	112	33%-67% black-white ratio

Grades 1 through 5 will be assigned the following schools:

Northwest	399	33%-67% black-white ratio
Yocum	424	40%-60% black-white ratio
Westwood	260	41%-59% black-white ratio
Murmil Heights	276	29%-71% black-white ratio
Hugh Goodwin	426	33%-67% black-white ratio
Retta Brown	284	46%-54% black-white ratio
Southside	233	48%-52% black-white ratio



1971. In effect the board proposes the same plan submitted previously with more detail in the utilization of the various elementary schools, the manner and extent of bussing and further justification for transferring the day-care school from Morning Star to Fairview, affording greater and more convenient services under the direction of the Union County 4-C Council, Inc., for day-care children.

From the record, reports to the Court, ore tenus testimony and exhibits thereto, the Court concludes that for the 1971-72 school year the proposed Alternative Plan No. 5, without the modification of temporary use of Rock Island facilities, would be the most acceptable plan of those considered by the school board. While it would be desirable if each of the elementary schools could accommodate all six grades, with the location of various schools designed and constructed in accordance with housing patterns under previous design for segregation, it appears to be impracticable, and, in fact, beyond the reach of the school district from a realistic viewpoint at this time.

Even though the Court concludes that the district will not be required to establish and maintain a racial balance, it is established that the overall school ratio is approximately 35% black and 65% white. The Alternative Plan No. 5 as being approved by the Court has a minimum ratio of 29% black - 71% white to a maximum ratio of 48% black - 52% white. This appears to comport with the guidelines and teachings of the Swann v. Charlotte-Mecklenburg Board of Education, supra, and other cited cases by the United States Supreme Court April 20, 1971.

IT IS, THEREFORE, CONSIDERED, ORDERED AND ADJUDGED that the defendant, El Dorado School District No. 15 of Union County,

Arkansas, be and the same is required to operate its various schools of the district, as follows:

1. All vestiges of "freedom of choice" is eliminated and <sup>2/</sup> any further use prohibited.

2. The plan of operation for the senior high schools, grades 10, 11 and 12 approved by this Court in its order on April 9, 1969, will continue for the school year of 1971-72 and subsequent years, subject to the continuing jurisdiction and supervision of this Court.

3. The plan of operation for the junior high schools, grades 7, 8 and 9, approved by this Court April 9, 1969, shall continue for the ensuing school year 1971-72 and subsequent years, subject to the continuing jurisdiction and supervision of this Court.

4. The plan of operation for the elementary schools of the El Dorado School District, grades 1 through 6, for the year 1971-72, will be in accordance with the School District's Plan No. 5 to include the utilization of Watson as contained therein, without the modification proposed by the Board for the temporary use of Rock Island's facilities. The Board will provide the Court with further report on the methods of assignment, utilization of the elementary schools and the racial complex at the end of the school year, to include further consideration of pairing or other methods that will achieve the greatest utilization of the school facilities in accordance with the guidelines and teachings of Swann, supra.

2/ The Board may use "preference" expressed in writing by a student for assignment, but such preference shall be recognized only in the discretion of the board and in no way considered to be a freedom of choice by the student.

5. Fairview Elementary School may be used as a "Day-Care Center" in connection with "The Community Coordinated Child Care Program" with the Union County 4-C Council, Inc., El Dorado, Arkansas, as proposed in the Board's report to the Court July 29, 1971.<sup>3/</sup>

IT IS FURTHER ORDERED that the Court maintains continuing jurisdiction and supervision in accordance with the directions of the Supreme Court of the United States and the mandate of the United States Court of Appeals for the Eighth Circuit.

DATED: August 2, 1971.

  
UNITED STATES DISTRICT JUDGE

3/ Rock Island Elementary School will be closed until such time as the Board determines, with the approval of the Court, its use.

Opinion No. 2003-269

September 24, 2003

Mr. Raymond Simon, Director  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, Arkansas 72201-1071

Dear Mr. Simon:

I am writing in response to your request for an opinion on several questions relating to the "Arkansas Public School Choice Act of 1989," as amended. Specifically, you pose the following questions, which I have numbered below:

1. Assuming that an Arkansas public school district is subject to the authority of a U.S. District Court order requiring that to the extent the school district accepts student transfers from outside the district those transfers must be accepted in a nondiscriminatory manner, can that school district participate in the Arkansas School Choice Act codified at Ark. Code Ann. § 6-18-206?
2. In other words, if a school district is subject to a U.S. District Court order requiring the district to accept students on a nondiscriminatory basis, can that school district accept students into the district irrespective of § (f) of Ark. Code Ann. § 6-18-206?
3. Finally, to the extent that two school districts come in conflict regarding any students that have been accepted into the district under the previously assumed U.S. District Court order and those districts petition the State Board of Education for resolution of that issue pursuant to Ark. Code Ann. § 6-18-206(g), does the State Board of Education have the necessary legal authority to decide that a school district is in compliance



with the Arkansas School Choice Act and may accept students outside of the racial parameters called for in Ark. Code Ann. § 6-18-206 as long as the district is in compliance with the requirements of the assumed U.S. District Court order?

## **RESPONSE**

I cannot provide an answer to your first and second questions, because the answer will depend upon the provisions of the applicable U.S. District Court order. In my opinion the answer to your third question is “no,” the State Board of Education does not have this authority.

*Question 1-- Assuming that an Arkansas public school district is subject to the authority of a U.S. District Court order requiring that to the extent the school district accepts student transfers from outside the district those transfers must be accepted in a nondiscriminatory manner, can that school district participate in the Arkansas School Choice Act codified at Ark. Code Ann. § 6-18-206?*

*Question 2-- In other words, if a school district is subject to a U.S. District Court order requiring the district to accept students on a nondiscriminatory basis, can that school district accept students into the district irrespective of § (f) of Ark. Code Ann. § 6-18-206?*

The “Arkansas Public School Choice Act of 1989” is codified at A.C.A. § 6-18-206. It has been amended several times since its original adoption, most recently by Act 1272 of 2003. This most recent act requires all school districts to participate in public school choice, rather than making such participation optional with each school board, as under prior law. The applicable statute sets out a procedure for a student or his or her parent or guardian to make application for a transfer of school districts. The statute also sets out, among other things, requirements pertaining to student transportation and the treatment of “state equalization aid” with regard to transferring students. Subsection (f) of the statute, which you reference in your request, provides as follows:

(f) The provisions of this section and all student choice options created in this section are subject to the following limitations:

(1) No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that

percentage in the student's resident district except in the circumstances set forth in subdivisions (2) and (4) of this subsection;

(2) A transfer to a district is exempt from the restriction set forth in subdivision (f)(1) of this section if the transfer is between two (2) districts within a county, and if the minority percentage in the student's race and majority percentages of school enrollment in both the resident and non-resident district remain within an acceptable range of the county's overall minority percentage in the student's race and majority percentages of school population as set forth by the department;

(3) The department shall, by the filing deadline each year, compute the minority percentage in the student's race and majority percentages of each county's public school population from the October Annual School Report and shall then compute the acceptable range of variance from those percentages for school districts within each county. In establishing the acceptable range of variance, the department is directed to use the remedial guideline established in *Little Rock School District v. Pulaski County Special School District* of allowing an overrepresentation or underrepresentation of black or white students of one-fourth (1/4) or twenty-five percent (25%) of the county's racial balance. In establishing the acceptable range of variance for school choice, the department is directed to use the remedial guideline of allowing an overrepresentation or underrepresentation of minority or majority students of one-fourth (1/4) or twenty-five percent (25%) of the county's racial balance;

(4) A transfer is exempt from the restriction set forth in subdivision (f)(1) of this section if each school district within the county does not have a critical mass of minority percentage in the student's race students of more than ten percent (10%) of any single race;

*(5) In any instance where the foregoing provisions would result in a conflict with a desegregation court order or a district's court-*



*approved desegregation plan, the terms of the order or plan shall govern;*

(6) The department shall adopt appropriate rules and regulations to implement the provisions of this section; and

(7) The department shall monitor school districts for compliance with this section.

A.C.A. § 6-18-206 (f), as amended by Act 1272 of 2003 (emphasis added).

The emphasized language of subsection (f)(5) above provides for the supremacy of a desegregation orders or court-approved desegregation plans in the case of a “conflict” between such orders and plans, on the one hand, and the “foregoing” provisions of A.C.A. § 6-18-206(f), which outline racial limitations and exceptions on transfers. Conceivably, therefore, a federal court order could, depending upon its provisions, have controlling effect over the provisions of A.C.A. § 6-18-206(f). The question in each instance will be whether the statutory provisions above actually conflict with any such a federal court order. Resolution of that type of question will depend upon the provisions of the order in question and any and all other pertinent facts and laws. I cannot determine this issue in the context of an official Attorney General opinion. As one of my predecessors stated in Op. Att’y Gen. 95-066:

The construction of such [federal court] orders and agreements is best left to the parties themselves, or ultimately to the federal court. This office has not been provided with a copy of any federal court order or settlement agreement, and cannot, in the context of an official opinion of the Attorney General, especially where the state is not a party, presume to dictate actions to be taken under the rubric of such documents.

*Id.* at 2. See also Op. Att’y Gen. 94-139 (declining to interpret a federal court order and stating that “reference to th[e] particular court order, and possibly clarification from the federal court, would be necessary to resolve the issue conclusively).

I am therefore unable to render an opinion on your first and second questions above.

*Question 3-- Finally, to the extent that two school districts come in conflict regarding any students that have been accepted into the district under the previously assumed U.S. District Court order and those districts petition the State Board of Education for resolution of that issue pursuant to Ark. Code Ann. § 6-18-206(g), does the State Board of Education have the necessary legal authority to decide that a school district is in compliance with the Arkansas School Choice Act and may accept students outside of the racial parameters called for in Ark. Code Ann. § 6-18-206 as long as the district is in compliance with the requirements of the assumed U.S. District Court order?*

Subsection (g) of A.C.A. § 6-18-206 provides that: “[t]he state board shall be authorized to resolve disputes arising under subsections (b) – (f) of this section.”

In my opinion the State Board of Education does not have authority to determine that a school district “is in compliance with the Arkansas School Choice Act” where in order to do so, the Board would have to construe the provisions of a federal district court order and make a determination that it supersedes the racial limitations in subsection (f) of the Arkansas Public School Choice Act. This is essentially a judicial decision. *Cf. State Police v. McCall*, 98 A.D.2d 921, 470 N.Y.S.2d 916 (1983) (“State Human Rights Appeal Board” (a state administrative agency), did not exceed its jurisdiction in construing federal district court order, but only because its decision was supported by other documentary proof and board did not base its decision solely on an interpretation of federal court order).

Disputes involving construction of federal court orders are properly left to the parties thereto, and their respective counsels, or if necessary, to the issuing court itself.

Deputy Attorney General Elana C. Wills prepared the foregoing opinion, which I hereby approve.

Sincerely,

MIKE BEEBE  
Attorney General

MB:ECW/cyh





**STATE OF ARKANSAS**  
**THE ATTORNEY GENERAL**  
**LESLIE RUTLEDGE**

Opinion No. 2015-051

July 17, 2015

The Honorable Alan Clark  
State Senator  
P.O. Box 211  
Lonsdale, AR 72087

Dear Senator Clark:

This is in response to your request for my opinion concerning certain provisions of Act 560 of 2015, which amended the Public School Choice Act of 2013. As background for your questions, you state:

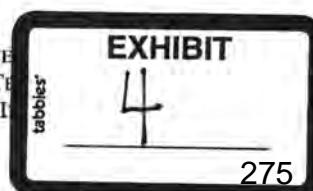
The passage of Act 560 of 2015 (Act) made certain amendments to the primary Arkansas laws governing public school choice and poses several questions with regard to the nature and scope of the obligations placed upon the Arkansas Department of Education (ADE) and public school districts.

Section 1 of the Act creates a new § 6-13-113 of the Arkansas Code and requires school districts that are subject to a desegregation [sic] or desegregation order to notify the Department of Education in writing by January 1, 2016. The section also requires a school district that is subject to a desegregation order or a desegregation-related order to include in the written notice certain information.

In Section 6 of the Act, the Act amends Ark. Code Ann. § 6-18-1906, which now states, in pertinent part:

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past

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ag.state.ar.us/

racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

In light of the foregoing background information, you have posed the following questions:

1. What are the legal obligations with which a school district must comply in order to declare a conflict with the interdistrict school choice provisions of the Act?
2. Must a school district provide proof of a conflict on an annual basis?
3. If a school district declares a conflict with the interdistrict school choice provisions of the Act, what obligations, if any, does the ADE have to review a school district's declared conflict to determine whether the school district met the requirements of the Act? Specifically, does the ADE have any obligation or authority to review the information provided by the school district and determine:
  - (a) Whether a school district has provided sufficient proof of a conflict with a desegregation order or court-approved desegregation plan?
  - (b) Whether the desegregation order or court-approved desegregation plan remain active?
  - (c) Whether a genuine conflict exists between the school district's desegregation order or court-approved desegregation plan and the interdistrict school choice provisions of the Act?

- (d) Whether it can require a school district to provide additional information or deny a determination of a limitation of the Act until the information is provided?
- 4. If a school district declares a conflict with the interdistrict school choice provisions of the Act and the ADE is required to make any of the determinations set forth in 3(a)-(c) above, is the ADE required to provide notice of those determinations? And, if so:
  - (a) To whom must the notice be provided?
  - (b) May a student or a student's parent(s) continue to make application for school choice transfer under the interdistrict school choice provisions of the Act if the ADE has not made, and provided notice of, any of the determinations set forth in 3(a)-3(c) above?
  - (c) May a nonresident district accept applications for school choice transfer from a student who resides in a school district which declares a conflict with the interdistrict school choice provisions of the Act if the ADE has not made, and provided notice of, any of the determinations set forth in 3(a)-3(c) above?
- 5. What is the applicability, if any, of Section 1 of the Act (§ 6-13-113) with regard to the remainder of the Act? Is the section simply a notice requirement for a school district that does not, alone, constitute a declaration that a school district has a conflict with any interdistrict school choice provisions governed by the remainder of the Act?

## RESPONSE

With respect to Question 1, the legal obligations on a school district to be able to claim a conflict with the Public School Choice Act are clear in the statute. The answer to Question 2 is "no," in my opinion. As to Question 3, in my opinion, the Arkansas Department of Education does not have the authority to take the actions about which you have inquired. Question 4 is moot in light of my response to Question 3. It is my opinion in response to Question 5 that simply providing the information required by section 1 of Act 560 of 2015, to be codified at Ark. Code

Ann. § 6-13-113, would not, by itself, serve as a claim of conflict under Ark. Code Ann. § 16-18-1906(a)(2), as amended by Act 560.

## DISCUSSION

Before addressing your questions, I will summarize the relevant portions of what is now called the Public School Choice Act of 2015<sup>1</sup> (“the Public School Choice Act”), as well as the relevant changes made to that act by Acts 2015, No. 560 (“Act 560”). The Public School Choice Act<sup>2</sup> sets forth a public school choice program that is obligatory for each school district<sup>3</sup> unless certain statutory limitations apply.<sup>4</sup> One of those limitations is if the transfer conflicts “with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.”<sup>5</sup> The statute states that “[i]f the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district’s court-approved desegregation plan regarding the effects of past racial segregation in student assignment, *the provisions of the [court] order or plan shall govern.*”<sup>6</sup>

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<sup>1</sup> Ark. Code Ann. § 6-18-1901 *et seq.* (Repl. 2013), as amended by Acts 2015, No. 560. Act 560 went into effect on March 20, 2015.

<sup>2</sup> By way of background, in 2012, a federal district court declared an earlier enactment—the Public School Choice Act of 1989 (formerly codified at Ark. Code Ann. § 6-18-206 (2012)) *repealed* by Acts 2013, No. 1227—unconstitutional because of the law’s explicit race-based exception to interdistrict transfers. *See Teague v. Ark. Bd. of Educ.*, 873 F. Supp. 2d 1055 (W.D. Ark. 2012), *vacated by Teague v. Cooper*, 720 F.3d 973 (8th Cir. 2013). The 1989 law provided, with certain exceptions, that “[n]o student may transfer to a nonresident district where the percentage of enrollment for the student’s race exceeds that percentage in the student’s resident district...” Ark. Code Ann. § 6-18-206(f)(1) (2012). The court’s ruling led the General Assembly in 2013 to repeal section 6-18-206 and to enact a new public school choice law. *See* Acts 2013, No. 1227.

<sup>3</sup> *See* Ark. Code Ann. § 6-18-1903(b) (Repl. 2013) (“Each school district shall participate in a public school choice program consistent with this subchapter.”)

<sup>4</sup> These limitations are found at Ark. Code Ann. § 6-18-1906 as amended by Act 560.

<sup>5</sup> Ark. Code Ann. § 6-18-1901(b)(3) (Repl. 2013).

<sup>6</sup> Ark. Code Ann. § 6-18-1906(a) (Repl. 2013) (renumbered as subsection (a)(1) by Act 560) (emphasis added).

One significant change made by Act 560 to the Public School Choice Act was an attempt to require proof from a school district that wishes to claim an exemption from the Public School Choice Act because of a desegregation-related court order. Before Act 560, a school district that wished to exempt itself from school choice needed only to declare annually that “the school district is subject to the desegregation order ... remedying the effects of past racial segregation.”<sup>7</sup> This declaration was irrevocable for one year and could be renewed each year by notice to the ADE. A school district’s board of directors also had the option, after an exemption year, “to elect to participate in public school choice under this section if the school district’s participation does not conflict with the school district’s federal court-ordered desegregation program.”<sup>8</sup>

Act 560, however, repealed that provision and added a new subsection that states:

If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.<sup>9</sup>

This new language imposes more of a burden on a school district. It is no longer sufficient for a school district to simply declare itself exempt because of a court’s desegregation order. Now, the school district seeking exemption must submit to the ADE “proof from a federal court [of] a genuine conflict” with such an order. Act 560, however, provides no guidance as to what would be both necessary and sufficient to constitute such “proof” from a federal court. It is similarly silent as to what the ADE is supposed to do with such proof once it is submitted.

Act 560 also added a new section within the general provisions chapter regarding school districts.<sup>10</sup> That section requires a school district to provide the ADE written notice by January 1, 2016 that the district is subject to a desegregation or

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<sup>7</sup> Ark. Code Ann. § 6-18-1906(b) (Repl. 2013).

<sup>8</sup> *Id.*

<sup>9</sup> Act 560, § 6 at p. 5 (to be codified at Ark. Code Ann. § 6-18-1906(a)(2)).

<sup>10</sup> *Id.* at § 1 (to be codified at Ark. Code Ann. § 6-13-113).



desegregation-related order.<sup>11</sup> This notice also must contain certain information about that school district's existing desegregation orders.<sup>12</sup> Moreover, that section requires school districts that are released from court supervision related to such orders to "promptly notify" the ADE.<sup>13</sup> Additionally, the ADE is to post all such written notifications on its website.<sup>14</sup> School districts that fail to meet these requirements will be deemed in violation of state accreditation standards.<sup>15</sup>

With this summary of the law and the relevant changes brought by Act 560 in mind, I will now respond to your particular questions.

***Question 1: What are the legal obligations with which a school district must comply in order to declare a conflict with the interdistrict school choice provisions of the Act?***

In my opinion, Act 560 makes clear what a school district must do if it claims a conflict with the provisions of the Public School Choice Act. The school district "shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter."<sup>16</sup> Beyond stating this obligation, however, the statute is silent. As noted above, there is no indication or guidance as to what would be both necessary and sufficient to constitute such "proof from a federal court."

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<sup>11</sup> *Id.* (to be codified at Ark. Code Ann. § 6-13-113(a)).

<sup>12</sup> *Id.* (to be codified at Ark. Code Ann. § 6-13-113(b)). The information required by the statute comprises 1) a copy of the court's desegregation or desegregation-related order; 2) the case heading and case number of each case in which the order was entered; 3) the name and location of each court with jurisdiction over such orders; and, 4) a description of the school choice student transfer obligations related to such order to which the school district may be subject.

<sup>13</sup> *Id.* (to be codified at Ark Code Ann. § 6-13-113(c)).

<sup>14</sup> *Id.* (to be codified at Ark Code Ann. § 6-13-113(e)).

<sup>15</sup> *Id.* (to be codified at Ark Code Ann. § 6-13-113(d)).

<sup>16</sup> Act 560 at § 6, p. 5 (to be codified at Ark. Code Ann. § 6-18-1906(a)(2)). The Public School Choice Act places other limitations on school districts' abilities to accept school choice transfers, such as a numerical net maximum limit on such transfers. *See id.* at § 6, p. 6 (to be codified at Ark. Code Ann. § 6-18-1906(b)). Because the other limitations do not appear to be the focus of your inquiry, I only mention them here.

***Question 2: Must a school district provide proof of a conflict on an annual basis?***

“No,” in my opinion. The Public School Choice Act, as amended by Act 560, contains no language requiring annual declarations or renewals. As stated above, Act 560 repealed the law granting school districts the option to declare an exemption from school choice each year.<sup>17</sup>

Moreover, as a practical matter, there would be no need for a school district to resubmit its proof of a conflict. A court’s desegregation order to a school district remains in place, as written, until it is lifted, modified or, by its own terms, comes to an end. A lower court’s order also could be overturned or vacated by a higher court. Absent such a change, however, the school district’s conflict remains.

***Question 3: If a school district declares a conflict with the interdistrict school choice provisions of the Act, what obligations, if any, does the ADE have to review a school district’s declared conflict to determine whether the school district met the requirements of the Act? Specifically, does the ADE have any obligation or authority to review the information provided by the school district and determine (a) whether a school district has provided sufficient proof of a conflict with a desegregation order or court-approved desegregation plan; (b) whether the desegregation order or court-approved desegregation plan remain active; (c) whether a genuine conflict exists between the school district’s desegregation order or court-approved desegregation plan and the interdistrict school choice provisions of the Act; and (d) whether it can require a school district to provide additional information or deny a determination of a limitation of the Act until the information is provided?***

This question seems to boil down to whether the ADE can or must make a determination as to the veracity of a school district’s claim of a conflict and/or the adequacy of the “proof” it has submitted. The question also asks whether the ADE can require a school district to provide additional information (presumably if the proof is in some way deemed “insufficient”) or deny a school district’s excusal from the Act until the information is provided.

In my opinion, the ADE is neither authorized nor obligated to take the actions contemplated. As mentioned above, the law is silent on what, if anything, the

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<sup>17</sup> See text accompanying notes 7-9 *supra*.

ADE is supposed to do with the “proof” that a school district submits. The Public School Choice Act, as amended by Act 560, does not charge the ADE to undertake to verify a school district’s claim of exemption<sup>18</sup> or make a determination as to the sufficiency or truth of the proof submitted.<sup>19</sup> Nor has my research yielded any other law assigning such a role to the ADE.

I will note that this may raise a problematic aspect of the new law. Suppose, for instance, a school district submits “proof” that is patently inadequate to show a “genuine conflict” with the Public School Choice Act. I see no clear procedure under the law for challenging such a submission. I can speculate that a parent of a student would mount a challenge by seeking relief from a court of competent jurisdiction in such a case. But the law is not clear in this regard, suggesting the need for legislative clarification.

***Question 4: If a school district declares a conflict with the interdistrict school choice provisions of the Act and the ADE is required to make any of the determinations set forth in 3(a)-(c) above, is the ADE required to provide notice of those determinations? And, if so: (a) To whom must the notice be provided; (b) May a student or a student’s parent(s) continue to make application for school choice transfer under the interdistrict school choice provisions of the Act if the ADE has not made, and provided notice of, any of the determinations set forth in 3(a)-3(c) above; and (c) May a nonresident district accept applications for school choice transfer from a student who resides in a school district which declares a conflict with the interdistrict school choice provisions of the Act if the ADE has not made, and provided notice of, any of the determinations set forth in 3(a)-3(c) above?***

This question is rendered moot in light of my response to Question 3. As a

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<sup>18</sup> It is my understanding that the ADE takes the position that it is neither authorized nor equipped to construe federal court desegregation orders issued to individual school districts for the purposes of the Public School Choice Act.

<sup>19</sup> The ADE does not appear to assume this authority either, according to its proposed “Rules Governing the Public School Choice Act of 2015,” found at [http://www.arkansased.gov/public/userfiles/Legal/Legal-Pending%20Rules/Public\\_School\\_Choice\\_Draft\\_for\\_Public\\_Comment\\_April\\_2015.pdf](http://www.arkansased.gov/public/userfiles/Legal/Legal-Pending%20Rules/Public_School_Choice_Draft_for_Public_Comment_April_2015.pdf) (last accessed June 10, 2015). It is well established that the construction of a state statute by an administrative agency, while not binding, is afforded great deference by the courts and will not be overturned unless it is clearly wrong. See e.g., *Brookshire v. Adcock*, 2009 Ark. 207, 307 S.W.3d 22, 26; *Ford v. Keith*, 338 Ark. 487, 494, 996 S.W.2d 20, 25 (1999).



general matter, however, I will note that the ADE has no notification responsibilities to parents of students under the Public School Choice Act.

***Question 5: What is the applicability, if any, of Section 1 of the Act (§ 6-13-113) with regard to the remainder of the Act? Is the section simply a notice requirement for a school district that does not, alone, constitute a declaration that a school district has a conflict with any interdistrict school choice provisions governed by the remainder of the Act?***

Upon codification as Ark. Code Ann. § 6-13-113, section 1 of Act 560 will be found in chapter 13 of Title 6, whereas the Public School Choice Act is found in chapter 18. Thus, standing alone, section 1 of Act 560 will not be found as part of the Public School Choice Act. However, that section does have a tangential relation to the Public School Choice Act. One of the pieces of information it requires school districts to submit to the ADE by January 1, 2016 is a “description of the school choice transfer obligations, if any, the school district is subject to, related to that [desegregation] order.”<sup>20</sup>

As to whether the submission required by section 1 of Act 560 would, by itself, serve as the claim of a conflict under Ark. Code Ann. § 6-18-1906, the answer is “no,” in my opinion. The language of Ark. Code Ann. § 6-18-1906, as amended by Act 560, requires that a school district claiming a conflict with the Public School Choice Act because of a court desegregation order take an action to assert such conflict by submitting “proof” from a federal court to the ADE. Again, what constitutes such “proof” and how its sufficiency and veracity is to be determined are matters left unaddressed by the Public School Choice Act, as amended by Act 560.

Assistant Attorney General Ray Pierce prepared this opinion, which I hereby approve.

Sincerely,



LESLIE RUTLEDGE  
Attorney General

LR/RP:cyh

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<sup>20</sup> Act 560, § 1 (to be codified at Ark. Code Ann. § 6-13-113(b)(4)).

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

U. S. District Court  
Western Dist. Arkansas

FILED  
*October 15, 1964*  
Truse Russell, Clerk,  
By *Harguente Wensler*  
Deputy Clerk.

DOSSIE WAYNE KEMP, A Minor, MARJORIE KEMP, A  
Minor, BETTY LOU KEMP, A Minor, by their mother  
and next friend, MRS. G. L. KEMP; LORETTA JOYCE  
LOCKHART, A Minor, by her mother and next friend,  
MRS. EXIE LOCKHART; MARY LEE DORCH, A Minor, and  
JOHNNIE LEE DORCH, A Minor, by their father and  
next friend, JUDGE DORCH

PLAINTIFFS

-vs- Civil Action Number 1048

<sup>Mrs.</sup>  
LEROY BEASLEY, KENNETH WIEMER, JR., W. M. PAUL,  
MRS. JACK CLAWSON, DR. PAUL HENLEY and W. A. STARK,  
Board of Directors of the El Dorado School District  
Number 15 of El Dorado, Arkansas

G. A. STUBBLEFIELD, Superintendent of the El Dorado  
School District Number 15 of El Dorado, Arkansas

THE EL DORADO SCHOOL DISTRICT NUMBER 15 of  
EL DORADO, ARKANSAS, A Corporation

DEFENDANTS

C O M P L A I N T

I.

(a) Jurisdiction of this Court is invoked under Title 28  
United States Code, Section 1331, this being a civil action that  
arises under the Constitution and laws of the United States where-  
in the matter in controversy exceed the sum of Ten Thousand  
(\$10,000.00) Dollars, exclusive of interest and costs, and Title  
42, Section 1981 and 1983, United States Code, this being an action  
in which citizens of the United States contend that they have been,  
and are now being denied equal rights under the Constitution and  
laws of the United States and thus deprived of their civil rights  
in violation of the Constitution and laws of the United States.



(b) Jurisdiction is further invoked under Title 28, Section 1343(3), United States Code, this being an action for the redress of the deprivation under color of law, of rights, privileges and immunities secured to them as citizens of the United States by the Constitution and laws of the United States.

II.

This is a proceeding for a preliminary and permanent injunction enjoining the El Dorado School District #15, its Board Members and its Superintendent, from continuing a policy, practice, custom and usage of discriminating against the plaintiffs and other Negro citizens of El Dorado, Union County, Arkansas, because of race or color, and for relief as hereinafter more fully appears.

III.

1. Adult plaintiffs, Mrs. G. L. Kemp, Mrs. Exie Lockhart and Judge Dorch, allege that they are citizens of the United States and of the State of Arkansas; that they are residents of El Dorado, Union County, Arkansas; that they are members of the Negro race as defined by Arkansas law. (Arkansas Statute (1947) Section 41-808).

2. Minor plaintiffs allege that they are minors; that they are citizens of the United States and of El Dorado, Union County, Arkansas; that they are members of the Negro race and that they bring this action by their next friends pursuant to Rule 17(c), Federal Rules of Civil Procedure.

3. Minor plaintiffs allege that they are of public school age; that they have met all requirements for admission to the public schools in the El Dorado School District #15 of El Dorado, Arkansas.

4. Minor plaintiffs allege that they bring this action in their own behalf and in behalf of all other Negro minors within the El Dorado School District #15 of El Dorado, Arkansas, who are

similarly situated because of race and color and affected by the policy, practice, custom and usage complained of herein; that they are members of a class of persons who are segregated in the use and enjoyment of the public schools within the El Dorado School District #15 of El Dorado, Arkansas, and discriminated against by the defendants because of the race and color of minor plaintiffs; that the members of the class of persons that they represent are so numerous as to make it impracticable to bring them all before this Court; that they, as members of the class, can and will adequately and fairly represent all of the members of the class; that the character of the right sought to be enforced and protected for the class is several, and that there are common questions of law and fact affecting the several rights of all of the class, and a common relief is sought; that they bring this action as a class action pursuant to Rule 23(a) (3), Federal Rules of Civil Procedure.

5. Plaintiffs allege that the defendant, Board of Directors of the El Dorado School District #15 of El Dorado, Arkansas, is a body corporate with power to sue and be sued in its corporate name and capacity and that it is hereby sued in its corporate name and capacity; that the Board of Directors of the El Dorado School District #15 of El Dorado, Arkansas is vested with the power and authority to make and enforce rules and regulations for the management and control of the public schools within the said school district.

6. Plaintiffs allege that the defendant, the El Dorado School District #15 of El Dorado, Arkansas, a corporation, is a political sub-division of the State of Arkansas; that it is an administrative agency and an instrumentality of the State exercising functions and performing duties under the general education laws of the State of Arkansas.



7. Plaintiffs allege that the defendants, <sup>Mrs.</sup> Lexoy Beasley, Kenneth Wiemer, Jr., W. M. Paul, Mrs. Jack Clawson, Dr. Paul Henley and W. A. Stark, are the duly elected, designated, qualified and acting members of the Board of Directors of the El Dorado School District #15 of El Dorado, Arkansas; that they, and each of them, are citizens of the United States and the State of Arkansas, domiciled in Union County; that they hold office and perform official duties and functions under the general education laws of the State of Arkansas, and that they, and each of them, are sued in their official capacities.

8. Plaintiffs allege that defendant, G. A. Stubblefield, is the duly appointed, qualified and acting superintendent of the public schools within the El Dorado School District #15 of El Dorado, Arkansas; that he is a citizen of the United States and of Union County, Arkansas; that he is the agent and servant of the defendant, the El Dorado School District #15 of El Dorado, Arkansas, a corporation; that he holds office and performs official duties and functions pursuant to the general education laws of the State of Arkansas, and that he is sued herein in his official capacity.

9. The defendants, acting under color of the authority vested in them by the laws of the State of Arkansas, have pursued and are presently pursuing a policy, custom, practice and usage of operating the public school system of the El Dorado School District #15 of El Dorado, Arkansas, on a basis that discriminates against plaintiffs and other Negroes similarly situated because of race or color, to wit:

(a) All Negro students in the El Dorado School District #15 of El Dorado, Arkansas, are initially assigned by the defendants to the Washington High School, Carver, Morning Star, Rock Island, Watson and Fair View grade schools, which are limited to Negro children only.

That all white students in the El Dorado School District #15 of El Dorado, Arkansas are initially assigned to schools limited by the defendants to white children. Teachers, principals, and other professional personnel are assigned to the schools by the defendants on the basis of race with only Negro personnel assigned to Negro schools, and only white personnel assigned to white schools.

(b) On July 6, 1964, plaintiffs made written application for transfer to the El Dorado High School of El Dorado, Arkansas, which is attended only by white children, and which is nearer to their residences than the Washington High School, which is attended only by Negro children.

(c) On or about August 25, 1964, the day that the 1964-65 school term commenced, plaintiffs received a letter from the superintendent of schools advising plaintiffs that their request for transfer had been denied.

#### IV.

Plaintiffs allege that the policy, custom, practice and usage of the defendants in requiring plaintiffs and other Negro children similarly situated to attend all-Negro schools in the El Dorado School District #15 of El Dorado, Arkansas violates the rights of the plaintiffs and others similarly situated as guaranteed in the equal protection and due process clauses of the Fourteenth Amendment to the Constitution of the United States and Title 42, United States Code, Section 1983.

#### V.

Plaintiffs and each of them and those similarly situated have suffered and will continue to suffer irreparable injury and harm

caused by the acts of defendants herein complained of. They have no plain, adequate or complete remedy to redress these wrongs other than this suit for injunctive relief. Any other remedy would be attended by such uncertainties and delay as to deny substantial relief, would involve a multiplicity of suits, cause further irreparable injury and occasion damage, vexation and inconvenience to the plaintiffs and those similarly situated.

WHEREFORE, plaintiffs respectfully pray that this Court advance this cause on the docket and order a speedy hearing of this action according to law and after such hearing to enter a preliminary and permanent decree enjoining the defendants, their agents, employees and successors:

1. From assigning plaintiffs to any school other than the one to which they would have been initially assigned to if they were white;
2. From operating a biracial school system in the El Dorado School District #15 of El Dorado, Arkansas;
3. From assigning students to schools in the El Dorado School District #15 on the basis of race and color of the students;
4. From assigning teachers, principals and other professional school personnel to the schools of the El Dorado School District #15 of El Dorado, Arkansas on the basis of the race and color of the children attending the school to which the personnel is to be assigned.

In the alternative, plaintiffs pray that this Court enter a decree directing the defendants to present a complete plan, within a period of time to be determined by this Court, for the re-organization of the school system of the El Dorado School District #15 of El Dorado, Arkansas on a unitary, nonracial basis, the assignment of teachers, principals and other professional school personnel on a nonracial basis, and the elimination of any other discrimination in the operation of the school system based solely upon race and color. Plaintiffs pray that should this Court direct the defendants to produce a desegregation plan that this Court retain jurisdiction of this case pending approval and full implementation of defendants' plan.

Plaintiffs pray that this Court will allow them their costs herein and grant such further, other, additional or alternative relief as may appear to the Court to be equitable and just.

Mrs. G. L. Kemp  
(Mrs.) G. L. Kemp

(Mrs.) Piedy Meekins

Mrs. Exie Lockhart  
(Mrs.) Exie Lockhart

George Dorch  
George Dorch

George Howard, Jr.  
329½ Main Street  
Pine Bluff, Arkansas

Jack Greenberg,  
Derrick A. Bell, Jr. and  
John Walker  
10 Columbus Circle  
New York 19, New York,

Attorneys for Plaintiffs

By George Howard, Jr.





## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601  
Little Rock, Arkansas 72216-8601

July 24, 2015

Ms. Whitney Moore  
Fuqua Campbell P.A.  
Riviera Towers  
3700 Cantrell Road, Suite 205  
Little Rock, Arkansas 72202

Dear Ms. Moore:

At your request, I have read Bob Watson's report dated December 16, 2011, and my report of December 13, 2011, and addendum of January 23, 2012, copies of which are attached. I believe these documents remain a true and correct description of the situation that exists today in southern Arkansas. Any school district with a substantial black enrollment bordered by a school district or districts with an enrollment that is substantially white will suffer rapid re-segregation due to white flight if it participates in school choice. This is illustrated by what happened in the Malvern School District with a black enrollment of *circa* 35% in 2013-14 and 2014-15 when it participated in school choice. According to ADE statistics, the total transfers out of Malvern in 2013-14, substantially all to surrounding "white" districts, were 118, only one of whom was black. In 2014-15 the total number transferring out of Malvern was 109, only two of whom were black. To summarize this, under school choice there was a substantial movement of white students out of the Malvern district to predominantly white surrounding districts.

I understand this letter will be presented to the Arkansas State Board of Education to support denying school choice appeals by white parents seeking school choice transfers out of the Lafayette County School District into either Emerson-Taylor-Bradley school district or Spring Hill School District.

Sincerely,

Dr. Jerry Guess  
Superintendent of Schools



## JERRY D. GUESS

178 Gray Fawn Trail  
Camden, Arkansas 71701  
870-837-2575 - home  
870-818-7442 - cell

January 23, 2012

Mr. Allen P. Roberts  
325 Jefferson Street  
P.O. Box 280  
Camden, AR 71711

Dear Mr. Roberts;

You asked me to prepare an addendum to my previous report dated December 13, 2011, if I could accurately discuss the history of desegregation in Arkansas from 1954 to 1970. I believe I can, and that discussion, including the basis for my statements, follows.

I wrote my doctoral dissertation on desegregation in Ouachita County, Arkansas public schools. In preparing and writing that dissertation I studied and became familiar with the history of desegregation of public education in Arkansas generally, and south Arkansas in particular. I also "lived" most of the experience graduating from Chidester High School (Ouachita County) in 1969. I was born in 1950, and raised and educated in the public schools of Ouachita County. I am a public school teacher and administrator by profession and experience. Most of my professional employment has been in Ouachita County public schools beginning in 1978. My *curriculum vitae* is attached to my earlier report submitted herein.

In addition to my doctoral studies, I also accumulated knowledge used to state the facts, opinions, and conclusions contained herein by preparing and testifying on desegregation before various *ad hoc* and standing groups of Arkansas legislators and other groups over the past ten years. That work was virtually always done jointly in concert with my colleague, the superintendent of El Dorado School District, Robert Watson. This collaboration armed me with an even better knowledge of the desegregation history of El Dorado School District than I had acquired in my studies and personal experience. All of this together enables me to state that the desegregation history of Chidester, Camden, Fairview, and El Dorado school districts, *circa* 1954-1971, is virtually identical.

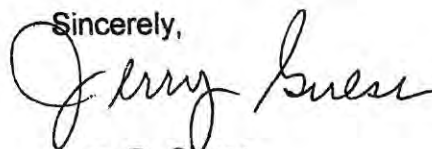
At the time of *Brown v. Board of Education*, all four of the districts mentioned operated two school systems, one for blacks and one for whites. It would be more accurate, because of the multiple classifications of race and ethnicity used today, to say that these districts operated two separate education systems, one for non-blacks and the other for blacks. I say this because all ethnic identifications except black, e.g., white, oriental, Hispanic, American Indian, etc., went to the "white" schools, while all children with any black ancestry were relegated to the black schools.

Desegregation under *Brown* began in the last half of the 1950s motivated by both court litigation and administrative intervention through the federal Health, Education, and Welfare Department (HEW). Fairview, Chidester, Camden, and El Dorado all operated in these early years under court or agency approved "freedom-of-choice" desegregation plans. Under these arrangements both the white (non-black) schools and the black schools remained open, but with the districts ordered to permit students to attend either, regardless of race. No meaningful desegregation occurred under freedom-of-choice. I believe without exception *all* non-black (white) students continued to attend the white schools, while substantially all black children continued to attend the "black" schools. This remained the case until 1969 when HEW decided it would no longer approve federal funding for school districts with freedom-of-choice desegregation plans. This left the four school districts under discussion with virtually no choice for 1969-70 and beyond. Each immediately closed its "black schools" and merged its black and non-black student bodies in the former "white schools."<sup>1</sup>

Camden High School in the Camden School District was typical of the four districts under freedom-of-choice. My research indicates that 1965 was the first year of any desegregation, which was by freedom-of-choice. In 1965 only five black children attended the "white" schools, all at Camden High School with a total enrollment of *circa* 700. Though some new children came and some graduated, the total black enrollment at CHS remained at four to six students until *circa* 1969. The eighth grade class in the black school had no whites, and the eighth grade class in the white school had no blacks. Camden School District merged these two eighth classes into the entering ninth grade class at existing Camden High School in 1969. After the 1969 HEW order a new high school facility was completed and all high school grades, as well as all the elementary grades, were merged in 1970.

Camden, Chidester, Fairview, and El Dorado school districts shared the above-described 1954-71 desegregation history. It is my opinion that this history was identical to that of virtually all other similarly situated south and central Arkansas school districts.

Please let me know if there are questions.

Sincerely,  
  
Jerry D. Guess

---

<sup>1</sup> Camden actually sought and received a partial time-waiver from HEW of the order to "immediately" merge the student bodies because a new high school facility large enough to accommodate both white and black enrollments was already under construction. Therefore, the total black/white merger occurred in Camden in 1970, rather than 1969 as it did for Chidester, El Dorado, and Fairview.



## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

December 13, 2011

Mr. Allen P. Roberts  
325 Jefferson  
P.O. Box 280  
Camden, AR 71711

Dear Mr. Roberts:

I'm Jerry Guess and am authoring this report in response to your request that I express my opinion on this question: What would be the impact on the racial composition of public school districts in Ouachita County, Arkansas, specifically, as well as south central Arkansas generally, of free and unrestricted school choice? A recent resume' of mine is attached as a *curriculum vitae*. This school year is my first as superintendent of Pulaski County Special School District. I spent the thirteen years immediately proceeding this year as superintendent of Camden Fairview School District. The basis of the opinion stated herein is my experience in public education, particularly as the superintendent of a south Arkansas school district.

It is my opinion that free and unrestricted school choice would result in rapid and complete segregation of public education in Ouachita County. That is because there are multiple districts in greater Ouachita County of varying racial composition. My experience has taught me that the racial composition of a school or school district is overwhelmingly the most important factor to most white parents in selecting a school for their children: The "whiter" the school or district the more effort and energy white parents will expend to get their children into the "whiter" district and out of the "blacker" districts. My experience has also taught me that racial composition is *not* usually a factor in school or district selection for most black parents. Explaining this phenomenon is beyond both my expertise and the scope of this report. What I do know is that these observations have been universally true for my entire experience in public education.

I've also learned from experience that there is another factor in the equation. Public school districts are "size- competitive." I honestly believe that 100% of school superintendents would choose to have their district growing and expanding rather than shrinking or even stagnant. Of course, there are multiple components of this phenomenon. Two of the most obvious are that public school financing is generally based on a *per capita* approach; and that enrollment growth is generally considered a sign of administrative success. Whatever the explanation, I believe the observation has a universality that makes it tantamount to a truth. When you add this phenomena to the racial preference observations expressed above, the conclusion of white flight is inevitable.

925 East Dixon Road ♦ Little Rock, Arkansas 72206  
Phone: (501) 234.2001 ♦ Fax: (501) 490-0483 ♦ Email: [jguess@pcssd.org](mailto:jguess@pcssd.org)



There are five school districts with substantial territory in Ouachita County: Camden Fairview, Bearden, Harmony Grove, Smackover, and Stephens. The present racial demographics of these districts are shown in Exhibit A.

It is my opinion that removing residence and race as restrictions on Ouachita County school attendance would result in Camden Fairview and Stephens becoming virtually all black due to their remaining students "choicing" out to Harmony Grove and Smackover. The immediate impact would be substantial. The only reason this would not happen immediately for Camden Fairview and Stephens is that it might take some time for Harmony Grove and Smackover to expand their personnel and facilities to accommodate all the white children desiring to attend.

I believe the same result would occur between Bearden and Harmony Grove with the only difference being that it would take longer, *e.g.*, four or five years as opposed to one or two years. This is because the black enrollment of Bearden is *only* 41%. However, as stated above, my experience has been that there is no specific black percentage enrollment that leads to "white flight." Rather it is that there is a "whiter" district nearby. To me this point is illustrated by the present litigation involving as it does white student residents of Malvern School District seeking to leave Malvern for a nearby district. The last time I checked Malvern had a black enrollment of about 31%. My point is this: Malvern would be a "white flight" district if it were situated next door to Camden Fairview with 61% black enrollment or El Dorado with a 50% black enrollment. It is not the number of blacks attending Malvern; it is solely the availability of a nearby "whiter" alternative.

Finally, I believe that Ouachita County is in no way unique among surrounding south central Arkansas counties. The counties and school districts with which I am most familiar are virtually identical to Ouachita County in the factors discussed. They are Union, Columbia, and Hempstead. Each county now has a total population with blacks and whites about evenly divided. Each county has one centrally located "county seat" school district (*i.e.*, Camden Fairview, El Dorado, Magnolia, and Hope school districts). See Exhibit B. Each of these "county seat" districts historically operated a racially dual system which was desegregated in the early 1970s by closing the black system and merging its enrollment with the white students. Finally, each of the four counties has one or more smaller and whiter districts located near the blacker county seat district.

In my opinion, free and unrestricted school choice would rapidly result in each of these counties having a racially segregated public education system. Furthermore, I believe this combination of demographics and school district organization predominates across the span of south Arkansas. It is my opinion that wherever that combination occurs free and unrestricted school choice would result in racially segregated public education.

Regards,

Jerry D. Guess  
Superintendent of Schools

# JERRY D. GUESS

178 Gray Fawn Trail  
Camden, Arkansas 71701  
870-837-2575 – home  
870-818-7442 – cell

## Education

- Ed. D.,** 1997, University of Arkansas at Little Rock, Little Rock, AR  
Dissertation: *Desegregation Through Consolidation: A Historical Case Study of the Formation of the Camden Fairview School District*
- M.Ed.,** 1989, University of Arkansas, Fayetteville, AR  
Educational Administration
- B.A.,** 1973, Southern State College, Magnolia, AR  
English major, history minor
- Diploma** 1969, Chidester High School, Chidester, AR

## Professional Experience

**Superintendent,** Pulaski County Special School District (PCSSD)  
(2011-Present)

**Superintendent,** Camden Fairview School District (CFSD) (1996-2011)

**Associate Superintendent,** CFSD, (1994-1996)

- Curriculum and Instruction Director K-12
- Coordinator of staff development, technology program, early childhood programs, and special programs
- Acting Personnel director (1994)

**Assistant Superintendent,** CFSD (1992-1994)

- Developed desegregation program and budget
- Assisted superintendent and board of education in annexation of Camden School District to Fairview School District
- Special Education and Gifted /Talented Program Oversight
- Compensatory Education Coordinator
- Grant writer, K-12

**Principal,** Fairview Middle School, Fairview School District (FSD) (1990-1992)

- Supervised and evaluated all staff members regarding continued employment and performance improvement
- Responsible for coordination and refinement of mathematics and language curriculum

- Developed and implemented comprehensive rewards and incentives

#### **Assistant Principal, Fairview Middle School, FSD (1986-1990)**

- Responsible for discipline, attendance, home-school relations
- Coordinated textbook selections and purchases for all curricular areas
- Chaired in-service, teacher center and six-year plan committees
- Assisted superintendent and board of education in consolidation of Chidester School District and Fairview School District

#### **Gifted and Talented Coordinator, FSD (1985-1990)**

- Conducted district-wide needs assessment
- Designed and implemented gifted and talented identification and service models for K-12
- Initiated and implemented ADE-sponsored Academic Enrichment for Gifted in Summer (AEGIS) program, Engineering, Management Exploration, serving 30 residential students for two weeks

#### **Classroom Teacher, Fairview High School, FSD (1978-1986)**

- Taught language arts, 10, 11, and 12, yearbook and newspaper
- Public relations coordinator for the school district
- Organized, developed, and taught honors creative writing class
- FHS Teacher of the Year, 1984

### **Professional Organizations and Accomplishments**

- Member and President (2010-11), Arkansas Association of School Administrators
- Member and Vice-President (2011-12), Arkansas Association of Supervision and Curriculum Development
- Member, Arkansas Professional Licensure Standards Board
- Arkansas Superintendent of the Year, 2008
- Member and President, Board of Trustees, Southern Arkansas University
- Chair, Southern Arkansas University Presidential Search Committee
- Member, National Association of Supervision and Curriculum Development
- Member, National Organization for Legal Problems in Education
- Member, Board of Directors, and presenter, Arkansans for Gifted and Talented Education
- Member, Board of Directors, and presenter, Arkansas Association of Middle Level Educators
- Member and Board of Directors, Environmental and Spatial Technologies Initiative

- Member and Board of Directors, Arkansas Association of School Administrators
- Member, Phi Kappa Phi.

### **Selected Community Activities and Honors**

- Member and Board of Directors, Camden Area Chamber of Commerce
- Member and Board of Directors, Ouachita County Farm Bureau
- Member and past president, Camden Kiwanis Club
- Member and Board of Directors, Ouachita Partnership for Economic Development, Inc.
- Meritorious Service Award 2002, SAU-Tech
- Community Service Award 2001, Camden Area Chamber of Commerce
- Member and Board of Directors, People Are Concerned

### **References**

*Available upon request*



**EXHIBIT A**

<b>SCHOOL DISTRICT</b>	<b>2011-12 ENROLLMENT</b>	<b>BLACK (%)</b>	<b>NON-BLACK (%)</b>
<b>Camden Fairview</b>	2,425	1,481 (61%)	944 (39%)
<b>Harmony Grove</b>	1,036	230 (22%)	806 (78%)
<b>Smackover</b>	822	187 (28%)	635 (77%)
<b>Bearden</b>	572	234 (41%)	338 (59%)
<b>Stephens</b>	326	279 (86%)	47 (14%)

"Statewide Information System Reports: Enrollment." *ADE Data Center*. 8 December 2011.  
Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>

**EXHIBIT B**

<b>AREA</b>	<b>POPULATION/ ENROLLMENT</b>	<b>BLACK (%)</b>	<b>NON-BLACK (%)</b>
Union County	41,639*	13,721 (33%)	27,918(67%)
El Dorado S.D.	4,581**	2,309 (50%)	2,272 (50%)
Columbia County	24,552*	9,059 (37%)	15,493 (63%)
Magnolia S.D.	2,728**	1,460 (54%)	1,268 (46%)
Hempstead County	22,609*	6,646 (29%)	15,963 (71%)
Hope S.D.	2,460**	1,153 (47%)	1,307 (53%)

\* "2010 Census Interactive Population Search." *United States Census 2010*. 26 May 2011.

U.S. Census Bureau. 12 December 2011.

<<http://2010.census.gov/2010census/popmap/ipmtxt.php?fl=05>>

\*\* "Statewide Information System Reports: Enrollment." *ADE Data Center*. 8 December 2011.

Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>

ROBERT A. WATSON

104 Timber Hills Drive  
El Dorado, Arkansas 71730  
(870) 862-4604  
Email: [Lvoris@esd-15.org](mailto:Lvoris@esd-15.org)

December 16, 2011

Allen P. Roberts  
Allen P. Roberts, P.A.  
325 Jefferson Street  
Camden, AR 71701

Dear Mr. Roberts:

I am Bob Watson. I am responding to your request that I write a report stating my opinions and observations about the impact of the racial restriction in the Arkansas School Choice Act of 1989 on El Dorado School District and other similarly situated districts in South Arkansas. You also asked that I opine on what the effect would be on those districts of free and unrestricted school choice without the existing racial restriction. I have attached as Exhibit 1 to this letter a summary of my educational and employment history.

I have attached as Exhibit 2 to this letter is a racial/enrollment chart of our part of Union County. This chart shows El Dorado to be a fifty percent black district of some 4,581 students. It is joined by three districts — Smackover, Norphlet, and Parkers Chapel — that all have a smaller total enrollment with a smaller percentage black enrollment than El Dorado. The relative racial composition of these four school districts as depicted in Exhibit 2 has existed throughout my administration at El Dorado.

It is my opinion and observation that El Dorado School District offers educational, extracurricular, and college scholarship opportunities to its students that are substantially superior to those offered by its neighboring three school districts. I respectfully submit that this conclusion is

supported by every objective standard by which one could test such a conclusion. I am also attaching as Exhibit 3 to this letter an itemization of El Dorado's academic, extracurricular, and scholarship offerings that support the conclusion of excellence that I have just advanced.

Even a cursory examination of this exhibit also clearly establishes that I would be incorrect if I advanced this bold assertion as the product of my administrative abilities. It is not, and I am just the person lucky enough to have been on board when the corporate citizens and patrons of this district, together with the people employed by the district, past, present, and future, pushed this district to the position of excellence it now enjoys.

I have been superintendent of schools for the El Dorado School District since 1985. Before that I was the principal of El Dorado High School and also taught and held other administrative positions in the district. During that period of time, I have dealt personally with requests from parents residing in El Dorado to permit their children to attend school in another district. These requests include requests for transfers under the Arkansas School Choice Act of 1989, as well as arguments to me as to why El Dorado should permit a white student to move to another district even though that movement would not be permissible under our existing school choice statute. El Dorado is now, and throughout this period of time has been, under a desegregation court order. In that regard, I have been since 1985 the primary spokesman for the district in all its dealings with the Court and with the plaintiff-class of black students and parents, as well as with their attorney, John W. Walker.

Based on my experience referred to above, I have formed opinions and made observations regarding what you asked about. My first observation is that race trumps all other considerations, including quality of education, in Union County among most white parents selecting a school district for their child to attend. As a general rule, white parents will go to great lengths and expend great amounts of energy to send their child to the school with the smallest percentage black enrollment.

This is true now and has been true throughout my twenty-seven years as superintendent. If the School Choice Act of 1989 had not included its racial restriction, it is my opinion that El Dorado would have very quickly lost its white students and become an overwhelmingly black school district. Furthermore, it is my opinion that El Dorado could not hold its white students today were it not for the residence and racial restrictions in Arkansas' attendance laws. But for those restrictions, I believe white students in El Dorado would very quickly move to Parkers Chapel, Smackover, and Norphlet.

Finally, it is my opinion that the same situation I have described exists today in every area of Arkansas that has (1) a substantial black population; (2) and multiple school districts; (3) that are in close proximity to one another; (4) and that are racially identifiable. In other words, this is the same situation that exists all over South Arkansas. It is my belief that removal of the residence and racial restrictions from Arkansas' school attendance laws would rapidly result in segregated public education in South Arkansas very similar, if not identical, to what existed through the 1960s.

Sincerely,

*/s/ Robert A. Watson*

Robert A. Watson

ROBERT A. WATSON

104 Timber Hills Drive  
El Dorado, Arkansas 71730  
(870) 862-4604  
Email: Lvoris@esd-15.org

Education:

Administrator Certification, University of Arkansas, Fayetteville, Arkansas (1982)  
M.A., Louisiana Tech University, Ruston, Louisiana (1969, Speech)  
B.A., Louisiana Tech University, Ruston, Louisiana (1968, Speech Education)  
Diploma, Logan High School, Logan, West Virginia (1963)

Professional Experience:

Superintendent of Schools, El Dorado School District (1985-Present)  
Principal, El Dorado High School, El Dorado School District (1980-1985)  
Principal, Barton Junior High School, El Dorado School District (1975-1980)  
Assistant Principal, El Dorado High School, El Dorado School District (1974-1975)  
Dean of Students, Man High School, Logan County School District, Logan, West Virginia (1973-1974)  
Classroom teacher and coach, Man High School, Logan, West Virginia (1971-1973)  
Classroom teacher, Man High School, Logan, West Virginia (1969-1973)

Professional Organizations and Accomplishments

Member and President (1999-2001) Arkansas Association of School Administrators  
Arkansas Superintendent of the Year, 2001  
Member and President (1998-2001) of Economics Arkansas, current board member  
Member of the State and Public School Life and Health Insurance Board (2007-2011)

### Community Activities and Honors

Member and Board of Directors (2007-2009), El Dorado Chamber of Commerce

Member and Past President (1986-1987), Rotary Club

Paul Harris Fellow – The Rotary Foundation of Rotary International

### References

*Available upon request.*

**EXHIBIT 2**

<b><u>School District</u></b>	<b><u>2011-2012 Enrollment</u></b>	<b><u>Black</u></b>	<b><u>Non-black</u></b>
El Dorado	4,581	2,309 (50.4%)	2,272 (49.6%)
Smackover	822	187 (22.7%)	635 (77.3%)
Parkers Chapel	650	67 (10.3%)	583 (89.7%)
Norphlet	414	93 (22.5%)	321 (77.5%)

“Statewide Information System Reports: Enrollment.” *ADE Data Center*. 8 December 2011.  
Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>





## El Dorado School District

200 West Oak Street  
El Dorado, Arkansas 71730  
870.864.5001

[www.eldoradopublicschools.com](http://www.eldoradopublicschools.com)  
[www.eldoradopromise.com](http://www.eldoradopromise.com)

### Mission

All students in El Dorado School District will become proficient or advanced in all disciplines in a safe learning environment.

### Schools

ESD has 8 campuses with 5 elementary focus schools, 1 middle school, 1 junior high, and 1 high school.

- ◆ Hugh Goodwin Academy for the Arts (K-4)
- ◆ Northwest Environmental Studies Academy (K-4)
- ◆ Retta Brown Communication & Technology (K-4)
- ◆ Union Academy of Health & Wellness (K-6)
- ◆ Yocum Academy for Math & Science (K-4)
- ◆ Washington Middle School for Arts & Sciences (5-6)
- ◆ Barton Junior High School (7-8)
- ◆ El Dorado High School (9-12)

### Highlights & Recognitions

- ◆ Free college tuition for El Dorado High graduates
- ◆ Endowed Chairs in Math, Science, Foreign Language, and Literacy for K-12 curriculum alignment
- ◆ El Dorado High chosen in first 10 high schools to receive Arkansas Advanced Initiative for Math & Science (AAIMS) Advanced Placement grant sponsored by Exxon-Mobil
- ◆ El Dorado High "Academic Signing Day" featured in *People Magazine*
- ◆ College Board Honor Roll of Outstanding AP Programs 2010-2011
- ◆ El Dorado High state finalist for Teacher of the year featured in *Southern Living Magazine*
- ◆ Barton Junior High "Top Ten Junior High Schools Consistently High-Performing" by National Center for Educational Accountability
- ◆ El Dorado High Southern Regional Education Board (SREB) featured school in *Rigor, Relevance & Relationships Improve Achievement*
- ◆ Barton Junior High recognized as "Best Practices" high-performing middle school
- ◆ Barton Junior High recognized as Top Performing School in Literacy & Math by National Center for Educational Achievement 2009-2010 & 2010-2011
- ◆ Jacob Javits Foundation used district as a model for statewide Gifted evaluation program
- ◆ District & staff recognized with Challenger Award by Arkansans for Gifted & Talented Education
- ◆ Magna Award from American School Boards Association 2009 & 2011

- ◆ ERI Golden Apple Award for outstanding Direct Instruction in all elementary schools
- ◆ 2010 Consolidated School *Health Healthy School Board Gold Award*
- ◆ 2010 Pride Team of the Year

### Community Support

- ◆ El Dorado Promise from Murphy Oil for 5-years of college tuition for all El Dorado high graduates
- ◆ El Dorado Education Foundation
  - Sponsor Endowed Chairs Program
  - Teacher Grants for unique projects
  - Teacher Excellence Awards
- ◆ Murphy Education Program
  - Cash Awards for student scores on Advanced Placement, ACT, SAT, & Benchmark Exams
  - Cash Awards for Advanced Placement teachers
  - Academic Letter Jackets
- ◆ Murphy Foundation has given 700 scholarships
- ◆ Union County Community Foundation annually gives over 20 scholarships to El Dorado High students
- ◆ First Financial Bank – student & teacher support
- ◆ Simmons First Bank – student & teacher support
- ◆ Share Foundation
  - Sponsor Pride Youth Program
  - Coordinated School Health

### Student Opportunities & Achievements

- ◆ 4,650 students district-wide
- ◆ Student interest focus in all elementary schools
- ◆ 19 Advanced Placement courses
  - \$9,300 cash awards from AAIMS for student AP scores
  - Recognized by College Board as one of two high schools in Ark. For increased AP scores
    - 19 AP Scholars
    - 3 AP Scholars with Distinction
    - 4 AP Scholars with Honors
    - 2 National AP Scholars
- ◆ 7 Concurrent Credit courses
- ◆ Pre-AP courses in all core areas beginning 5<sup>th</sup> grade
- ◆ Gifted Program in all schools
  - Odyssey of the Mind, Quiz Bowl, unique field trips, Duke Talent Search
- ◆ Over \$1.18 million dollars in academic scholarships for 2009
- ◆ Murphy Education student awards for various test scores
- ◆ ACT Support Center – free ACT preparation for all 9-12 students
- ◆ Athletic Program
  - 7-12 baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track, volleyball

- AAAAAA South Athletic Conference
- Excellent athletic facilities
- State Champs 2009-10 Football & Girls Golf
- State Champs 2010-2011 Football, Girls Basketball, Golf
- ♦ Outstanding Fine Arts Programs
- ♦ Regional & State Science & Math awards
- ♦ Special Instructional Programs
  - Bridge to College Algebra, Waiting to Excel,
  - Accelerated Academies
- ♦ CHAMPS, PRIDE, FBLA, FCCLA, Young Republicans, Young Democrats, Student Counsel, and many other clubs

### *Staff Highlights & Recognitions*

- ♦ Over 400 certified staff
- ♦ 200 staff have advanced degrees
- ♦ 5 National Board certified teachers
- ♦ 70 Advanced Placement/Pre-AP certified staff
- ♦ 50 Laying the Foundation certified staff
- ♦ 11 GT certified staff
- ♦ Toyota Tapestry Excellence in Science Teaching Award
- ♦ National Association of Biology Teachers "Outstanding Biology Teacher of the Year"
- ♦ 1<sup>st</sup> Butler Center for Arkansas Studies Fellow
- ♦ Bessie B. Moore Excellence in Teaching Economics Award
- ♦ Robert Rauschenberg Foundation Power of Art Award
- ♦ Blue Bell Ice Cream Arkansas Regional Teacher of the Year
- ♦ 2009 Arkansas Teacher of the Year finalist
- ♦ Top Ten Finalist in Shell National Science Teacher Award
- ♦ Staff chosen for Eisenhower People to People Literacy Team for South Africa educational tour
- ♦ Arkansas Newspaper in Education Teacher of the Year
- ♦ Wal-Mart Teacher of the Year (multiple times)
- ♦ Arkansas Superintendent of the Year
- ♦ ERI Principal of the Year
- ♦ AAEA/AACIA Administrator of the Year 2010

### *Fine Arts Program*

- ♦ A+ School Network designation
- ♦ Music & visual arts instruction in all elementary schools
- ♦ Band grades 5-12 and Concert, Jazz, & Marching Band 9-12
- ♦ Orchestra grades 5-12
- ♦ Vocal music – various choirs, ensembles & madrigal groups 5-12
- ♦ Visual Arts
  - ♦ Watercolor, oils, ceramics

- Advanced Placement Drawing, 2-D & 3-D Art
- Artists in Education through South Arkansas Arts Center
- Master in Fine Arts instructor
- ♦ Performing Arts
  - Drama grades 5 – 12, Dance, Specialized music classes
- ♦ Thespian Troupe regularly performs at American Theater Festival in Edinburgh Fringe Festival, Edinburgh, Scotland
- ♦ Thea Foundation Scholarship students
- ♦ South Arkansas Symphony partnership
- ♦ AP Music Theory

### *Technology*

- ♦ 2 to 1 student to computer ratio
- ♦ All schools networked
- ♦ E-Labs, X-Labs, E.A.S.T. Lab
- ♦ Smartboards, TI Navigator, Interwrite, Quizdom, graphing calculators, Mac Labs, iPods, cameras, Compass Odyssey, A+

### *Partnerships*

- ♦ El Dorado Education Foundation
- ♦ A+ Schools Network
- ♦ Arkansas Council on Economics Education
- ♦ Economics Arkansas
- ♦ Boys & Girls Club
- ♦ South Arkansas Arts Center
- ♦ South Arkansas Community College
- ♦ El Dorado Chamber of Commerce
- ♦ El Dorado Education Foundation
- ♦ Healthworks Fitness Center
- ♦ South Arkansas Symphony Orchestra
- ♦ Arkansas Museum of Natural Resources
- ♦ Murphy Oil Corporation
- ♦ Murphy Foundation
- ♦ Murphy Education Program
- ♦ Cyber Innovation Center
- ♦ Share Foundation
- ♦ Simmons First Bank
- ♦ First Financial Bank

### *Accreditation*

ESD is fully accredited by the Arkansas Department of Education. El Dorado High is also accredited by North Central Association.



# **ASSOCIATED DOCUMENTS**

**ALLEN P. ROBERTS, P.A.**

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Facsimile: (870) 836-9662

October 30, 2015

**VIA REGULAR MAIL AND**

**EMAIL ([elbert.harvey@arkansas.gov](mailto:elbert.harvey@arkansas.gov))**

Elbert Harvey, Coordinator

Arkansas Department of Education

Division of Public School Accountability

Four Capitol Mall, Room 204B

Little Rock, Arkansas 72201

Re: Commissioner's Memo COM-16-019  
Unitary Status – Desegregation Obligations of Camden Fairview, El  
Dorado, Hope, Junction City, Lafayette County, and Texarkana Arkansas  
School Districts

Dear Mr. Harvey:

I am writing as one of the attorneys for the following districts: Camden Fairview School District, El Dorado School District, Hope School District, Junction City School District, Lafayette County School District, and Texarkana Arkansas School District. While we believe the aforementioned districts' initial responses satisfied the referenced inquiry, we are enclosing supplemental responses with respect to the specific numbered items contained in the ADE's form letter of October 8, 2015.

Thank you very much.

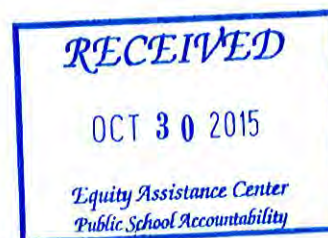
Sincerely,



Allen P. Roberts

One of the attorneys for CFSD, EDSD, HSD, JCSD,  
LCSD, and TASD

cc: Mark Keith, Superintendent  
Camden Fairview School District  
625 Clifton Street



Camden, Arkansas 71701

Jim Tucker, Superintendent  
El Dorado School District  
200 West Oak  
El Dorado, Arkansas 71730

Bobby Hart, Superintendent  
Hope School District  
117 East 2nd Street  
Hope, Arkansas 71801

Robby Lowe, Superintendent  
Junction City School District  
P.O. Box 790  
Junction City, Arkansas 71749

Robert Edwards, Superintendent  
Lafayette County School District  
712 Chestnut Street  
Lewisville, AR 71845

Dr. Becky Kesler, Superintendent  
Texarkana Arkansas School District  
3435 Jefferson Avenue  
Texarkana, Arkansas 71854

Whitney F. Moore ([wmoore@fc-lawyers.com](mailto:wmoore@fc-lawyers.com))

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## EL DORADO

Whitney Moore and I represent El Dorado School District (EDSD) in *Kemp et al. v. Beasley, et al.*, Case No. ED-1048, U.S. Dist. Ct., W.D. Ark., El Dorado Division and *Townsend, et al. v. Watson, et al.*, Case No. 1:89-cv-1111, U.S. Dist. Ct., W.D. Ark. El Dorado Division. This is EDSD's response to ADE's October 8, 2015, form letter.

**1. The areas in which the district believes it has not obtained unitary status.**

Response: EDSD believes it is unitary in all respects, save being able to prevent its schools from becoming more racially identifiable.

**2. A detailed plan to comply with its desegregation order or obligations.**

Response: EDSD believes it is currently in compliance with all its desegregation obligations.

**3. A timeline of how the district has complied with its desegregation order or obligations.**

Response: EDSD operated a racially dual system as required by Arkansas law until 1954. When required to desegregate *circa* the early 1960s it did so by adopting a freedom of choice plan. Under this plan the black students could attend the white schools, and the white students could attend the black schools, if they chose. After several years under this plan the black schools remained virtually all black and the white schools all white. In other words, school choice achieved no desegregation. In 1969, the U.S. Supreme Court said that freedom of choice was unconstitutional. *See Raney v. Board of Ed. of Gould, Ark. School Dist.*, 391 U.S. 443 (1968). Shortly after *Raney*, the federal Department of Health, Education, and Welfare, dispenser of federal education funds, rescinded its approval of freedom of choice desegregation plans. This left EDSD, and virtually all other south and east Arkansas school districts, with only



one choice: Merge the black and white students into a single student body. Since then EDSD has operated in this manner under the scrutiny of the successor federal agency (Department of Education, Office of Civil Rights), and the federal district court in *Kemp* and *Townsend*, but with very little intervention from either. The only reason EDSD has not been subject to more scrutiny by the Department of Education, its Office of Civil Rights, and the federal court is because since meaningful desegregation (*circa* 1969) white students have been restricted from residing in the district and attending school in one of the nearby whiter districts.

**4. A timeline of future actions the district plans to take to comply with its desegregation order or obligations.**

Response: As stated above, EDSD believes it is currently in compliance with all of its desegregation obligations. As part of that compliance, the district plans to continue to declare a conflict with participation in school choice, because participation would prohibit the district from preventing its schools from becoming more racially identifiable. Notably, the August 2, 1971 order specifically prohibits EDSD from participating in choice in that “All vestiges of ‘freedom of choice’ is eliminated and any further use prohibited.” (See Order, p. 6, emphasis added). The 2015 School Choice Act is a freedom of choice plan.

**5. A detailed plan of how and when the district will seek to obtain a determination of full unitary status.**

Response: If by “full unitary status” you mean participate in unrestricted school choice, it is impossible for EDSD to do so without becoming a more racially identifiable black school district. EDSD does have a plan for moving for a declaration of unitary status on the condition that it be entitled to remain exempt from participation in any school choice program. The plaintiffs in *Kemp* and *Townsend* are represented by John W. Walker. The district has proposed

to Rep. Walker that the plaintiffs agree to file a joint motion in the case asking the Court to declare the district unitary, subject only to the district not participating in any “school choice” program so long as its present racial demographic profile exists. The motion would request dismissal of the case and a complete end of court supervision, subject only to the court’s power to enforce its decree. We believe Rep. Walker to be favorably inclined to the district’s proposal but are still awaiting his response. We believe an agreed upon motion is the superior method of proceeding because it will bring the matter to a conclusion faster and with less expense. However, EDSD is prepared to move ahead for the same relief on its own motion and over Rep. Walker’s opposition, if necessary.

**6. A detailed plan of how and when the district will seek release from court.**

Response: See responses to questions 3, 4, and 5.

**7. All relevant court documents.**

Response: You have all relevant court documents.

/s/ Jim Tucker  
EDSD Superintendent

/s/ Allen P. Roberts  
One of the Attorneys for EDSD

/s/ Whitney F. Moore  
One of the Attorneys for EDSD



# **SCHOOL CHOICE STATUTES AND ACTS**

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the "Public School Choice Act of 2015".

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) "Nonresident district" means a school district other than a student's resident district;
- (2) "Parent" means a student's parent, guardian, or other person having custody or care of the student;
- (3) "Resident district" means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) "Transfer student" means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

#### Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

**Notes of Decisions (3)**

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
  - (2) On a form approved by the Department of Education; and
  - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
  - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.



**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.](#)

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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# **SCHOOL CHOICE RULES**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF 2015  
August 2015**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
  - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.3.1 Resides in the same household; and
    - 4.04.3.2 Is already enrolled in the nonresident district by choice.
  - 4.04.4 Shall not include an applicant's:
    - 4.04.4.1 Academic achievement;
    - 4.04.4.2 Athletic or other extracurricular ability;
    - 4.04.4.3 English proficiency level; or
    - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and



- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
  - 4.06.1 Availability of the program;
  - 4.06.2 Application deadline; and
  - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
  - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
  - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
  - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
  - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

## **7.00 LIMITATIONS**

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
  - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
  - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
  - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
  - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## ATTACHMENT 1

<b><i>APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT</i></b> <b><i>“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”</i></b> <b><i>(Must Be Submitted to Non-Resident <del>and Resident</del> Districts)</i></b>		
<b>APPLICANT INFORMATION</b>		
Student Name:		
Student Date of Birth:	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Grade:		
Does the applicant require special needs or programs? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is applicant currently under expulsion? Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>ETHNIC ORIGIN (CHECK ONE)</b> (For data reporting purposes only)		
2 or More Races <input type="checkbox"/>	Asian <input type="checkbox"/>	African-American <input type="checkbox"/>
Hispanic <input type="checkbox"/>	Native American/ Native Alaskan <input type="checkbox"/>	Native Hawaiian/ Pacific Islander <input type="checkbox"/>
White <input type="checkbox"/>		
<b>RESIDENT SCHOOL DISTRICT OF APPLICANT</b>		
District Name:		County Name:
Address:		
Phone:		
<b>NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND</b>		
District Name:		County Name:
Address:		
Phone:		
Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:		

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			



**ALLEN P. ROBERTS, P.A.**  
**ATTORNEYS AT LAW**

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325 Jefferson St. S.W.  
P.O. Box 280  
Camden, AR 71701  
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Whitney F. Moore  
Little Rock Office  
1818 N. Taylor St., Ste. B  
PMB 356  
Little Rock, AR 72227  
[whitney@aprobertslaw.com](mailto:whitney@aprobertslaw.com)

July 12, 2016

***VIA EMAIL ONLY***

Ms. Mireya Reith, Chair  
Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201  
[mireya.reith@gmail.com](mailto:mireya.reith@gmail.com)

Re: El Dorado School District (Resident District)  
Parkers Chapel School District (Non-Resident District)  
Public School Choice Act Appeal submitted by the McAuliffe family

Dear Ms. Reith:

Whitney Moore and I represent El Dorado School District. On Thursday, the State Board of Education will hear a school choice appeal submitted by the McAuliffe family. The McAuliffes' resident district is El Dorado; Parkers Chapel School District denied their school choice applications. I believe the appeal is item A3 on the agenda for Thursday's meeting.

We submitted materials on behalf of El Dorado for consideration by the members of the State Board. Those materials included letters written in previous years on the subject of school choice by Robert Watson (former El Dorado superintendent) and Dr. Jerry Guess (current PCSSD superintendent and former Camden Fairview superintendent). At my request, Mr. Watson and Dr. Guess submitted new letters affirming their previous statements. I am attaching those letters for the Board's consideration and apologize for not getting them to you sooner. I would appreciate it if you would share them with your fellow board members in advance of Thursday's meeting.

Thank you.

Sincerely,

*/s/ Allen P. Roberts*

Allen P. Roberts

cc: Ms. Jennifer Davis  
Arkansas Department of Education  
[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)

Jim Tucker, Superintendent  
El Dorado School District  
[jtucker@esd-15.org](mailto:jtucker@esd-15.org)

Michael White, Superintendent  
Parkers Chapel School District  
[whitem@parkerschapelschool.com](mailto:whitem@parkerschapelschool.com)

Kevin and Kristi McAuliffe  
777 Feedmill Road  
El Dorado, AR 71730

**ROBERT A. WATSON**  
104 Timber Hills Drive  
El Dorado, Arkansas 71730

July 12, 2016

Whitney Moore  
Allen P. Roberts, P.A.  
1818 N. Taylor St., Ste. B  
PMB 356  
Little Rock, AR 72227  
[whitney@aprobertslaw.com](mailto:whitney@aprobertslaw.com)

Dear Ms. Moore:

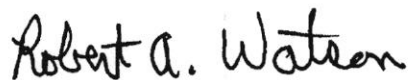
I served as superintendent of El Dorado Public Schools from 1985 until my retirement in June 2014. At your request, I have reviewed my letters of March 6, 2013, and December 16, 2011 (with exhibits), copies of which are attached as Exhibit 1. I have also reviewed the reports authored by Dr. Jerry Guess on December 13, 2011, January 23, 2012, and July 24, 2015 on the same subject. I still believe these documents portray a true and correct description of the situation that exists in southern Arkansas today. Any school district with a substantial black enrollment bordered by a school district or districts with an enrollment that is substantially white will suffer rapid re-segregation due to white flight if it participates in school choice.

I agree with Dr. Guess's assessment (in his July 24, 2015 letter) that the Malvern School District illustrates the potential effect of school choice in a district with a significant black population bordered by districts with little or no black students. Malvern participated in school choice under the 2013 and 2015 Acts. Malvern is located in Hot Spring County, along with four other districts. The four other districts are almost entirely white; they all have black student populations of less than 2%. According to ADE statistics, the total transfers out of Malvern in 2013-14 were 118, only one of whom was black. In 2014-15 the total number of students transferring out of Malvern was 109, only two of whom were black. The predominantly white districts in Hot Spring County (Bismarck, Glen Rose, Magnet Cove, and Ouachita) saw a collective increase of 67 non-black students in 2013-14 and 56 non-black students in 2014-15. These districts received zero black students under school choice in either year. Based on these numbers, the reasonable conclusion is that school choice resulted in a substantial movement of white students out of the district with the higher black student population (Malvern at *circa* 30% black) to districts with predominantly white students. The only difference between Malvern and El Dorado, in my opinion, is that Malvern would be a white-flight destination if it was located in Union County.

Attached as Exhibit 2 to this letter is an updated 2015-2016 racial/enrollment chart of our part of Union County. This chart shows El Dorado to be a 49% black district of some 4,522 students. It is joined by two districts — Smackover-Norphlet and Parkers Chapel — that have a smaller total enrollment with a smaller percentage black enrollment than El Dorado. The relative racial composition of these three school districts as depicted in Exhibit 2 existed throughout my thirty-year administration at El Dorado and is still accurate today.

I understand this letter will be presented to the Arkansas State Board of Education to support denying a school choice appeal by white parents seeking school choice transfers out of the El Dorado School District into Parkers Chapel School District.

Sincerely,

A handwritten signature in black ink that reads "Robert A. Watson". The signature is written in a cursive, slightly slanted style.

Robert A. Watson  
Former Superintendent of Schools  
El Dorado School District



EL DORADO PUBLIC SCHOOLS

Administrative Offices • 200 West Oak • El Dorado, Arkansas 71730

March 6, 2013

Senator Joyce Elliott  
P.O. Box 4248  
Little Rock, AR 72214

Dear Senator Elliott:

I am unable to attend the Senate Education Committee meeting today due to an irrevocable prior commitment. I ask you to present this letter to the Committee.

I am still opposed to Senate Bill 65 even after its recent amendment for the reasons stated in my testimony last week. I believe the amended S.B. 65 still does not have adequate desegregation protection. If enacted in its present amended form it would result in rapid and widespread segregation in areas with substantial black populations. Nothing that has happened since last week's testimony, including the extension of the El Dorado Promise to non-residents, has changed or moderated my opposition to S.B. 65, as amended. It does not have adequate protection against re-segregation.

I will be happy to appear at future committee meetings to repeat or amplify my views. Thanks you very much.

Sincerely yours,

Bob Watson  
Superintendent of Schools



ROBERT A. WATSON

104 Timber Hills Drive  
El Dorado, Arkansas 71730  
(870) 862-4604  
Email: [Lvoris@esd-15.org](mailto:Lvoris@esd-15.org)

December 16, 2011

Allen P. Roberts  
Allen P. Roberts, P.A.  
325 Jefferson Street  
Camden, AR 71701

Dear Mr. Roberts:

I am Bob Watson. I am responding to your request that I write a report stating my opinions and observations about the impact of the racial restriction in the Arkansas School Choice Act of 1989 on El Dorado School District and other similarly situated districts in South Arkansas. You also asked that I opine on what the effect would be on those districts of free and unrestricted school choice without the existing racial restriction. I have attached as Exhibit 1 to this letter a summary of my educational and employment history.

I have attached as Exhibit 2 to this letter is a racial/enrollment chart of our part of Union County. This chart shows El Dorado to be a fifty percent black district of some 4,581 students. It is joined by three districts — Smackover, Norphlet, and Parkers Chapel — that all have a smaller total enrollment with a smaller percentage black enrollment than El Dorado. The relative racial composition of these four school districts as depicted in Exhibit 2 has existed throughout my administration at El Dorado.

It is my opinion and observation that El Dorado School District offers educational, extracurricular, and college scholarship opportunities to its students that are substantially superior to those offered by its neighboring three school districts. I respectfully submit that this conclusion is

supported by every objective standard by which one could test such a conclusion. I am also attaching as Exhibit 3 to this letter an itemization of El Dorado's academic, extracurricular, and scholarship offerings that support the conclusion of excellence that I have just advanced.

Even a cursory examination of this exhibit also clearly establishes that I would be incorrect if I advanced this bold assertion as the product of my administrative abilities. It is not, and I am just the person lucky enough to have been on board when the corporate citizens and patrons of this district, together with the people employed by the district, past, present, and future, pushed this district to the position of excellence it now enjoys.

I have been superintendent of schools for the El Dorado School District since 1985. Before that I was the principal of El Dorado High School and also taught and held other administrative positions in the district. During that period of time, I have dealt personally with requests from parents residing in El Dorado to permit their children to attend school in another district. These requests include requests for transfers under the Arkansas School Choice Act of 1989, as well as arguments to me as to why El Dorado should permit a white student to move to another district even though that movement would not be permissible under our existing school choice statute. El Dorado is now, and throughout this period of time has been, under a desegregation court order. In that regard, I have been since 1985 the primary spokesman for the district in all its dealings with the Court and with the plaintiff-class of black students and parents, as well as with their attorney, John W. Walker.

Based on my experience referred to above, I have formed opinions and made observations regarding what you asked about. My first observation is that race trumps all other considerations, including quality of education, in Union County among most white parents selecting a school district for their child to attend. As a general rule, white parents will go to great lengths and expend great amounts of energy to send their child to the school with the smallest percentage black enrollment.

This is true now and has been true throughout my twenty-seven years as superintendent. If the School Choice Act of 1989 had not included its racial restriction, it is my opinion that El Dorado would have very quickly lost its white students and become an overwhelmingly black school district. Furthermore, it is my opinion that El Dorado could not hold its white students today were it not for the residence and racial restrictions in Arkansas' attendance laws. But for those restrictions, I believe white students in El Dorado would very quickly move to Parkers Chapel, Smackover, and Norphlet.

Finally, it is my opinion that the same situation I have described exists today in every area of Arkansas that has (1) a substantial black population; (2) and multiple school districts; (3) that are in close proximity to one another; (4) and that are racially identifiable. In other words, this is the same situation that exists all over South Arkansas. It is my belief that removal of the residence and racial restrictions from Arkansas' school attendance laws would rapidly result in segregated public education in South Arkansas very similar, if not identical, to what existed through the 1960s.

Sincerely,

*/s/ Robert A. Watson*

Robert A. Watson



ROBERT A. WATSON

104 Timber Hills Drive  
El Dorado, Arkansas 71730  
(870) 862-4604  
Email: Lvoris@esd-15.org

Education:

Administrator Certification, University of Arkansas, Fayetteville, Arkansas (1982)  
M.A., Louisiana Tech University, Ruston, Louisiana (1969, Speech)  
B.A., Louisiana Tech University, Ruston, Louisiana (1968, Speech Education)  
Diploma, Logan High School, Logan, West Virginia (1963)

Professional Experience:

Superintendent of Schools, El Dorado School District (1985-Present)  
Principal, El Dorado High School, El Dorado School District (1980-1985)  
Principal, Barton Junior High School, El Dorado School District (1975-1980)  
Assistant Principal, El Dorado High School, El Dorado School District (1974-1975)  
Dean of Students, Man High School, Logan County School District, Logan, West Virginia (1973-1974)  
Classroom teacher and coach, Man High School, Logan, West Virginia (1971-1973)  
Classroom teacher, Man High School, Logan, West Virginia (1969-1973)

Professional Organizations and Accomplishments

Member and President (1999-2001) Arkansas Association of School Administrators  
Arkansas Superintendent of the Year, 2001  
Member and President (1998-2001) of Economics Arkansas, current board member  
Member of the State and Public School Life and Health Insurance Board (2007-2011)

### Community Activities and Honors

Member and Board of Directors (2007-2009), El Dorado Chamber of Commerce

Member and Past President (1986-1987), Rotary Club

Paul Harris Fellow – The Rotary Foundation of Rotary International

### References

*Available upon request.*

**EXHIBIT 2**

<b><u>School District</u></b>	<b><u>2011-2012 Enrollment</u></b>	<b><u>Black</u></b>	<b><u>Non-black</u></b>
El Dorado	4,581	2,309 (50.4%)	2,272 (49.6%)
Smackover	822	187 (22.7%)	635 (77.3%)
Parkers Chapel	650	67 (10.3%)	583 (89.7%)
Norphlet	414	93 (22.5%)	321 (77.5%)

“Statewide Information System Reports: Enrollment.” *ADE Data Center*. 8 December 2011.  
Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>

## El Dorado School District



200 West Oak Street  
El Dorado, Arkansas 71730  
870.864.5001  
[www.eldoradopublicschools.com](http://www.eldoradopublicschools.com)  
[www.eldoradopromise.com](http://www.eldoradopromise.com)

### Mission

All students in El Dorado School District will become proficient or advanced in all disciplines in a safe learning environment.

### Schools

ESD has 8 campuses with 5 elementary focus schools, 1 middle school, 1 junior high, and 1 high school.

- ♦ Hugh Goodwin Academy for the Arts (K-4)
- ♦ Northwest Environmental Studies Academy (K-4)
- ♦ Retta Brown Communication & Technology (K-4)
- ♦ Union Academy of Health & Wellness (K-6)
- ♦ Yocum Academy for Math & Science (K-4)
- ♦ Washington Middle School for Arts & Sciences (5-6)
- ♦ Barton Junior High School (7-8)
- ♦ El Dorado High School (9-12)

### Highlights & Recognitions

- ♦ Free college tuition for El Dorado High graduates
- ♦ Endowed Chairs in Math, Science, Foreign Language, and Literacy for K-12 curriculum alignment
- ♦ El Dorado High chosen in first 10 high schools to receive Arkansas Advanced Initiative for Math & Science (AAIMS) Advanced Placement grant sponsored by Exxon-Mobil
- ♦ El Dorado High "Academic Signing Day" featured in *People Magazine*
- ♦ College Board Honor Roll of Outstanding AP Programs 2010-2011
- ♦ El Dorado High state finalist for Teacher of the year featured in *Southern Living Magazine*
- ♦ Barton Junior High "Top Ten Junior High Schools Consistently High-Performing" by National Center for Educational Accountability
- ♦ El Dorado High Southern Regional Education Board (SREB) featured school in *Rigor, Relevance & Relationships Improve Achievement*
- ♦ Barton Junior High recognized as "Best Practices" high-performing middle school
- ♦ Barton Junior High recognized as Top Performing School in Literacy & Math by National Center for Educational Achievement 2009-2010 & 2010-2011
- ♦ Jacob Javits Foundation used district as a model for statewide Gifted evaluation program
- ♦ District & staff recognized with Challenger Award by Arkansans for Gifted & Talented Education
- ♦ Magna Award from American School Boards Association 2009 & 2011

- ♦ ERI Golden Apple Award for outstanding Direct Instruction in all elementary schools
- ♦ 2010 Consolidated School *Health Healthy School Board Gold Award*
- ♦ 2010 Pride Team of the Year

### Community Support

- ♦ El Dorado Promise from Murphy Oil for 5-years of college tuition for all El Dorado high graduates
- ♦ El Dorado Education Foundation
  - Sponsor Endowed Chairs Program
  - Teacher Grants for unique projects
  - Teacher Excellence Awards
- ♦ Murphy Education Program
  - Cash Awards for student scores on Advanced Placement, ACT, SAT, & Benchmark Exams
  - Cash Awards for Advanced Placement teachers
  - Academic Letter Jackets
- ♦ Murphy Foundation has given 700 scholarships
- ♦ Union County Community Foundation annually gives over 20 scholarships to El Dorado High students
- ♦ First Financial Bank – student & teacher support
- ♦ Simmons First Bank – student & teacher support
- ♦ Share Foundation
  - Sponsor Pride Youth Program
  - Coordinated School Health

### Student Opportunities & Achievements

- ♦ 4,650 students district-wide
- ♦ Student interest focus in all elementary schools
- ♦ 19 Advanced Placement courses
  - \$9,300 cash awards from AAIMS for student AP scores
  - Recognized by College Board as one of two high schools in Ark. For increased AP scores
    - 19 AP Scholars
    - 3 AP Scholars with Distinction
    - 4 AP Scholars with Honors
    - 2 National AP Scholars
- ♦ 7 Concurrent Credit courses
- ♦ Pre-AP courses in all core areas beginning 5<sup>th</sup> grade
- ♦ Gifted Program in all schools
  - Odyssey of the Mind, Quiz Bowl, unique field trips, Duke Talent Search
- ♦ Over \$1.18 million dollars in academic scholarships for 2009
- ♦ Murphy Education student awards for various test scores
- ♦ ACT Support Center – free ACT preparation for all 9-12 students
- ♦ Athletic Program
  - 7-12 baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track, volleyball

- AAAAAA South Athletic Conference
- Excellent athletic facilities
- State Champs 2009-10 Football & Girls Golf
- State Champs 2010-2011 Football, Girls Basketball, Golf
- ♦ Outstanding Fine Arts Programs
- ♦ Regional & State Science & Math awards
- ♦ Special Instructional Programs
  - Bridge to College Algebra, Waiting to Excel,
  - Accelerated Academics
- ♦ CHAMPS, PRIDE, FBLA, FCCLA, Young Republicans, Young Democrats, Student Counsel, and many other clubs

### *Staff Highlights & Recognitions*

- ♦ Over 400 certified staff
- ♦ 200 staff have advanced degrees
- ♦ 5 National Board certified teachers
- ♦ 70 Advanced Placement/Pre-AP certified staff
- ♦ 50 Laying the Foundation certified staff
- ♦ 11 GT certified staff
- ♦ Toyota Tapestry Excellence in Science Teaching Award
- ♦ National Association of Biology Teachers "Outstanding Biology Teacher of the Year"
- ♦ 1<sup>st</sup> Butler Center for Arkansas Studies Fellow
- ♦ Bessie B. Moore Excellence in Teaching Economics Award
- ♦ Robert Rauschenberg Foundation Power of Art Award
- ♦ Blue Bell Ice Cream Arkansas Regional Teacher of the Year
- ♦ 2009 Arkansas Teacher of the Year finalist
- ♦ Top Ten Finalist in Shell National Science Teacher Award
- ♦ Staff chosen for Eisenhower People to People Literacy Team for South Africa educational tour
- ♦ Arkansas Newspaper in Education Teacher of the Year
- ♦ Wal-Mart Teacher of the Year (multiple times)
- ♦ Arkansas Superintendent of the Year
- ♦ ERI Principal of the Year
- ♦ AAEA/AACIA Administrator of the Year 2010

### *Fine Arts Program*

- ♦ A+ School Network designation
- ♦ Music & visual arts instruction in all elementary schools
- ♦ Band grades 5-12 and Concert, Jazz, & Marching Band 9-12
- ♦ Orchestra grades 5-12
- ♦ Vocal music – various choirs, ensembles & madrigal groups 5-12
- ♦ Visual Arts
  - ♦ Watercolor, oils, ceramics

- Advanced Placement Drawing, 2-D & 3-D Art
- Artists in Education through South Arkansas Arts Center
- Master in Fine Arts instructor
- ♦ Performing Arts
  - Drama grades 5 – 12, Dance, Specialized music classes
- ♦ Thespian Troupe regularly performs at American Theater Festival in Edinburgh Fringe Festival, Edinburgh, Scotland
- ♦ Thea Foundation Scholarship students
- ♦ South Arkansas Symphony partnership
- ♦ AP Music Theory

### *Technology*

- ♦ 2 to 1 student to computer ratio
- ♦ All schools networked
- ♦ E-Labs, X-Labs, E.A.S.T. Lab
- ♦ Smartboards, TI Navigator, Interwrite, Quizdom, graphing calculators, Mac Labs, iPods, cameras, Compass Odyssey, A+

### *Partnerships*

- ♦ El Dorado Education Foundation
- ♦ A+ Schools Network
- ♦ Arkansas Council on Economics Education
- ♦ Economics Arkansas
- ♦ Boys & Girls Club
- ♦ South Arkansas Arts Center
- ♦ South Arkansas Community College
- ♦ El Dorado Chamber of Commerce
- ♦ El Dorado Education Foundation
- ♦ Healthworks Fitness Center
- ♦ South Arkansas Symphony Orchestra
- ♦ Arkansas Museum of Natural Resources
- ♦ Murphy Oil Corporation
- ♦ Murphy Foundation
- ♦ Murphy Education Program
- ♦ Cyber Innovation Center
- ♦ Share Foundation
- ♦ Simmons First Bank
- ♦ First Financial Bank

### *Accreditation*

ESD is fully accredited by the Arkansas Department of Education. El Dorado High is also accredited by North Central Association.



**EL DORADO AND NEARBY DISTRICTS  
ENROLLMENT BY RACE**

**2011-2012**

<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
El Dorado	4,581	2,309 (50.4%)	2,272 (49.6%)
Parkers Chapel	650	67 (10.3%)	583 (89.7%)
Smackover-Norphlet*	1236	280 (22.7%)	956 (77.3%)
- Smackover	822	187 (22.7%)	635 (77.3%)
- Norphlet	414	93 (22.5%)	321 (77.5%)

\*Smackover School District and Norphlet School District consolidated in 2014. For purposes of making an accurate comparison to their current demographics, their 2011-12 demographic data has been combined.

**2015-2016**

<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
El Dorado	4,522	2,220 (49.1%)	2,302 (50.9%)
Parkers Chapel	787	74 (9.4%)	713 (90.6%)
Smackover-Norphlet	1,160	226 (19.5%)	934 (80.5%)





## **PULASKI COUNTY SPECIAL SCHOOL DISTRICT**

Office of the Superintendent

July 11, 2016

SENT VIA EMAIL ONLY

Whitney Moore  
Allen P. Roberts, P.A.  
1818 N. Taylor St., Ste. B  
PMB 356  
Little Rock, AR 72227  
[whitney@aprobertslaw.com](mailto:whitney@aprobertslaw.com)

Dear Ms. Moore:

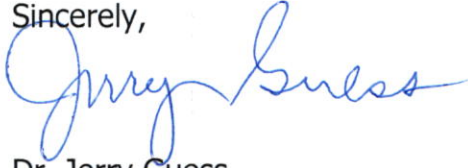
At your request, I have reviewed my December 13, 2011 report, my report addendum of January 23, 2012, and my letter of July 24, 2015, copies of which are attached as Exhibit A. I still believe these documents portray a true and correct description of the situation that exists in southern Arkansas today. Any school district with a substantial black enrollment bordered by a school district or districts with an enrollment that is substantially white will suffer rapid resegregation due to white flight if it participates in school choice.

Attached as Exhibit B to this letter is an updated 2015-2016 racial/enrollment chart of Ouachita County. This chart shows Camden Fairview to be a 61% black district of some 2,425 students. It is joined by three districts — Harmony Grove, Smackover-Norphlet, and Bearden — that all have a smaller total enrollment and a smaller percentage black enrollment than Camden Fairview. The relative racial composition of these three school districts as depicted in Exhibit B existed throughout my career at Camden Fairview and is still accurate today.

Also attached is Exhibit C, which shows the same comparable enrollment and racial composition data for the Union County districts from 2011 and 2016. I believe Exhibits B and C illustrate vividly the accuracy of my opinions stated earlier, and repeated herein. That is, both Camden Fairview and El Dorado maintained relatively constant enrollment and racial composition data from 2011 to 2016. The primary and overriding reasons for this prevention of re-segregation of both districts are the racial restriction in the 1989 School Choice Act until 2013 and thereafter the exemptions from the 2013 and 2015 Acts.

I understand this letter will be presented to the Arkansas State Board of Education to support denying a school choice appeal by white parents seeking school choice transfers out of the El Dorado School District into Parkers Chapel School District.

Sincerely,



Dr. Jerry Guess  
Superintendent of Schools





## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601  
Little Rock, Arkansas 72216-8601

July 24, 2015

Ms. Whitney Moore  
Fuqua Campbell P.A.  
Riviera Towers  
3700 Cantrell Road, Suite 205  
Little Rock, Arkansas 72202

Dear Ms. Moore:

At your request, I have read Bob Watson's report dated December 16, 2011, and my report of December 13, 2011, and addendum of January 23, 2012, copies of which are attached. I believe these documents remain a true and correct description of the situation that exists today in southern Arkansas. Any school district with a substantial black enrollment bordered by a school district or districts with an enrollment that is substantially white will suffer rapid re-segregation due to white flight if it participates in school choice. This is illustrated by what happened in the Malvern School District with a black enrollment of *circa* 35% in 2013-14 and 2014-15 when it participated in school choice. According to ADE statistics, the total transfers out of Malvern in 2013-14, substantially all to surrounding "white" districts, were 118, only one of whom was black. In 2014-15 the total number transferring out of Malvern was 109, only two of whom were black. To summarize this, under school choice there was a substantial movement of white students out of the Malvern district to predominantly white surrounding districts.

I understand this letter will be presented to the Arkansas State Board of Education to support denying school choice appeals by white parents seeking school choice transfers out of the Lafayette County School District into either Emerson-Taylor-Bradley school district or Spring Hill School District.

Sincerely,

Dr. Jerry Guess  
Superintendent of Schools



## JERRY D. GUESS

178 Gray Fawn Trail  
Camden, Arkansas 71701  
870-837-2575 - home  
870-818-7442 - cell

January 23, 2012

Mr. Allen P. Roberts  
325 Jefferson Street  
P.O. Box 280  
Camden, AR 71711

Dear Mr. Roberts;

You asked me to prepare an addendum to my previous report dated December 13, 2011, if I could accurately discuss the history of desegregation in Arkansas from 1954 to 1970. I believe I can, and that discussion, including the basis for my statements, follows.

I wrote my doctoral dissertation on desegregation in Ouachita County, Arkansas public schools. In preparing and writing that dissertation I studied and became familiar with the history of desegregation of public education in Arkansas generally, and south Arkansas in particular. I also "lived" most of the experience graduating from Chidester High School (Ouachita County) in 1969. I was born in 1950, and raised and educated in the public schools of Ouachita County. I am a public school teacher and administrator by profession and experience. Most of my professional employment has been in Ouachita County public schools beginning in 1978. My *curriculum vitae* is attached to my earlier report submitted herein.

In addition to my doctoral studies, I also accumulated knowledge used to state the facts, opinions, and conclusions contained herein by preparing and testifying on desegregation before various *ad hoc* and standing groups of Arkansas legislators and other groups over the past ten years. That work was virtually always done jointly in concert with my colleague, the superintendent of El Dorado School District, Robert Watson. This collaboration armed me with an even better knowledge of the desegregation history of El Dorado School District than I had acquired in my studies and personal experience. All of this together enables me to state that the desegregation history of Chidester, Camden, Fairview, and El Dorado school districts, *circa* 1954-1971, is virtually identical.

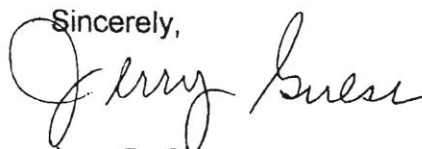
At the time of *Brown v. Board of Education*, all four of the districts mentioned operated two school systems, one for blacks and one for whites. It would be more accurate, because of the multiple classifications of race and ethnicity used today, to say that these districts operated two separate education systems, one for non-blacks and the other for blacks. I say this because all ethnic identifications except black, e.g., white, oriental, Hispanic, American Indian, etc., went to the "white" schools, while all children with any black ancestry were relegated to the black schools.

Desegregation under *Brown* began in the last half of the 1950s motivated by both court litigation and administrative intervention through the federal Health, Education, and Welfare Department (HEW). Fairview, Chidester, Camden, and El Dorado all operated in these early years under court or agency approved "freedom-of-choice" desegregation plans. Under these arrangements both the white (non-black) schools and the black schools remained open, but with the districts ordered to permit students to attend either, regardless of race. No meaningful desegregation occurred under freedom-of-choice. I believe without exception *all* non-black (white) students continued to attend the white schools, while substantially all black children continued to attend the "black" schools. This remained the case until 1969 when HEW decided it would no longer approve federal funding for school districts with freedom-of-choice desegregation plans. This left the four school districts under discussion with virtually no choice for 1969-70 and beyond. Each immediately closed its "black schools" and merged its black and non-black student bodies in the former "white schools."<sup>1</sup>

Camden High School in the Camden School District was typical of the four districts under freedom-of-choice. My research indicates that 1965 was the first year of any desegregation, which was by freedom-of-choice. In 1965 only five black children attended the "white" schools, all at Camden High School with a total enrollment of *circa* 700. Though some new children came and some graduated, the total black enrollment at CHS remained at four to six students until *circa* 1969. The eighth grade class in the black school had no whites, and the eighth grade class in the white school had no blacks. Camden School District merged these two eighth classes into the entering ninth grade class at existing Camden High School in 1969. After the 1969 HEW order a new high school facility was completed and all high school grades, as well as all the elementary grades, were merged in 1970.

Camden, Chidester, Fairview, and El Dorado school districts shared the above-described 1954-71 desegregation history. It is my opinion that this history was identical to that of virtually all other similarly situated south and central Arkansas school districts.

Please let me know if there are questions.

Sincerely,  
  
Jerry D. Guess

<sup>1</sup> Camden actually sought and received a partial time-waiver from HEW of the order to "immediately" merge the student bodies because a new high school facility large enough to accommodate both white and black enrollments was already under construction. Therefore, the total black/white merger occurred in Camden in 1970, rather than 1969 as it did for Chidester, El Dorado, and Fairview.



## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

December 13, 2011

Mr. Allen P. Roberts  
325 Jefferson  
P.O. Box 280  
Camden, AR 71711

Dear Mr. Roberts:

I'm Jerry Guess and am authoring this report in response to your request that I express my opinion on this question: What would be the impact on the racial composition of public school districts in Ouachita County, Arkansas, specifically, as well as south central Arkansas generally, of free and unrestricted school choice? A recent resume' of mine is attached as a *curriculum vitae*. This school year is my first as superintendent of Pulaski County Special School District. I spent the thirteen years immediately proceeding this year as superintendent of Camden Fairview School District. The basis of the opinion stated herein is my experience in public education, particularly as the superintendent of a south Arkansas school district.

It is my opinion that free and unrestricted school choice would result in rapid and complete segregation of public education in Ouachita County. That is because there are multiple districts in greater Ouachita County of varying racial composition. My experience has taught me that the racial composition of a school or school district is overwhelmingly the most important factor to most white parents in selecting a school for their children: The "whiter" the school or district the more effort and energy white parents will expend to get their children into the "whiter" district and out of the "blacker" districts. My experience has also taught me that racial composition is *not* usually a factor in school or district selection for most black parents. Explaining this phenomenon is beyond both my expertise and the scope of this report. What I do know is that these observations have been universally true for my entire experience in public education.

I've also learned from experience that there is another factor in the equation. Public school districts are "size- competitive." I honestly believe that 100% of school superintendents would choose to have their district growing and expanding rather than shrinking or even stagnant. Of course, there are multiple components of this phenomenon. Two of the most obvious are that public school financing is generally based on a *per capita* approach; and that enrollment growth is generally considered a sign of administrative success. Whatever the explanation, I believe the observation has a universality that makes it tantamount to a truth. When you add this phenomena to the racial preference observations expressed above, the conclusion of white flight is inevitable.

925 East Dixon Road ♦ Little Rock, Arkansas 72206  
Phone: (501) 234.2001 ♦ Fax: (501) 490-0483 ♦ Email: jguess@pcssd.org

There are five school districts with substantial territory in Ouachita County: Camden Fairview, Bearden, Harmony Grove, Smackover, and Stephens. The present racial demographics of these districts are shown in Exhibit A.

It is my opinion that removing residence and race as restrictions on Ouachita County school attendance would result in Camden Fairview and Stephens becoming virtually all black due to their remaining students "choicing" out to Harmony Grove and Smackover. The immediate impact would be substantial. The only reason this would not happen immediately for Camden Fairview and Stephens is that it might take some time for Harmony Grove and Smackover to expand their personnel and facilities to accommodate all the white children desiring to attend.

I believe the same result would occur between Bearden and Harmony Grove with the only difference being that it would take longer, *e.g.*, four or five years as opposed to one or two years. This is because the black enrollment of Bearden is *only* 41%. However, as stated above, my experience has been that there is no specific black percentage enrollment that leads to "white flight." Rather it is that there is a "whiter" district nearby. To me this point is illustrated by the present litigation involving as it does white student residents of Malvern School District seeking to leave Malvern for a nearby district. The last time I checked Malvern had a black enrollment of about 31%. My point is this: Malvern would be a "white flight" district if it were situated next door to Camden Fairview with 61% black enrollment or El Dorado with a 50% black enrollment. It is not the number of blacks attending Malvern; it is solely the availability of a nearby "whiter" alternative.

Finally, I believe that Ouachita County is in no way unique among surrounding south central Arkansas counties. The counties and school districts with which I am most familiar are virtually identical to Ouachita County in the factors discussed. They are Union, Columbia, and Hempstead. Each county now has a total population with blacks and whites about evenly divided. Each county has one centrally located "county seat" school district (*i.e.*, Camden Fairview, El Dorado, Magnolia, and Hope school districts). See Exhibit B. Each of these "county seat" districts historically operated a racially dual system which was desegregated in the early 1970s by closing the black system and merging its enrollment with the white students. Finally, each of the four counties has one or more smaller and whiter districts located near the blacker county seat district.

In my opinion, free and unrestricted school choice would rapidly result in each of these counties having a racially segregated public education system. Furthermore, I believe this combination of demographics and school district organization predominates across the span of south Arkansas. It is my opinion that wherever that combination occurs free and unrestricted school choice would result in racially segregated public education.

Regards,

Jerry D. Guess  
Superintendent of Schools

# JERRY D. GUESS

178 Gray Fawn Trail  
Camden, Arkansas 71701  
870-837-2575 – home  
870-818-7442 – cell

## Education

- Ed. D., 1997, University of Arkansas at Little Rock, Little Rock, AR  
Dissertation: *Desegregation Through Consolidation: A Historical Case Study of the Formation of the Camden Fairview School District*
- M.Ed., 1989, University of Arkansas, Fayetteville, AR  
Educational Administration
- B.A., 1973, Southern State College, Magnolia, AR  
English major, history minor
- Diploma 1969, Chidester High School, Chidester, AR

## Professional Experience

**Superintendent**, Pulaski County Special School District (PCSSD)  
(2011-Present)

**Superintendent**, Camden Fairview School District (CFSD) (1996-2011)

**Associate Superintendent**, CFSD, (1994-1996)

- Curriculum and Instruction Director K-12
- Coordinator of staff development, technology program, early childhood programs, and special programs
- Acting Personnel director (1994)

**Assistant Superintendent**, CFSD (1992-1994)

- Developed desegregation program and budget
- Assisted superintendent and board of education in annexation of Camden School District to Fairview School District
- Special Education and Gifted /Talented Program Oversight
- Compensatory Education Coordinator
- Grant writer, K-12

**Principal**, Fairview Middle School, Fairview School District (FSD) (1990-1992)

- Supervised and evaluated all staff members regarding continued employment and performance improvement
- Responsible for coordination and refinement of mathematics and language curriculum



- Developed and implemented comprehensive rewards and incentives

**Assistant Principal, Fairview Middle School, FSD (1986-1990)**

- Responsible for discipline, attendance, home-school relations
- Coordinated textbook selections and purchases for all curricular areas
- Chaired in-service, teacher center and six-year plan committees
- Assisted superintendent and board of education in consolidation of Chidester School District and Fairview School District

**Gifted and Talented Coordinator, FSD (1985-1990)**

- Conducted district-wide needs assessment
- Designed and implemented gifted and talented identification and service models for K-12
- Initiated and implemented ADE-sponsored Academic Enrichment for Gifted in Summer (AEGIS) program, Engineering, Management Exploration, serving 30 residential students for two weeks

**Classroom Teacher, Fairview High School, FSD (1978-1986)**

- Taught language arts, 10, 11, and 12, yearbook and newspaper
- Public relations coordinator for the school district
- Organized, developed, and taught honors creative writing class
- FHS Teacher of the Year, 1984

## **Professional Organizations and Accomplishments**

- Member and President (2010-11), Arkansas Association of School Administrators
- Member and Vice-President (2011-12), Arkansas Association of Supervision and Curriculum Development
- Member, Arkansas Professional Licensure Standards Board
- Arkansas Superintendent of the Year, 2008
- Member and President, Board of Trustees, Southern Arkansas University
- Chair, Southern Arkansas University Presidential Search Committee
- Member, National Association of Supervision and Curriculum Development
- Member, National Organization for Legal Problems in Education
- Member, Board of Directors, and presenter, Arkansans for Gifted and Talented Education
- Member, Board of Directors, and presenter, Arkansas Association of Middle Level Educators
- Member and Board of Directors, Environmental and Spatial Technologies Initiative

- Member and Board of Directors, Arkansas Association of School Administrators
- Member, Phi Kappa Phi.

### **Selected Community Activities and Honors**

- Member and Board of Directors, Camden Area Chamber of Commerce
- Member and Board of Directors, Ouachita County Farm Bureau
- Member and past president, Camden Kiwanis Club
- Member and Board of Directors, Ouachita Partnership for Economic Development, Inc.
- Meritorious Service Award 2002, SAU-Tech
- Community Service Award 2001, Camden Area Chamber of Commerce
- Member and Board of Directors, People Are Concerned

### **References**

*Available upon request*



EXHIBIT A

SCHOOL DISTRICT	2011-12 ENROLLMENT	BLACK (%)	NON-BLACK (%)
Camden Fairview	2,425	1,481 (61%)	944 (39%)
Harmony Grove	1,036	230 (22%)	806 (78%)
Smackover	822	187 (28%)	635 (77%)
Bearden	572	234 (41%)	338 (59%)
Stephens	326	279 (86%)	47 (14%)

"Statewide Information System Reports: Enrollment." *ADE Data Center*. 8 December 2011.  
Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>

**EXHIBIT B**

AREA	POPULATION/ ENROLLMENT	BLACK (%)	NON-BLACK (%)
Union County	41,639*	13,721 (33%)	27,918(67%)
El Dorado S.D.	4,581**	2,309 (50%)	2,272 (50%)
Columbia County	24,552*	9,059 (37%)	15,493 (63%)
Magnolia S.D.	2,728**	1,460 (54%)	1,268 (46%)
Hempstead County	22,609*	6,646 (29%)	15,963 (71%)
Hope S.D.	2,460**	1,153 (47%)	1,307 (53%)

\* "2010 Census Interactive Population Search." *United States Census 2010*. 26 May 2011.  
U.S. Census Bureau. 12 December 2011.

<<http://2010.census.gov/2010census/popmap/ipmtext.php?fl=05>>

\*\* "Statewide Information System Reports: Enrollment." *ADE Data Center*. 8 December 2011.  
Arkansas Department of Education. 12 December 2011.

<<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx>>

**CAMDEN-FAIRVIEW AND NEARBY DISTRICTS  
ENROLLMENT BY RACE**

**2011-2012**

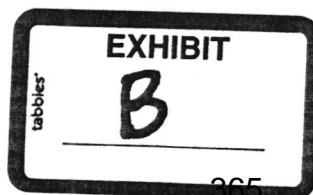
<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
Camden Fairview	2,425	1,481 (61.1%)	944 (38.9%)
Harmony Grove	1,036	230 (22.2%)	806 (77.8%)
Smackover-Norphlet*	1236	280 (22.7%)	956 (77.3%)
- Smackover	822	187 (22.7%)	635 (77.3%)
- Norphlet	414	93 (22.5%)	321 (77.5%)
Bearden	572	234 (40.9%)	338 (59.1%)
Stephens**	326	279 (85.6%)	47 (14.4%)

\*Smackover School District and Norphlet School District consolidated in 2014. For purposes of making an accurate comparison to their current demographics, their 2011-12 demographic data has been combined.

\*\*Stephens School District was annexed by Camden Fairview, Magnolia, and Nevada School Districts in 2014, and therefore is not included in the 2015-16 data.

**2015-2016**

<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
Camden Fairview	2,554	1,561 (61.1%)	993 (38.9%)
Harmony Grove	967	184 (19.0%)	783 (81.0%)
Smackover-Norphlet	1,160	226 (19.5%)	934 (80.5%)
Bearden	483	197 (40.8%)	286 (59.2%)



**EL DORADO AND NEARBY DISTRICTS  
ENROLLMENT BY RACE**

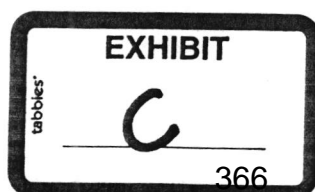
**2011-2012**

<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
El Dorado	4,581	2,309 (50.4%)	2,272 (49.6%)
Parkers Chapel	650	67 (10.3%)	583 (89.7%)
Smackover-Norphlet*	1236	280 (22.7%)	956 (77.3%)
- Smackover	822	187 (22.7%)	635 (77.3%)
- Norphlet	414	93 (22.5%)	321 (77.5%)

\*Smackover School District and Norphlet School District consolidated in 2014. For purposes of making an accurate comparison to their current demographics, their 2011-12 demographic data has been combined.

**2015-2016**

<b>School District</b>	<b>Enrollment</b>	<b>Black (%)</b>	<b>Non-Black (%)</b>
El Dorado	4,522	2,220 (49.1%)	2,302 (50.9%)
Parkers Chapel	787	74 (9.4%)	713 (90.6%)
Smackover-Norphlet	1,160	226 (19.5%)	934 (80.5%)



## PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS 2015 (Previously the ISLLC Standards)

*The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.*

### **STANDARD 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

### **STANDARD 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

### **STANDARD 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

### **STANDARD 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

### **STANDARD 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

### **STANDARD 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

### **STANDARD 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

### **STANDARD 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

### **STANDARD 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

### **STANDARD 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

# Crosswalk from ISLLC to PSEL

ISLLC Standards 2008	PSEL 2015
<b>S1</b> Vision	<b>S1</b> Mission, Vision, Core Values <b>S10</b> School Improvement
<b>S2</b> Culture of Support and Instructional Program	<b>S4</b> Curriculum, Instruction, and Assessment <b>S5</b> Community of Care and Support for Students <b>S6</b> Professional Capacity of School Personnel <b>S7</b> Professional Community for Teachers and Staff
<b>S3</b> Operations, Management, and Resources	<b>S9</b> Operations and Management
<b>S4</b> Collaboration with Faculty and Community	<b>S8</b> Meaningful Engagement of Families and Communities
<b>S5</b> Ethics	<b>S2</b> Ethics and Professional Norms <b>S3</b> Equity and Cultural Responsiveness
<b>S6</b> Political, Social, Legal, Cultural Context	<b>S3</b> Equity and Cultural Responsiveness <b>S8</b> Meaningful Engagement of Families and Communities

# Proposed Implementation Timeline

Date	Higher Education	LEADS
Summer 2016		PSEL and LEADS crosswalk created
2016-17 SY	Revision of State Competencies (fall); State Competencies Published (spring)	LEADS crosswalk with PSEL published
Spring- Summer 2017		Revision of LEADS rubric begins; Mentoring revisions considered
2017-18 SY	Program Revisions	Revision work continues
Summer 2018		Training on new LEADS rubric; Mentoring changes refined
2018-19 SY	Program Approvals	Revised LEADS rubric available to Schools to Use- optional implementation; continued training on revised rubric
Summer 2019		Training on revised LEADS rubric for required implementation; Mentoring updates- new tool
2019-2020 SY	Revised Programs Implemented	Revised LEADS rubric required for implementation



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

May 18, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Christina Long, Superintendent  
Little Rock Preparatory Academy  
Exalt Education  
PMB#353  
1818 N. Taylor Street #353  
Little Rock, Arkansas 72207

**RE: Notice of Charter Authorizing Panel Decision  
Little Rock Preparatory Academy Amendment Request**

Dear Mrs. Long:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for a location change of Little Rock Preparatory Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

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

Alexandra Boyd, Director  
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District





# ARKANSAS DEPARTMENT OF EDUCATION

June 10, 2016

Johnny Key  
Commissioner

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Christina Long, Superintendent  
Little Rock Preparatory Academy  
Exalt Education  
PMB#353

1818 N. Taylor Street #353  
Little Rock, Arkansas 72207

## RE: State Board Review-Little Rock Preparatory Academy Amendment Request

Dear Mrs. Long:

On May 18, 2016, the Charter Authorizing Panel met and approved the amendment request for a location change of Little Rock Preparatory Academy. **On Thursday, June 9, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at Board's regularly scheduled meeting on Thursday, July 14, 2016.** The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

<http://www.arkansased.gov/divisions/legal/rules/current>

At its June 9<sup>th</sup> meeting, the State Board requested the following information:

- A map of attendance zones, showing from where the charter is currently receiving students.
- A description of the potential fiscal impact on LRSD if the charter increase current student enrollment and reaches its enrollment cap.

**The written responses to the above requests, and an electronic presentation should you choose to provide one, are due to the Charter Office at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov), by 4:00 p.m. on Thursday, June 23, 2016.**

Please keep in mind that the State Board will conduct a full hearing on the entire amendment request and the State Board's discussion of the amendment request may not necessarily be limited only to the areas of concern addressed by the State Board at its June 9, 2016 meeting. Therefore, you should be prepared to discuss the entire amendment request. Any modifications to the amendment request that were approved by the Charter Authorizing Panel, including written materials provided to the State Board in advance of the July 14, 2016 hearing and in the modifications agreed to in oral testimony on May 18, 2016, are considered part of the amendment request. If the applicant wishes to request other modifications, these should be addressed in presentation to the State Board during the hearing. Please attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional amendment request modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

An Equal Opportunity  
Employer

For your information and reference, the transcripts from the Charter Authorizing Panel meetings are available at:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2016>

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director  
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District

# Little Rock Preparatory Academy Summary

**Little Rock Preparatory Academy**  
SPONSORING ENTITY: COLLEGIATE CHOICES, INC.

**CURRENT DATA**

Maximum Enrollment	432
Approved Grade Levels	K-8
Grades Served 2015-2016	K-8

**2015-2016 Enrollment by Race**

Two or More Races	0
Asian	0
Black	381
Hispanic	46
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	3
<b>Total</b>	<b>430</b>

**2015-2016 Enrollment by Grade**

Kindergarten	51
1st Grade	62
2nd Grade	50
3rd Grade	54
4th Grade	43
5th Grade	52
6th Grade	43
7th Grade	42
8th Grade	33

**2015-2016 Student Status Counts**

Migrant	0
LEP	5
Gifted & Talented	0
Special Education	21
Title I	194
Source: District Cycle 4 Report	

**2014-2015 Average Daily Attendance**

	Q1	Q2	Q3	Q4
ADA	345.3	333.56	318.4	260.45
ADM	357.31	351.93	339.81	280.28
%	96.64%	94.78%	93.70%	92.92%

**BACKGROUND**

Authorized November 3, 2008  
Contract Expiration June 30, 2017

**Amendment Request Considered and APPROVED**

May 16, 2011

Add grades K-4

Waiver of Standards for Accreditation 10.02

**Amendment Request Considered and DENIED**

May 16, 2011

Add Exalt Education as the charter management organization

**Amendment Request Considered and APPROVED**

June 11, 2012

Relocation of middle school

Waivers of:

- 6-13-601 et seq. District Boards
- 6-14-101 et seq. School Elections
- 6-17-201 et seq. Personnel policies
- 6-17-301 Certified personnel
- 6-17-1501 et seq. Teacher Fair Dismissal
- 6-17-1701 et seq. Public School Employee Fair Hearing Act

**Amendment Request Considered and APPROVED**

May 13, 2013

Relocation

**Renewal Request**

February 19, 2014

Charter renewed for three years

Waivers of:

- 6-13-109 School Superintendent
- 6-17-17 Noninstructional duties
- 6-17-427 Superintendent license and mentoring
- 6-17-2201 et seq. Classified School Employee Minimum Salary Act
- 6-18-1001 et seq. Public School Student Services Act
- 6-20-2208(c)(6) Monitoring of expenditures (gifted and talented)
- 6-42-102 Rules and regulations (gifted and talented)
- 18.01 and 18.02 Standards for Accreditation
- ADE Rules for Gifted and Talented Program Approval
- ADE Rules Governing Educator Licensure
- Sections 1-7 of Arkansas Department of Education Rules Governing School
- District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

**Designated a Priority School (5-8 campus)**

August 31, 2015

**Priority Status Hearing**

February 18, 2016

Panel voted to take no action

# Amendment Request



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

April 12, 2016

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Benjamin Lindquist  
Little Rock Preparatory Academy  
Exalt Education  
PMB# 353  
1818 N. Taylor St. #353  
Little Rock, Arkansas 72207

## Re: Charter Authorizing Panel-Amendment Request

Dear Mr. Lindquist:

I received your letter dated April 7, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which sets the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

As you stated in your letter, your amendment request is to relocate the LRPA Middle School to a new facility and to increase the enrollment cap. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its May meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key  
Commissioner

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



# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER AMENDMENT REQUEST FORM

**Charter Name** Little Rock Preparatory Academy

**LEA Number** 6049700

**Type of Amendment Requested:**

☒ **Relocate existing campus**

**Current campus address**

4520 S. University Ave.

Little Rock, AR 72204

**Proposed campus address**

6711 W. Markham

Little Rock, AR 72205

**School district in which**

**the campus will be located** Little Rock School District

☒ **Increase enrollment cap**

**Current cap** 432

**Proposed cap** 552

**Charter Leader** Tina Long

**Email address** tina.long@lrprep.org

**Phone number** 501-683-0085



5/3/2016

Little Rock Preparatory Academy  
Draft 2016-2017 Operating Budget

1 of 3

Little Rock Preparatory Academy: 2016-2017 Operating Budget		
	Incoming Year	NOTES
ASSUMPTIONS	2016-2017	
<b>Students</b>		
Kindergarten	50	
1st Grade	50	
2nd Grade	50	
3rd Grade	50	250 Primary
4th Grade	50	
5th Grade	77	
6th Grade	75	
7th Grade	75	
8th Grade	75	302 Middle
<b>Total Students</b>	<b>552</b>	
<b>Staffing</b>		
Student-to-Teacher Ratio	18.4	Ratio should fall with expansion.
Number of FTEs	41.0	Excludes Exalt on-site team.
Part Time Employees	6.0	May vary with substitute needs.
Number of teachers	30.0	Full-time teachers.
Average teacher salary/benefits	47,616	The average teacher salary/benefits is higher than in any previous year.
<b>REVENUES</b>		
<b>Opening Balance</b>		
<b>State Revenues</b>		
Foundation Funding - Total Revenue @	3,634,368	Based on 100% enrollment
NSLA Funds @ 1,042	575,184	Based on 100% enrollment
Student Growth Funding @ 1,646.00/student	197,520	Based on 120 Students
Professional Development	14,380	Based on 100% enrollment
<b>Total State Revenues</b>	<b>4,421,452</b>	
<b>Federal Revenues</b>		
Child Nutrition Reimbursement	419,294	New Community Eligibility Provision & projected increase of meals
Food Sales	-	All meals will be free of charge with the Community Eligibility Provision
Medicaid Reimbursements	160,000	Reimbursement should rise due to hearing/vision
Title I Estimated Funds	188,417	Based on Previous Year Amounts
Title II-A Professional Development	24,821	Based on Previous Year Amounts
Title VI-B Special Education	83,164	Based on Previous Year Amounts
<b>Total Federal Revenues</b>	<b>875,697</b>	
<b>Other Revenues</b>		
Grants/Donations	30,000.00	Wingate Grant
Erate Reimbursements	-	
Miscellaneous	-	
<b>Total Other Revenues</b>	<b>-</b>	
<b>Total Revenues</b>	<b>5,297,149</b>	
<b>EXPENDITURES</b>		
<b>Salaries</b>		
Administrative Support Team	476,231	Based on Proposed Increase in HR Plan
Teachers	1,169,200	Based on Proposed Increase in HR Plan
Benefits for Salaried Employees	544,980	
Other Compensation Expenses	37,000	
Support Salary Workers	170,115	
<b>Total Salaries</b>	<b>2,397,526</b>	
<i>As Percent of Total Revenue</i>	<i>45%</i>	

5/3/2016

Little Rock Preparatory Academy  
Draft 2016-2017 Operating Budget

2 of 3

<b>Instruction</b>		
Principal Incentives Program	2,000	Each Principal has \$1,000 in discretionary funds.
Instructional Materials	76,662	\$138.88 per student
Classroom Supplies	1,800	\$100 per classroom
Library	-	
Substitute Teachers	20,400	Estimate
Student Assessment	8,280	\$15 per student
Field Trips	-	Funds to be raised through parent support organizations.
Learning Pass Initiative	4,000	Partner Fees/Supplies (Wingate Grant)
8th Grade College & Career Advancement	3,000	Partner Fees/Supplies (Wingate Grant)
Activities/Electives (Arts & Athletics)	27,000	Wingate Grant
<b>Total Instruction</b>	<b>143,142</b>	
<i>As Percent of Total Revenue</i>	3%	
<b>Service &amp; Supplies</b>		
<b>School Support Services</b>		Excludes charges for office of executive director.
Academic leadership positions	253,472	35% covers salaries of 2 full-time principals.
Management of finance & compliance	108,631	15% covers on-site finance director, part-time salary CAO
Academic tools, systems & supports	86,905	12% covers Illuminate & Teacher Resource Site
Human resources administration	79,663	11% covers part-time of CAO, Taleo human resources system
Facilities & growth management	57,937	8% covers part-time of DRD
Advancement, Marketing	57,937	8% advancement, public relations, crisis management, communications
Performance management	50,694	7% covers 1/2 cost of Governance Liaison
Legal counsel	28,968	4% covers portion of retainer for general counsel.
Repayment of Outstanding Amount	128,933	Actual Amount due at 6/30/16
<b>Subtotal Exalt Staffing &amp; Services</b>	<b>724,207</b>	<b>Fee equal to 15% of primary state &amp; federal revenue categories</b>
<b>Total Exalt Staffing &amp; Services</b>	<b>853,140</b>	
Student Uniforms	15,000	Vendor gives 25% discount. LRPA contributes other 25% discount.
Parent Outreach & Programming	510	Most funds to be raised through parent support organizations.
Office Supplies	12,000	Estimated \$1,000 per month
Printing Copying Services	28,560	Estimated
Postage & Shipping	2,591	Includes leasing of postage machine and \$5 per student
Private Audits & 990 Reports	23,000	Increased due to unexpected expenses this year
Staff Professional Development	14,328	Based on State Aid Notice
Special Education Services	243,164	Expenses cannot exceed revenues.
Health Supplies	2,000	Includes purchase of defibrillator, BMI instrument, vision charts
Arkansas Public School Resource Center	4,000	Current year membership fee.
Transportation	40,000	Lease payments, gas, traffic control
Fees & Dues	3,060	We need to manage tightly so as to avoid unnecessary fees & fines.
Governance	1,500	Covers annual retreat space and food.
Miscellaneous	3,000	
<b>Total Services and Supplies</b>	<b>392,713</b>	
<i>As Percent of Total Revenue</i>	7%	

5/3/2016

Little Rock Preparatory Academy  
Draft 2016-2017 Operating Budget

3 of 3

<b>Facility</b>		
Buildings & Grounds - Maintenance	9,011	Plumber, electrician, HVAC maintenance agrmt
Classroom Furniture	50,000	Limited furniture purchases needed.
Student Recruitment	10,000	
Technology Setup & Support	55,840	Wired! monthly fee \$2,834 + Web filter
Liability/Property/Content Insurances	40,000	Estimated
Loan Repayment	108,731	Includes cash flow loans for Primary School facilities.
Construction Buildout	15,000	
Student Technology	21,000	
Teacher Technology	7,000	Includes walkie talkies and laptop replacements
Facility Lease Fee (Middle School)	218,720	Based on 11% of Operating Revenue
Facility Lease Fee (Primary School)	181,060	Continuation of 10-year lease rate.
Phone/Internet service	12,362	Based on FY 2014 expenditures
Food Service	419,294	Cost cannot exceed revenues.
Pest Control	1,102	\$90 per month
Janitorial Contract/Supplies	50,000	Reflects contract & supplies.
Security	39,790	Increased for new equipment needed
Water & Sewer	9,371	Based on FY 2014 expenditures
Utilities (Electricity & Gas)	22,440	Based on FY 2014 expenditures
<b>Total Facility</b>	<b>1,270,721</b>	
<i>As Percent of Total Revenue</i>	24%	
<b>Target Contingency Balance</b>		
<i>As Percent of Total Revenue</i>	3.0%	
Carryover from 2015-2016 Year	79,902	Assuming we don't go into our 3% contingency in the current year.
Target Current Year Setaside	79,012	
<b>Target Contingency Balance</b>	<b>158,914</b>	Assumes target surplus of 3% of current-year revenues
<b>Total Expenditures</b>	<b>5,136,255</b>	
<b>Projected Year-end Surplus</b>	<b>160,894</b>	Surplus (Deficit)
<b>Total Fund Equity + Contingency Balance</b>	<b>319,808</b>	

**Little Rock Preparatory Academy  
Elementary Campus**

**Primary Race Percentages**

**307 Total Active Students On 05/03/2016**

Grade		Race		Race Count		Excludes PK Students Race Percentage	
01		Black		50		16.29%	
		Hispanic or Latino		5		1.63%	
<b>01 - Total</b>					<b>55</b>		<b>17.92%</b>
02		Black		46		14.98%	
		Hispanic or Latino		4		1.30%	
<b>02 - Total</b>					<b>50</b>		<b>16.29%</b>
03		Black		55		17.92%	
		Hispanic or Latino		5		1.63%	
<b>03 - Total</b>					<b>60</b>		<b>19.54%</b>
04		Black		34		11.07%	
		Hispanic or Latino		7		2.28%	
		White		1		0.33%	
<b>04 - Total</b>					<b>42</b>		<b>13.68%</b>
05		Black		47		15.31%	
		Hispanic or Latino		2		0.65%	
<b>05 - Total</b>					<b>49</b>		<b>15.96%</b>
KF		Black		46		14.98%	
		Hispanic or Latino		5		1.63%	
<b>KF - Total</b>					<b>51</b>		<b>16.61%</b>
<b>Overall - Total</b>					<b>307</b>		<b>100.00%</b>

**Little Rock Preparatory Academy  
Middle School Campus**

**Primary Race Percentages**

**114 Total Active Students On 05/03/2016**

	G	Race	Race Count	Race Percentage
06		Black	34	29.82%
		Hispanic or Latino	8	7.02%
		White	1	0.88%
<b>06 - Total</b>			<b>43</b>	<b>37.72%</b>
07		Black	29	25.44%
		Hispanic or Latino	6	5.26%
		White	1	0.88%
<b>07 - Total</b>			<b>36</b>	<b>31.58%</b>
08		Black	31	27.19%
		Hispanic or Latino	4	3.51%
<b>08 - Total</b>			<b>35</b>	<b>30.70%</b>
<b>Overall - Total</b>			<b>114</b>	<b>100.00%</b>

**Little Rock Preparatory Academy  
Elementary Campus  
Building Meal Status Percentages**

	G	Meal Status Code	Meal Status Count	Meal Status Percentage
01	01	21	6.84%	
01	04	34	11.07%	
<b>01 - Total</b>			<b>55</b>	<b>17.92%</b>
02	01	18	5.86%	
02	04	32	10.42%	
<b>02 - Total</b>			<b>50</b>	<b>16.29%</b>
03	01	26	8.47%	
03	04	34	11.07%	
<b>03 - Total</b>			<b>60</b>	<b>19.54%</b>
04	01	24	7.82%	
04	04	18	5.86%	
<b>04 - Total</b>			<b>42</b>	<b>13.68%</b>
05	01	22	7.17%	
05	04	27	8.79%	
<b>05 - Total</b>			<b>49</b>	<b>15.96%</b>
KF	01	20	6.51%	
KF	04	31	10.10%	
<b>KF - Total</b>			<b>51</b>	<b>16.61%</b>
<b>Overall - Total</b>			<b>307</b>	<b>100.00%</b>

**Little Rock Preparatory Academy  
Middle School Campus**

**Building Meal Status Percentages**

G		Meal Status Code	Meal Status Count	Meal Status Percentage
06		01	24	21.05%
		04	19	16.67%
06 - Total			43	37.72%
07		01	16	14.04%
		04	20	17.54%
07 - Total			36	31.58%
08		01	17	14.91%
		04	18	15.79%
08 - Total			35	30.70%
Overall - Total			114	100.00%



## 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST **LEA:** 6049702  
**School:** LITTLE ROCK PREP ACADEMY **Principal:** JENNIFER MCMAHA **Address:** 4520 S. UNIVERSITY  
**Grade:** 5 - 8 **Attendance:** 96.05 **Address:** LITTLE ROCK, AR 72204  
**Enrollment:** 147 **Poverty Rate:** 100.00 **Phone:** (501) 683-3855

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	128	128	100.00	127	127	100.00
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10	100.00	10	10	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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

### STUDENT PERFORMANCE -- MATHEMATICS

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



## 2015 ESEA SCHOOL REPORT

<b>District:</b> LITTLE ROCK PREPARATORY ACADEM	<b>Superintendent:</b> BEN LINDQUIST	<b>LEA:</b> 6049702
<b>School:</b> LITTLE ROCK PREP ACADEMY	<b>Principal:</b> JENNIFER MCMAHA	<b>Address:</b> 4520 S. UNIVERSITY
<b>Grade:</b> 5 - 8	<b>Attendance:</b> 96.05	<b>Address:</b> LITTLE ROCK, AR 72204
<b>Enrollment:</b> 147	<b>Poverty Rate:</b> 100.00	<b>Phone:</b> (501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

### **Percent Tested: Source and Use of Enrollment**

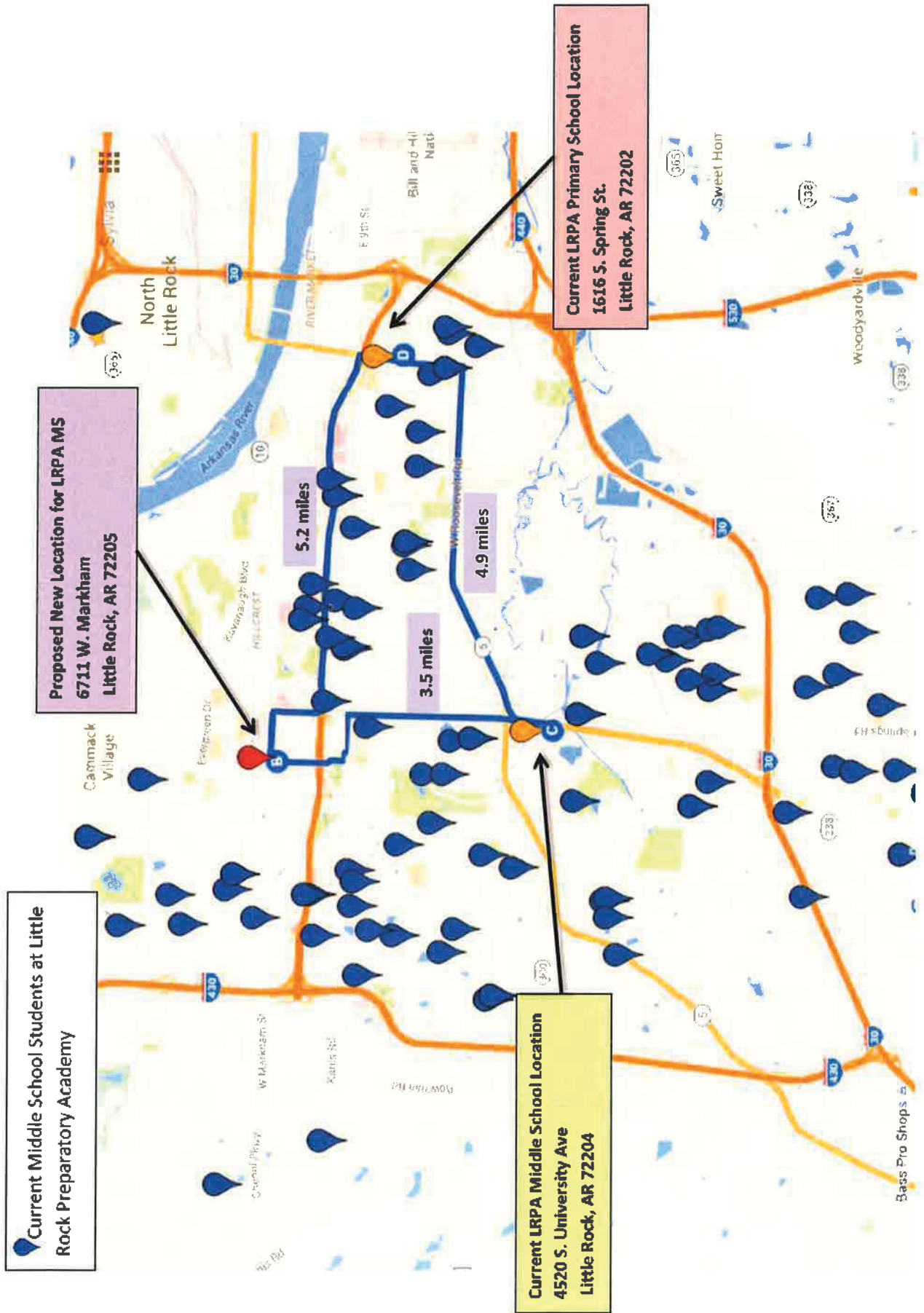
For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

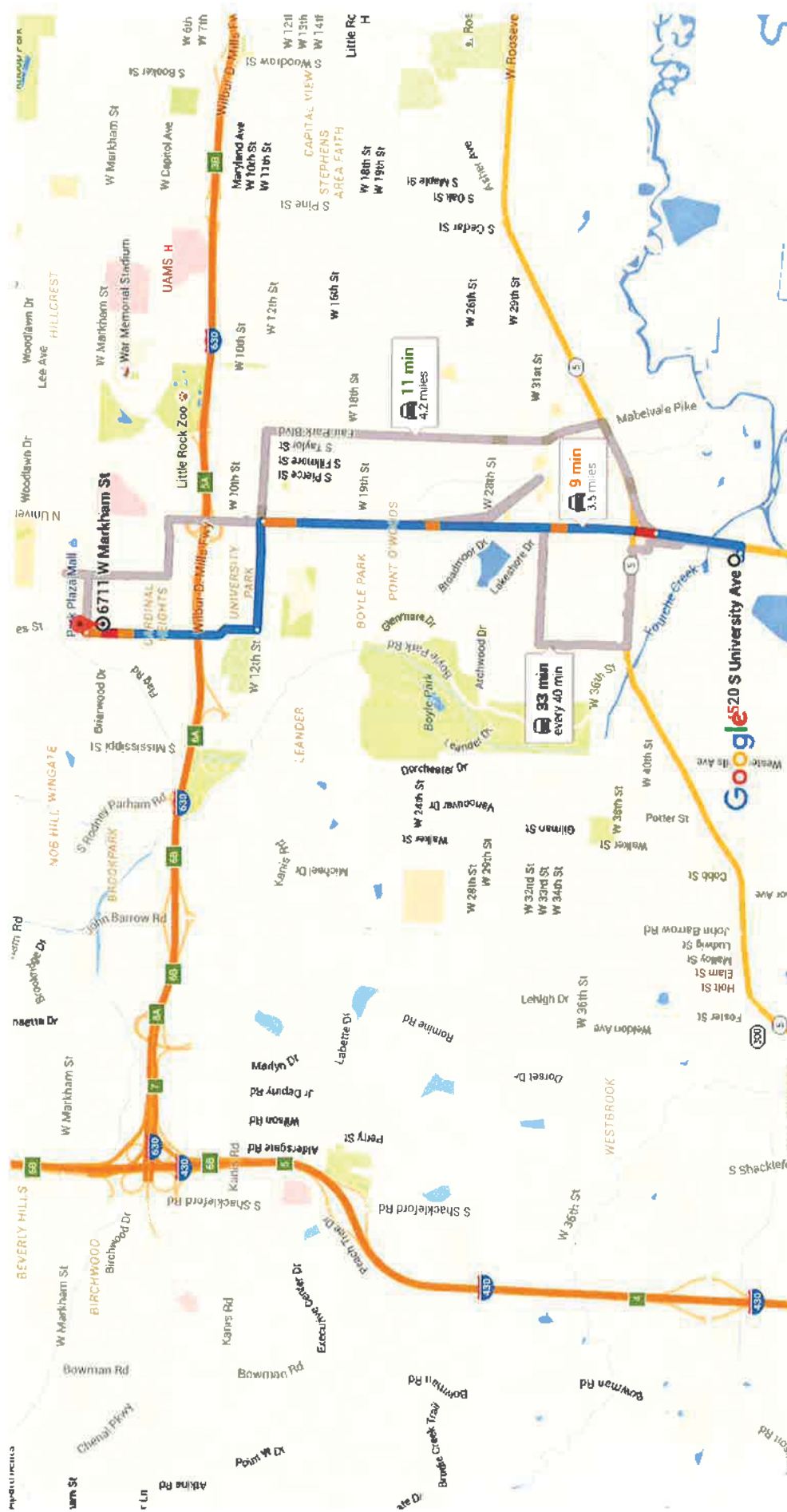
When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

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

Report created on: 01/07/2016

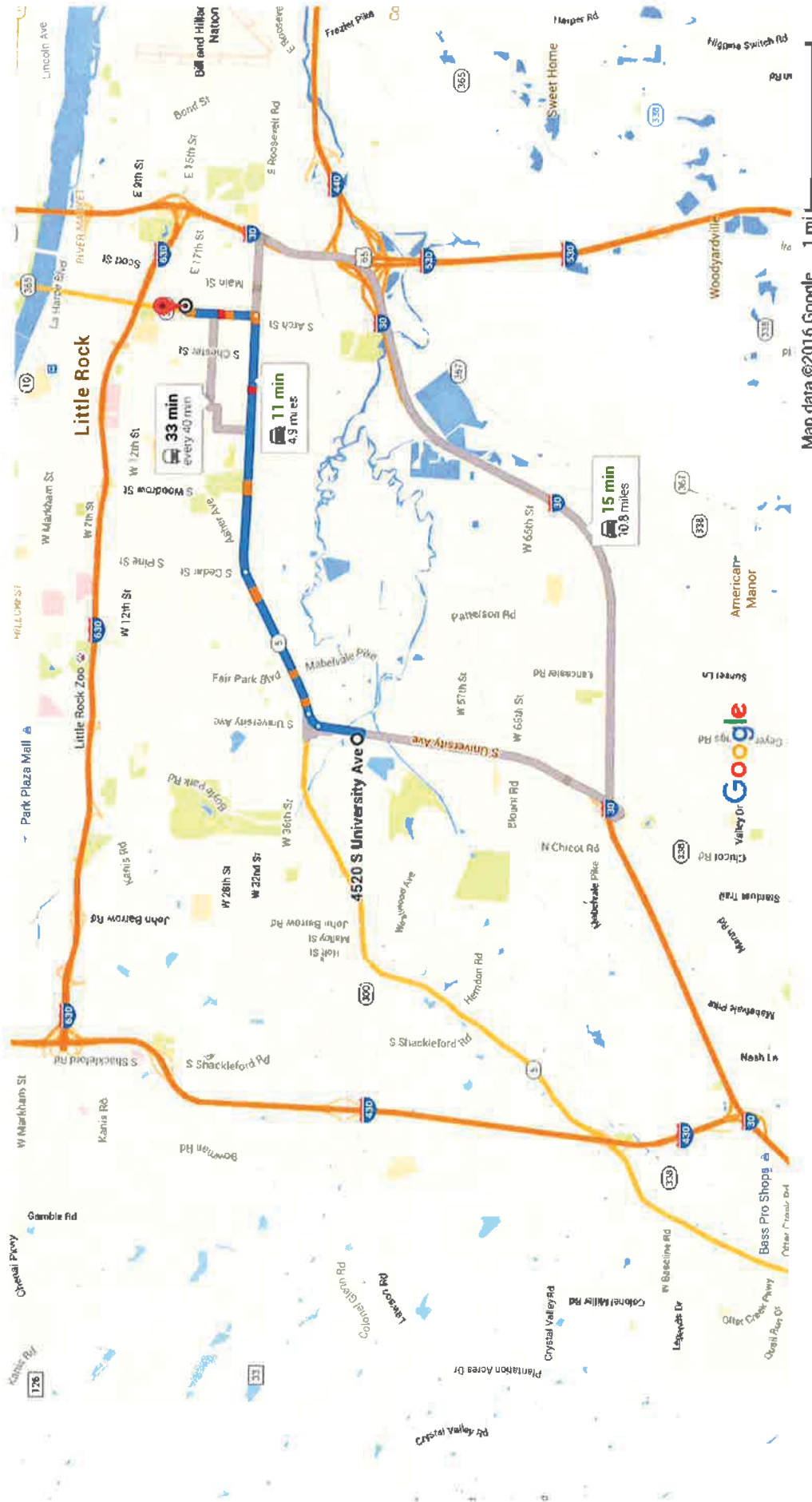


Google Maps 4520 S University Ave, Little Rock, AR to 6711 W Markham St, Little Rock, AR Drive 3.5 miles, 9 min 72205

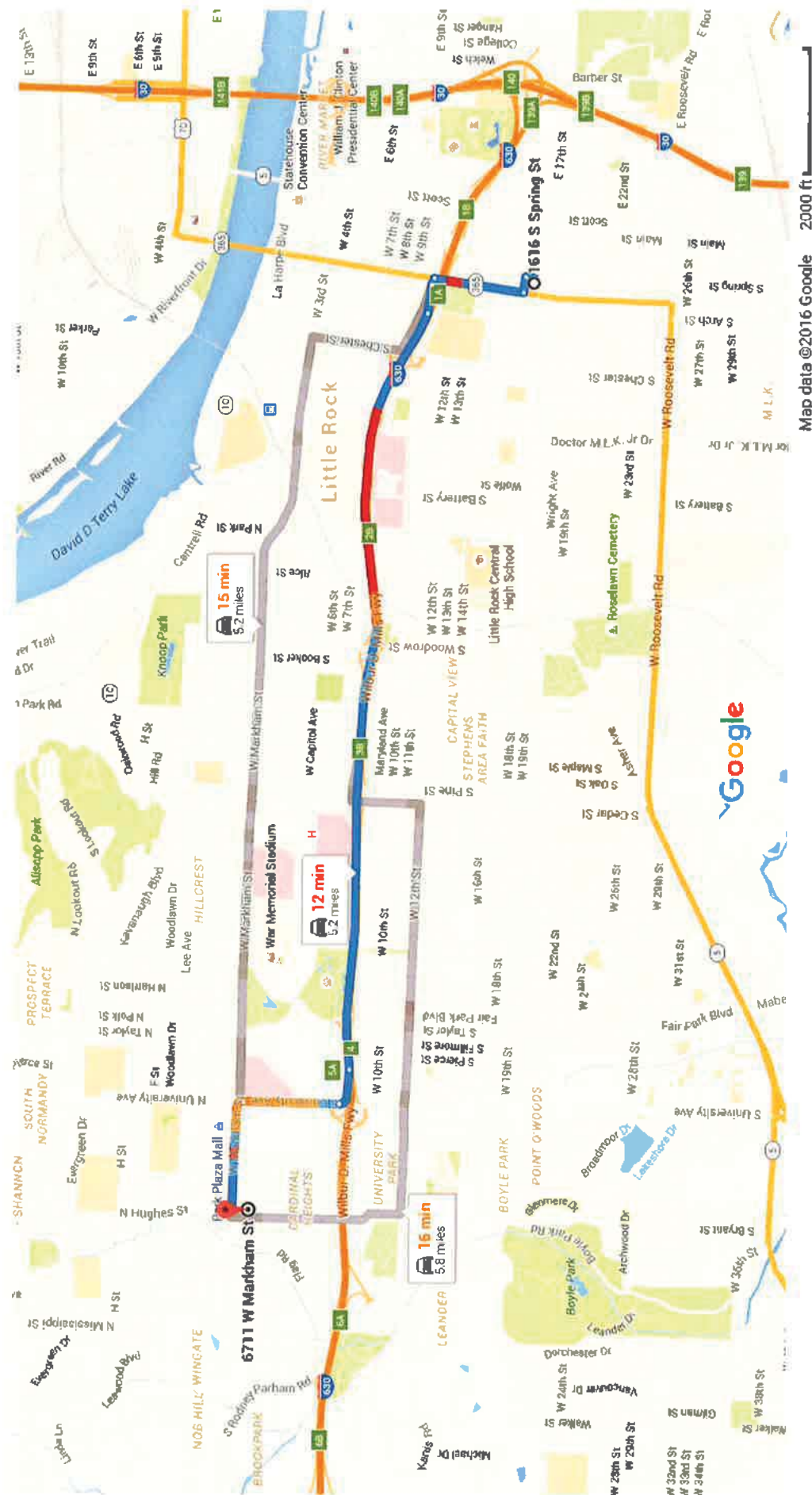


Map data ©2016 Google 2000 ft

**Google Maps** 4520 S University Ave, Little Rock, AR to 1616 S Spring St, Little Rock, AR Drive 4.9 miles, 11 min







**FACILITIES UTILIZATION AGREEMENT**

*To be completed and submitted with an amendment request  
to add a new campus or relocate an existing campus*

Lessor(Owner): Arkansas Charter Partners (Sublessor)

Lessee(Tenant): Little Rock Preparatory Academy

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant - facility used to be a private school serving grades 6 -12

Address of Premises: 6711 W. Markham  
Little Rock, AR 72205

Square Footage: 55,000

Terms of Lease: 1 year w/option for LRPA to renew (proposed)

Rental Amount: 11% of public operating revenue (proposed)

Contingency: The terms of this agreement are contingent upon  
Little Rock Preparatory Academy

*Charter School*

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

**Statutory Language Concerning No Indebtedness:**

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: Little Rock Preparatory Academy  
By: *Zina Long* Date 5-4-16  
Signature

Lessor: Arkansas Charter Partners  
By: *Bonnie Johnson* Date 5-4-16  
Signature

The building is owned By KLS Leasing, a Delaware limited liability company. The Lessee is Arkansas Charter Partners, an Arkansas nonprofit organization applying for exemption under section 501(c)(3) of the Internal Revenue Code and a subsidiary of Exalt Education, Inc., an Arkansas nonprofit organization exempt under section 501(c)(3) of the Internal Revenue Code. The sub-lessee is Collegiate Choices, d/b/a/ Little Rock Preparatory Academy, an Arkansas nonprofit corporation exempt under section 501(c)(3) of the Internal Revenue Code. There is no affiliation between any of these three entities.

## **Desegregation Analysis**

### **Little Rock Preparatory Academy**

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, Little Rock Preparatory Academy ("LRPA") submits the following desegregation analysis in conjunction with its application to relocate its Middle School (grades 5-8) to a new location and to grant additional waivers.

LRPA currently serves 260 students at its existing facility at 12<sup>th</sup> and Schiller in Central Little Rock. Under the LRPA's charter, it may serve up to 432 students. In order to accommodate the number of students approved under its current charter, the School requests permission to relocate its Middle School (170 students in Grades 5-8) to a different facility near Asher and University. If the requested relocation is approved, the Middle School will be located within the same geographic area as the existing school – the Central Little Rock region bounded by Interstate 630 on the North, Boyle Park on the West, Fourche Creek on the South and Main Street on the East. Approximately ninety seven percent of the students currently attending LRPA are African American and approximately eighty percent qualify for federal free and reduced lunch.

Relocation of LRPA's middle school to another location within the Little Rock School District will not affect any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. Although it is an open-enrolment public charter school, LRPA does not expect the relocation to affect the racial composition of the student body in a material way. LRPA anticipates that the Middle School will be populated primarily with students who come through the LRPA Elementary School at 12<sup>th</sup> and Schiller. Since LRPA students are almost all African American, their attendance at LRPA improves the racial balance in the Little Rock School District. Conversely, the return of these students to the Little Rock School District would contribute to the district's current racial imbalance.

Like the addition of a second facility, the requested waivers will not negatively affect the racial balance in the surrounding school districts. The waivers address issues unrelated to the racial composition of LRPA or any



school district. Moreover, since the initial grant of the charter to LRPA, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects and the Pulaski County Special School District (PCCSD) has been determined by the federal courts to be unitary in all respects concerning student assignment. LRPA does not draw students from any other public school district in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of LRPA. Because the public school districts in Arkansas from which LRPA is likely to draw students are unitary in student assignment or are otherwise not under any court orders to desegregate, the relocation of the LRPA Middle School and the requested waivers can have no negative affect on the desegregation efforts of any public school district in this state.

Over the long term, growth and expansion of LRPA will contribute to the desegregation of Little Rock and surrounding areas. Segregation in Little Rock can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. LRPA exists to try to realize that goal for the families of Central Little Rock, many of whom are confined in chronically low performing public schools.

# ADE Desegregation Analysis



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

# MEMO

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DATE: May 4, 2016  
 TO: Charter Authorizer  
 FROM: ADE Legal Services Staff  
 SUBJECT: Desegregation Analysis of Amendment Request for Little Rock Preparatory Academy

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## **I. INTRODUCTION**

The Little Rock Preparatory Academy submitted an amendment request to relocate their existing campus and to increase their enrollment cap from 432 to 552.

## **II. STATUTORY REQUIREMENTS**

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

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

The Little Rock Preparatory Academy is located within the boundaries of the Little Rock School District (LRSD). As of October 1, 2015, the school's enrollment was 430.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". To date, LRSD has not submitted desegregation-related objections to requested amendment.

## **IV. DATA FROM THE DEPARTMENT**

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Pulaski County are as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
<b>School Districts in Pulaski County</b>							
Little Rock School District	272	567	15,070	3,124	66	4,065	23,164
	1.17%	2.45%	65.06%	13.49%	0.28%	17.55%	--
N. Little Rock School District	57	88	4,974	680	31	2,583	8,413
	0.68%	1.05%	59.12%	8.08%	0.37%	30.70%	--
Pulaski Co. Spec. School District	557	341	7,220	1,248	87	7,109	16,562
	3.36%	2.06%	43.59%	7.54%	0.53%	42.92%	--
<b>DISTRICT TOTAL</b>	<b>886</b>	<b>996</b>	<b>27,264</b>	<b>5,052</b>	<b>184</b>	<b>13,757</b>	<b>48,139</b>
	<b>1.84%</b>	<b>2.07%</b>	<b>56.64%</b>	<b>10.49%</b>	<b>0.38%</b>	<b>28.58%</b>	<b>--</b>
<b>Open-Enrollment Public Charter Schools in Pulaski County</b>							
Academics Plus (PCSSD)	0	27	123	60	10	663	853
	0.0%	3.2%	14.4%	7.0%	1.2%	77.7%	--
Capitol City Lighthouse (NLRSD)	2	0	273	15	2	5	297
	0.7%	0.0%	91.9%	5.1%	0.7%	1.7%	--
Covenant Keepers (LRSD)	0	0	98	72	0	1	171
	0.0%	0.0%	57.3%	42.1%	0.0%	0.6%	--
E-Stem (LRSD)	46	45	658	84	3	626	1,462
	3.1%	3.1%	45.0%	5.7%	0.2%	42.8%	--
Exalt Academy (LRSD)	0	0	128	102	0	3	233
	0.0%	0.0%	54.9%	43.8%	0.0%	1.3%	--
Jacksonville Lighthouse (PCSSD)	1	16	555	94	8	330	1,004
	0.1%	1.6%	55.3%	9.4%	0.8%	32.9%	--
Lisa Academy (LRSD/NLRSD)	22	186	562	247	19	489	1,525
	1.4%	12.2%	36.9%	16.2%	1.2%	32.1%	--
LR Prep Academy (LRSD)	0	0	381	46	0	3	430
	0.0%	0.0%	88.6%	10.7%	0.0%	0.7%	--
Premier High School (LRSD)	0	0	98	4	0	14	116
	0.0%	0.0%	84.5%	3.4%	0.0%	12.1%	--
Quest LR Middle School (LRSD)	0	20	45	16	4	146	231
	0.0%	8.7%	19.5%	6.9%	1.7%	63.2%	--
Rockbridge Montessori (LRSD)	5	0	56	2	0	48	111
	4.5%	0.0%	50.5%	1.8%	0.0%	43.2%	--
SIATech Little Rock (LRSD)	0	1	150	2	0	11	166
	0.0%	0.6%	90.4%	1.2%	0.0%	6.6%	--
<b>CHARTER TOTAL</b>	<b>76</b>	<b>295</b>	<b>3,127</b>	<b>744</b>	<b>46</b>	<b>2,339</b>	<b>6,599</b>
	<b>1.2%</b>	<b>4.5%</b>	<b>47.4%</b>	<b>11.3%</b>	<b>0.7%</b>	<b>35.4%</b>	<b>--</b>
<b>COUNTYWIDE TOTAL</b>	<b>962</b>	<b>1,291</b>	<b>30,391</b>	<b>5,796</b>	<b>230</b>	<b>16,096</b>	<b>54,738</b>
	<b>1.8%</b>	<b>2.4%</b>	<b>55.5%</b>	<b>10.6%</b>	<b>0.4%</b>	<b>29.4%</b>	

Source: ADE Data Center, Oct. 1, 2015 Enrollment

#### IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

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

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

Because Little Rock Preparatory Academy draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in

any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

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

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

## V. CONCLUSION

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

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

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



## **Desegregation Analysis**

### **Little Rock Preparatory Academy**

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, Little Rock Preparatory Academy ("LRPA") submits the following desegregation analysis in conjunction with its application to relocate its Middle School (grades 5-8) to a new location and to grant additional waivers.

LRPA currently serves 260 students at its existing facility at 12<sup>th</sup> and Schiller in Central Little Rock. Under the LRPA's charter, it may serve up to 432 students. In order to accommodate the number of students approved under its current charter, the School requests permission to relocate its Middle School (170 students in Grades 5-8) to a different facility near Asher and University. If the requested relocation is approved, the Middle School will be located within the same geographic area as the existing school – the Central Little Rock region bounded by Interstate 630 on the North, Boyle Park on the West, Fourche Creek on the South and Main Street on the East. Approximately ninety seven percent of the students currently attending LRPA are African American and approximately eighty percent qualify for federal free and reduced lunch.

Relocation of LRPA's middle school to another location within the Little Rock School District will not affect any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. Although it is an open-enrolment public charter school, LRPA does not expect the relocation to affect the racial composition of the student body in a material way. LRPA anticipates that the Middle School will be populated primarily with students who come through the LRPA Elementary School at 12<sup>th</sup> and Schiller. Since LRPA students are almost all African American, their attendance at LRPA improves the racial balance in the Little Rock School District. Conversely, the return of these students to the Little Rock School District would contribute to the district's current racial imbalance.

Like the addition of a second facility, the requested waivers will not negatively affect the racial balance in the surrounding school districts. The waivers address issues unrelated to the racial composition of LRPA or any

school district. Moreover, since the initial grant of the charter to LRPA, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects and the Pulaski County Special School District (PCCSD) has been determined by the federal courts to be unitary in all respects concerning student assignment. LRPA does not draw students from any other public school district in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of LRPA. Because the public school districts in Arkansas from which LRPA is likely to draw students are unitary in student assignment or are otherwise not under any court orders to desegregate, the relocation of the LRPA Middle School and the requested waivers can have no negative affect on the desegregation efforts of any public school district in this state.

Over the long term, growth and expansion of LRPA will contribute to the desegregation of Little Rock and surrounding areas. Segregation in Little Rock can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. LRPA exists to try to realize that goal for the families of Central Little Rock, many of whom are confined in chronically low performing public schools.



# ESEA Information

## 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST **LEA:** 6049702  
**School:** LITTLE ROCK PREP ACADEMY **Principal:** JENNIFER MCMAHA **Address:** 4520 S. UNIVERSITY  
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**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
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African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	1	1	100.00	1	1	100.00
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners						
Students with Disabilities	10	10	100.00	10	10	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	1	1	100.00	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	10	10.00	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	0	1	0.00	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	10	0.00	3.23

## 2015 ESEA SCHOOL REPORT

<b>District:</b> LITTLE ROCK PREPARATORY ACADEM	<b>Superintendent:</b> BEN LINDQUIST	<b>LEA:</b> 6049702
<b>School:</b> LITTLE ROCK PREP ACADEMY	<b>Principal:</b> JENNIFER MCMAHA	<b>Address:</b> 4520 S. UNIVERSITY
<b>Grade:</b> 5 - 8	<b>Attendance:</b> 96.05	<b>Address:</b> LITTLE ROCK, AR 72204
<b>Enrollment:</b> 147	<b>Poverty Rate:</b> 100.00	<b>Phone:</b> (501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

**Charter Name:** Little Rock Preparatory Academy

**LEA Number:** 6049700      **Phone Number:** 501-683-0085      **Submission Date:** 05/11/2016

**Charter Leader:** Tina Long

**Email Address:** tina.long@lrprep.org

**Type of Amendment Requested:**

☒ **Relocate existing campus**

**Current campus address**      4520 S. University Ave.  
   Little Rock, AR  
   72204

**Proposed campus address**      6711 W. Markham  
   Little Rock, AR  
   72205

**School district in which the campus will be located**      Little Rock School District

Little Rock Preparatory Academy: 2016-2017 Operating Budget		
	Incoming Year	NOTES
ASSUMPTIONS	2016-2017	
<b>Students</b>		
Kindergarten	50	
1st Grade	50	
2nd Grade	50	
3rd Grade	50	250 Primary
4th Grade	50	
5th Grade	50	
6th Grade	40	
7th Grade	40	
8th Grade	32	162 Middle
<b>Total Students</b>	<b>412</b>	Based on FY 16 third quarter ADM 412.27
<b>Staffing</b>		
Student-to-Teacher Ratio	13.7	
Number of FTEs	41.0	Excludes Exalt on-site team.
Part Time Employees	6.0	May vary with substitute needs.
Number of teachers	30.0	Full-time teachers.
Average teacher salary/benefits	36,563	The average teacher salary/benefits is higher than in any previous year.
<b>REVENUES</b>		
<b>Opening Balance</b>		
<b>State Revenues</b>		
Foundation Funding - Total Revenue @	2,739,946	Based on 100% enrollment
NSLA Funds @ 1,051	433,296	Based on 100% enrollment
Student Growth Funding @6,646.00/student		
Professional Development	13,358	Based on 100% enrollment
ELL Funding	4,303	\$331 per student
<b>Total State Revenues</b>	<b>3,190,903</b>	
<b>Federal Revenues</b>		
Child Nutrition Reimbursement	419,294	New Community Eligibility Provision & projected increase of meals
Food Sales	-	All meals will be free of charge with the Community Eligibility Provision
Medicaid Reimbursements	160,000	Reimbursement should rise due to hearing/vision
Title I Estimated Funds	188,417	Based on Previous Year Amounts
Title II-A Professional Development	24,821	Based on Previous Year Amounts
Title VI-B Special Education	83,164	Based on Previous Year Amounts
<b>Total Federal Revenues</b>	<b>875,697</b>	
<b>Other Revenues</b>		
Grants/Donations	27,000.00	Windgate Grant
Erate Reimbursements	25,000.00	
Miscellaneous	-	
<b>Total Other Revenues</b>	<b>52,000.00</b>	
<b>Total Revenues</b>	<b>4,118,600</b>	
<b>EXPENDITURES</b>		
<b>Salaries</b>		
Administrative Support Team	441,991	Based on Proposed Increase in HR Plan
Teachers	910,700	Based on Proposed Increase in HR Plan
Benefits for Salaried Employees	405,569	
Other Compensation Expenses	0	
Support Salary Workers	132,796	
<b>Total Salaries</b>	<b>1,891,056</b>	
<i>As Percent of Total Revenue</i>	46%	
<b>Instruction</b>		
Principal Incentives Program	2,000	Each Principal has \$1,000 in discretionary funds.
Instructional Materials	31,906	\$78.01 per student
Classroom Supplies	1,800	\$100 per classroom
Library	-	
Substitute Teachers	15,000	Estimate
Student Assessment	6,480	\$15 per student
Field Trips	-	Funds to be raised through parent support organizations.
Learning Pass Initiative	4,000	Partner Fees
8th Grade College & Career Advancement	3,000	Partner Fees/Supplies

Activities/Electives (Arts & Athletics)	27,000	Windgate Grant
<b>Total Instruction</b>	<b>91,186</b>	
<i>As Percent of Total Revenue</i>	2%	
<b>Service &amp; Supplies</b>		
<b>School Support Services</b>		Excludes charges for office of executive director.
Academic leadership positions	199,013	35% covers salaries of 2 full-time principals.
Management of finance & compliance	85,291	15% covers on-site finance director, part-time salary COO
Academic tools, systems & supports	68,233	12% covers Illuminate & Teacher Resource Site
Human resources administration	62,547	11% covers part-time of COO, Taleo human resources system
Facilities & growth management	45,489	8% covers part-time of DRD
Advancement, Marketing	45,489	8% advancement, public relations, crisis management, communications
Performance management	39,803	7% covers 1/2 cost of Governance Liaison
Legal counsel	22,744	4% covers portion of retainer for general counsel.
Repayment of Outstanding Amount	0	Postponed repayment to the 2017-2018 SY (128,966)
<b>Subtotal Exalt Staffing &amp; Services</b>	<b>568,607</b>	<b>Fee equal to 15% of primary state &amp; federal revenue categories</b>
<b>Total Exalt Staffing &amp; Services</b>	<b>568,607</b>	
Student Uniforms	15,000	Vendor gives 25% discount. LRPA contributes other 25% discount.
Parent Outreach & Programming	510	Most funds to be raised through parent support organizations.
Office Supplies	12,000	Estimated \$1,000 per month
Printing Copying Services	24,000	Estimated
Postage & Shipping	2,200	Includes leasing of postage machine and \$5 per student
Private Audits & 990 Reports	23,000	Increased due to additional audit expenses.
Staff Professional Development	14,328	Based on State Aid Notice
Special Education Services	243,164	Expenses cannot exceed revenues.
Health Supplies	2,000	Includes purchase of defibrillator, BMI instrument, vision charts
Arkansas Public School Resource Center	4,000	Current year membership fee.
Transportation	40,000	Lease payments, gas, traffic control
Fees & Dues	3,060	
Governance	1,500	Covers annual retreat space and food.
Miscellaneous	1,000	
<b>Total Services and Supplies</b>	<b>385,762</b>	
<i>As Percent of Total Revenue</i>	9%	
<b>Facility</b>		
Buildings & Grounds - Maintenance	6,500	Plumber, electrician, HVAC maintenance agrmt
Classroom Furniture	25,000	Limited furniture purchases needed.
Student Recruitment	5,000	
Technology Setup & Support	50,000	Wired! monthly fee
Liability/Property/Content Insurances	15,000	Estimated
Loan Repayment	108,731	Includes cash flow loans for Primary School facilities.
Construction Buildout	5,000	
Student Technology	5,000	
Teacher Technology	5,000	Includes walkie talkies and laptop replacements
Facility Lease Fee (Middle School)	117,327	Based on 11% of Operating Revenue
Facility Lease Fee (Primary School)	181,060	Continuation of 10-year lease rate.
Phone/Internet service	12,362	Based on FY 2015 expenditures
Food Service	419,294	Cost cannot exceed revenues.
Pest Control	1,102	\$90 per month
Janitorial Contract/Supplies	50,000	Reflects contract & supplies.
Security	12,000	Increased for new equipment needed
Water & Sewer	9,371	Based on FY 2015 expenditures
Utilities (Electricity & Gas)	22,440	Based on FY 2015 expenditures
<b>Total Facility</b>	<b>1,050,187</b>	
<i>As Percent of Total Revenue</i>	25%	
<b>Target Contingency Balance</b>		
<i>As Percent of Total Revenue</i>	4.9%	
Carryover from 2015-2016 Year	79,902	Assuming we don't go into our 3% contingency in the current year.
Target Current Year Setaside	123,558	
<b>Target Contingency Balance</b>	<b>203,460</b>	Assumes target surplus of 3% of current-year revenues
<b>Total Expenditures</b>	<b>3,986,799</b>	
<b>Projected Year-end Surplus</b>	<b>131,801</b>	Surplus (Deficit)
<b>Total Fund Equity + Contingency Balance</b>	<b>335,261</b>	

## Little Rock Preparatory Academy Desegregation Analysis

Little Rock Preparatory Academy (LRPA) seeks to amend its charter to relocate its Middle School (Grades 6-8) campus from 4520 S. University Avenue in Little Rock to 6711 W. Markham St. in Little Rock;. The current and proposed Middle School locations are both located within the boundaries of the Little Rock School District (LRSD). LRPA expects to obtain most of its students from within the boundaries of the LRSD. It may also enroll some students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed amendment would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

### I. The Status of Pulaski County Desegregation Litigation

LRPA is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendments would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, LRPA has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LRPA's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LRPA's proposed amendment could impact LRSD's unitary status. To be clear, LRPA's proposed amendment cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

## II. The Requested Amendments

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. Under Ark. Code Ann. §6-23-306(6)(A), LRPA must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LRPA will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LRPA's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LRPA's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

## III. Conclusion

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



**Location Change**

Request for Open-enrollment Charter School Amendments: Little Rock Preparatory Academy
--

**Motion**

To approve the amendment
--------------------------

Barnes	Liwo	Saunders-M
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

**Vote**

Panel	For	Against	Abstain	Reason
Barnes		X		The same academic and fiscal issues remain from the February 18 review that resulted in taking no action to allow for sustainability over time. That time has not occurred but is necessary for longevity.
Gotcher	X			Many concerns with fiscal integrity exist, but the relocation is good for students and will provide a solid academic environment conducive towards student learning.
Lester	X			This move allows for a single, permanent, and better equipped facility. Concerns are there for fiscal stability.
Liwo	X			Strong showing of support from LRPA school community. Families do not see the current facility as a long term home for students. The new location will provide a more traditional setting and provide students with improved and safer recreational space, gymnasium, and other amenities. Change in location will not significantly impact students' ability to attend. Convenient location of bus stops to help provide students with easy access to new

				<p>facility have been planned. Current location is a shared space. Although other lessees may move into the new building, LRPA will have dedicated class space in the new location. This will allow teachers to take ownership of their classrooms and allow students to display their work. New lease payment is based on 11% of LRPA enrollment revenues, as such, rent will be cheaper for a larger space. Projected relocation expense is less than \$10,000. Costs of location change should not impact any larger financial concerns as LRPA would be saving money. Location change will be in the best interest of LRPA's students.</p>
Pfeffer	X			<p>The relocation will provide an opportunity for a better learning space for students and teachers. I would encourage the school to focus on fiscal issues and academic progress in preparation for the renewal application process.</p>
Rogers		X		<p>Concerns regarding fiscal issues are still there. Before taking on additional challenges that will accompany this move, I would like to see Little Rock Prep in better fiscal and academic standing. With a full review coming up, I would rather have held this issue than move forward.</p>
Saunders	X			<p>The information provided showed a positive academic benefit and financial impact for the relocation.</p>
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016



# Little Rock Preparatory Academy

A Member of the Exalt Education Network

June 23, 2016

Alexandra Boyd, Director  
Public Charter Schools  
Arkansas Department of Education  
Four Capitol Mall, Room 401-B  
Little Rock, Arkansas 72201-1019

Re: State Board Review – Little Rock Preparatory Academy (LRPA) Amendment Request Response

Dear Ms. Boyd:

On June 9<sup>th</sup>, the Arkansas State Board of Education requested the following information:

- A map of attendance zones, showing from where the charter is currently receiving students.
- A description of the potential fiscal impact on Little Rock School District (LRSD) if the charter increases current student enrollment and reaches its enrollment cap.

## Map of Attendance Zones

The Little Rock Preparatory Academy leadership team developed a map of the LRSD middle school attendance zones with a black identifier for each of our sixth through eighth families. Currently, our fifth grade students attend school at the LRPA primary school campus on 1616 S Spring Street. If we receive approval, the fifth grade will move from the primary school campus to the new middle school campus on West Markham. The majority of the LRPA students reside in central and southwest Little Rock and are zoned for the Little Rock School District.

There are 239 LRPA students who reside in LRSD elementary school attendance zones and 76 who are zoned to attend non-LRSD schools. Based on their home address, below you will find a table listing the number of LRPA students in their assigned LRSD zones or other districts.



# Little Rock Preparatory Academy

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	Air Force Base	Bale	Baseline	Benton	Brady	Bryant	Chicot	Conway	Dodd	Forest Park
<b>Kindergarten</b>	0	5	2	1	2	0	4	0	0	0
First	0	4	1	0	3	0	4	0	2	0
Second	0	2	0	1	3	0	5	0	2	0
Third	1	4	2	2	3	0	0	1	1	0
Fourth	0	2	2	1	3	0	0	0	9	0
Fifth	0	1	2	0	3	1	0	0	0	0
<b>Total</b>	1	18	9	5	17	1	13	1	14	0

	Franklin	Fulbright	Geyer Springs	Jacksonville	Jefferson	King	Mabelvale	McDermott	Meadowcliff	MLK
<b>Kindergarten</b>	2	0	0	1	0	0	0	0	0	0
First	1	1	0	2	0	0	0	2	1	1
Second	3	1	0	2	0	0	0	1	1	2
Third	7	0	0	2	0	0	0	3	2	3
Fourth	4	1	0	0	0	0	3	1	2	0
Fifth	6	1	0	1	0	0	0	0	1	1
<b>Total</b>	23	4	0	8	0	0	3	7	7	7

	North Little Rock	Other	Otter Creek	PCSSD	Pulaski Heights	Roberts	Rockefeller	Romine	Sherwood	Stephens
<b>Kindergarten</b>	1	0	1	1	0	0	0	0	0	2
First	3	0	2	5	2	1	2	2	1	4
Second	7	4	0	10	0	0	1	1	1	3
Third	3	0	0	3	0	1	1	3	2	1
Fourth	4	4	3	6	1	1	1	4	0	2
Fifth	3	0	2	1	0	1	1	0	1	2
<b>Total</b>	21	8	8	26	3	4	6	10	5	14



# Little Rock Preparatory Academy

A Member of the Exalt Education Network

	Terry	Wakefield	Washington	Watson	Western Hills	Wilson	Woodruff
Kindergarten	1	0	4	1	0	2	0
First	0	2	4	0	0	2	0
Second	1	2	7	1	0	1	1
Third	0	2	5	4	0	0	0
Fourth	0	3	6	5	1	0	1
Fifth	2	4	3	5	0	2	0
Total	4	13	29	16	1	7	2

There are 116 students in sixth, seventh, and eighth grades in LRSD middle school attendance zones and 12 students who are zoned to attend non-LRSD schools. Based on their home address, below you will find a table listing the number of LRPA students in their assigned LRSD zones or other districts.

	Bryant	Cloverdale	Dunbar	Henderson	Hensley	Mabelvale	North Little Rock	Other	PCSSD	Pulaski Heights
6th Grade	1	9	4	20	0	6	2	2	2	6
7th Grade	1	11	3	16	0	7	2	0	2	0
8th Grade	0	4	7	11	1	4	1	1	1	4
Total	2	24	14	47	1	17	5	3	5	10

\*Other = student's home address is listed as a post office box

## Description of Potential Fiscal Impact

Based on the Little Rock Preparatory Academy third quarter FY17 ADM of 412, there would be a need for 20 additional students to reach our enrollment cap. If LRPA increases its enrollment to the cap of 432 students in fiscal year 17 (FY17) and all of the students reside in LRSD zoned areas, then LRPA could potentially receive \$132,920 (\$6,646 x 20 students) in student growth funding. The fiscal impact on Little Rock School District would be \$0.



## Little Rock Preparatory Academy

A Member of the Exalt Education Network

LRSD will be funded based on their prior year average daily membership (ADM). They will receive \$132,920 for students they do not have.

The scenario listed above will lead to a positive impact on LRSD for FY17 due to the fact they will receive funding for students they aren't serving. LRPA will be negatively impacted due to the fact the school will be serving 20 additional students without funding until student growth funding is released in January and April of 2017.

I hope the information in this written response provides the State Board of Education the information they are seeking to make an informed decision regarding the LRPA charter amendment request to relocate the middle school. I look forward to presenting to the State Board on July 14 and providing any additional information they seek.

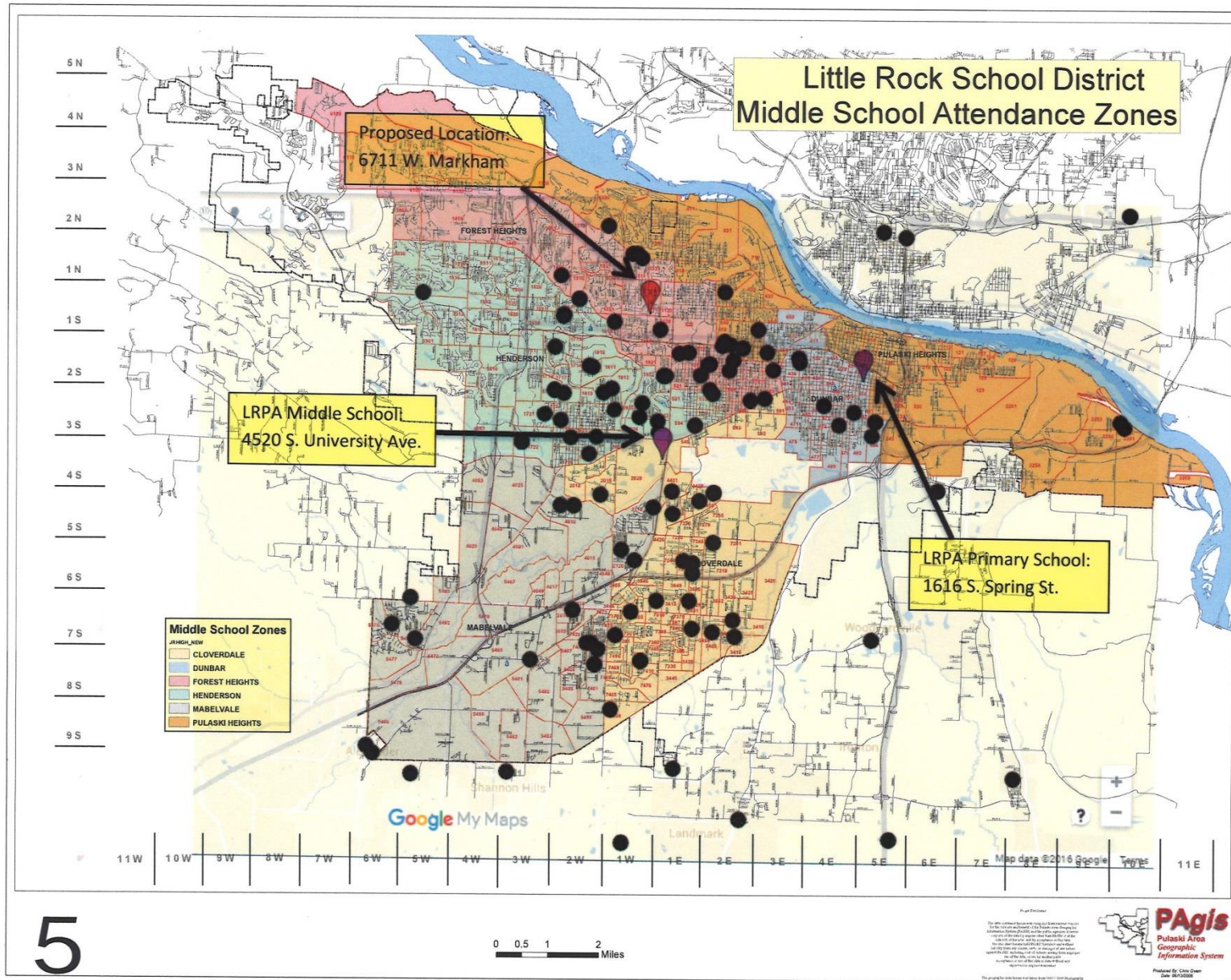
Sincerely yours,

A handwritten signature in blue ink that reads "Christina Long".

Christina Long, Superintendent  
Little Rock Preparatory Academy

CC: Superintendent Kurrus, Little Rock School District







**Little Rock School District  
Elementary School Attendance Zones**

**Proposed location:**  
6711 W. Markham St.

**LRPA Middle School:**  
4520 S. University Ave.

**LRPA Primary School:**  
1616 S. Spring St.

**Elementary Attendance Zones**

1N	2N	3N	4N	5N
1S	2S	3S	4S	5S
6S	7S	8S	9S	
11W	10W	9W	8W	7W
6W	5W	4W	3W	2W
1W	1E	2E	3E	4E
5E	6E	7E	8E	9E
10E	11E			





**Little Rock  
Preparatory Academy**

*A Member of the Exalt Education Network*

**Middle School**

**A COLLEGE PREP EDUCATION FOR  
THE FAMILIES OF CENTRAL  
LITTLE ROCK**

**Charter Amendment Hearing**

**Arkansas State Board of Education**

**July 14, 2016**



**Little Rock  
Preparatory Academy**  
A Member of the Exalt Education Network

# Mission Statement

LRPA's mission is to prepare students from underserved communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Key words:

- College Preparatory
- Mastery of Core Subjects
- Key Behaviors
- Success, Citizenship and Leadership
- Community

**Community public charter school  
with 430 students in grades K-8 at  
2 campuses.**



**The table compares the Middle School with the  
surrounding district & state.**

421

Student Attributes	LRPA - Middle	Little Rock School District	State of Arkansas
Number of Students	119	23,164	476,049
Free & Reduced Lunch	83% / 100%	81%	63%
African American	83%	66%	21%
Latino	15%	12%	12%
White	2%	18%	62%

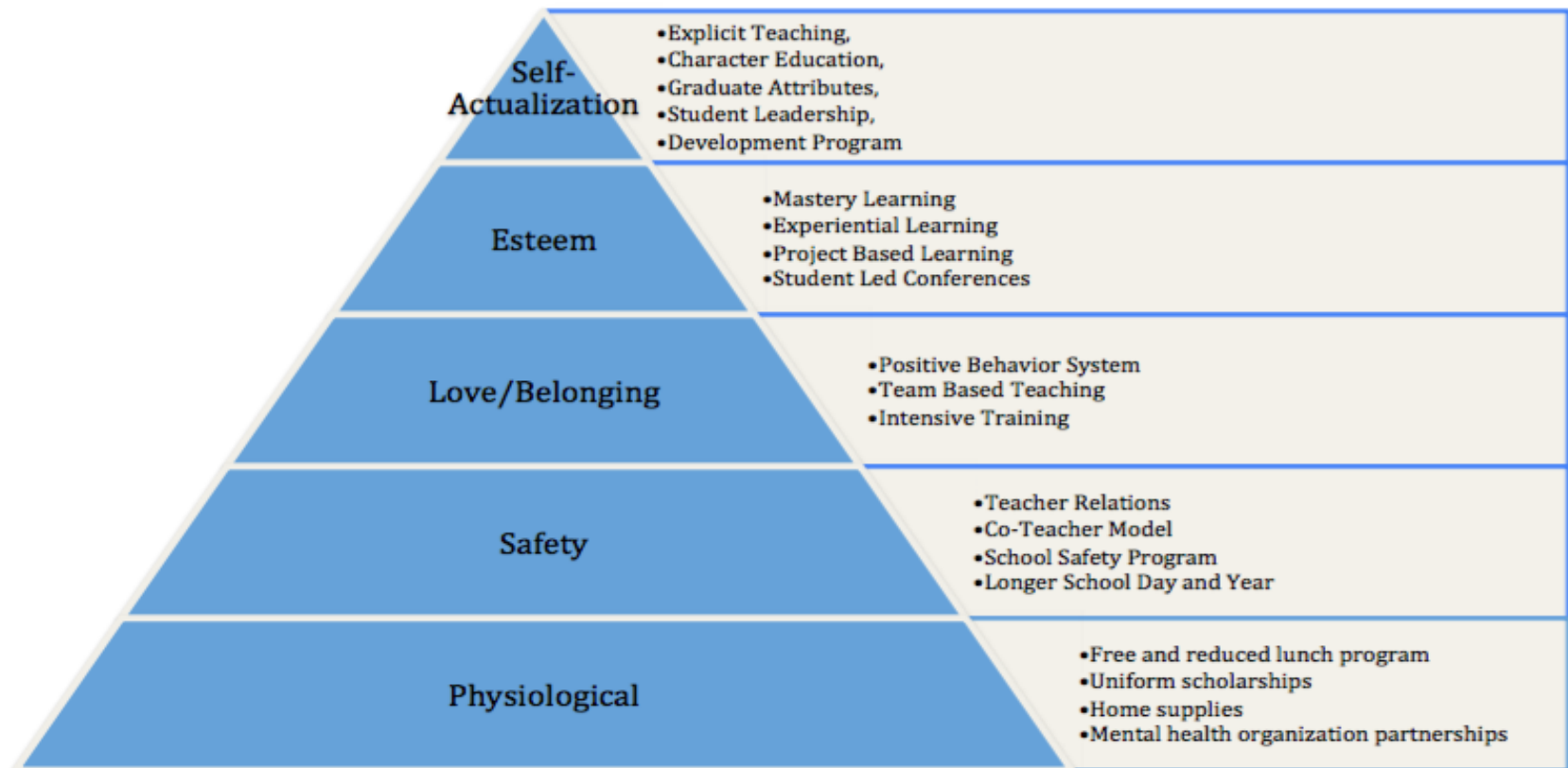
# How do we best serve our students?



**Little Rock  
Preparatory Academy**

Member of the Exalt Education Network

*We care about (a) who our students are, (b) what growth they make with us, and (c) how well we meet their holistic needs.*



# Student Achievement Analysis

In fall 2015, Little Rock Preparatory Academy requested that the Office of Education Policy (OEP) at the University of Arkansas – Fayetteville conduct a study of the Middle School's performance.

The study was conducted under the following conditions:

- LRPA has no affiliation with OEP
- OEP utilized its own independent statistical methods
- LRPA submitted an electronic link to all NWEA MAP data
- LRPA is not compensating OEP in any way

# MAP Longitudinal Growth Analysis: Little Rock Preparatory Academy Middle Grades

Sarah McKenzie, PhD  
November, 2015



# Conclusion

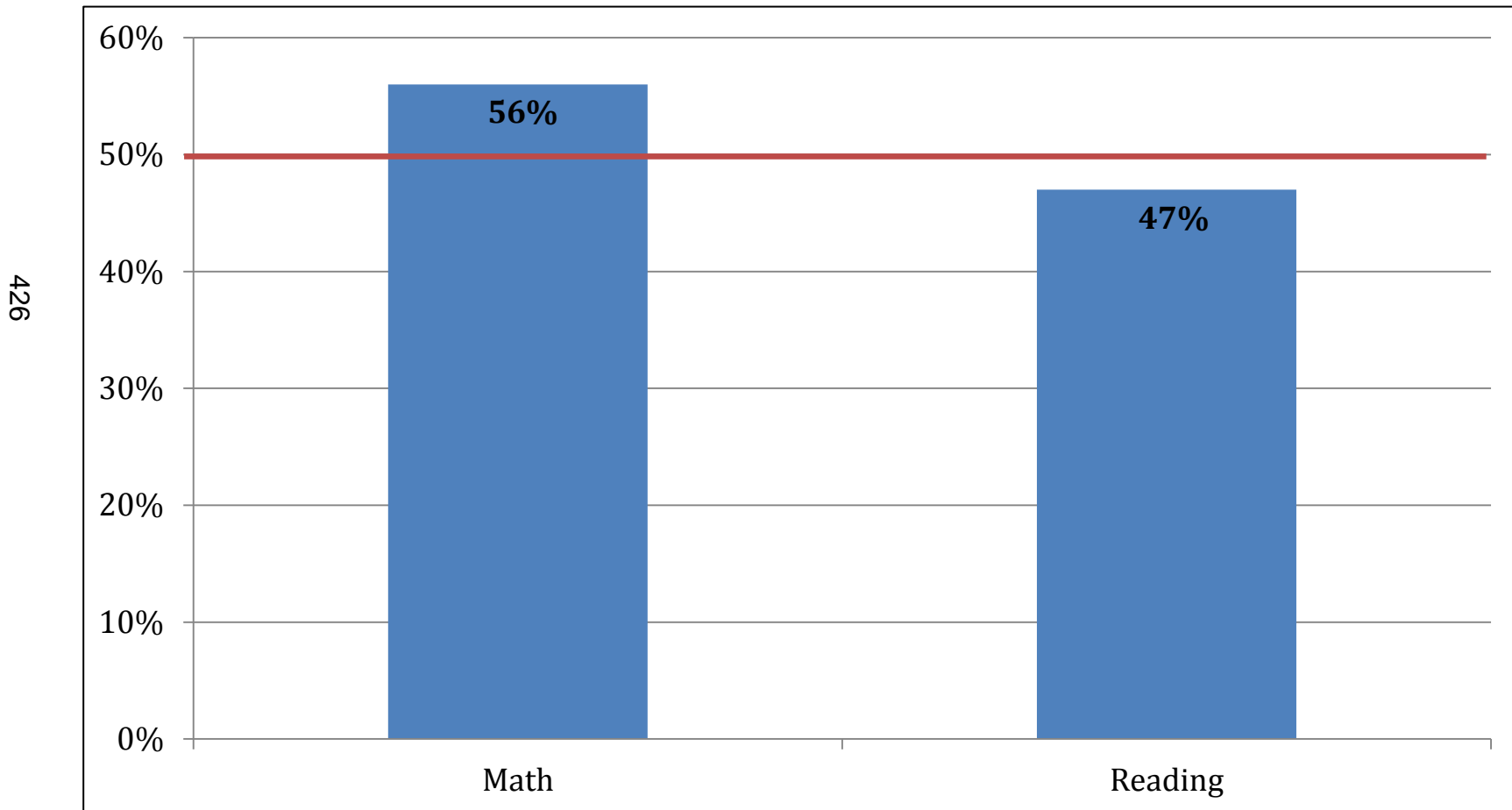
Students who attend Little Rock Preparatory Academy (LRPA) Middle Grades exceed national peers in academic growth in reading and math as measured by NWEA MAP assessments.

# Northwest Evaluation Association Measures of Academic Progress (MAP)

% of Students Who Met/Exceeded Their  
Goals (Fall 2015-Spring 2016)



**Little Rock  
Preparatory Academy**  
A Member of the Exalt Education Network







# Little Rock Preparatory Academy

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## Middle School Achievement

### Spring 2015 PARCC

2015 ESEA SCHOOL REPORT			
District: LITTLE ROCK PREPARATORY ACADEMY	Superintendent: BEN LINDQUIST	LEA: 6049702	
School: LITTLE ROCK PREP ACADEMY	Principal: JENNIFER MCMAHON	Address: 4520 S. UNIVERSITY	
Grade: 5 - 8	Attendance: 96.05	Address: LITTLE ROCK, AR 72204	
Enrollment: 147	Poverty Rate: 100.00	Phone: (501) 683-3855	

**OVERALL SCHOOL STATUS:** 015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

#### PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	128	128	100.00	127	127	100.00	
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	115	115	100.00	114	114	100.00	
Hispanic	10	10	100.00	10	10	100.00	
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Economically Disadvantaged	126	126	100.00	125	125	100.00	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	10	10	100.00	10	10	100.00	

#### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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

#### STUDENT PERFORMANCE -- MATHEMATICS

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



**Little Rock  
Preparatory Academy**  
A Member of the Exalt Education Network

# Family Feedback

- Families do not see our current facility as a long term home for their students. Often students are placed in our school to remediate behavior until placing them in a permanent setting.
- Parents want their children to attend a school that possesses all of the resources a school traditionally provides. A location that has green space, a gymnasium and science labs.
- By the end of the relocation process we will be able to strongly address the student retention issue that has plagued our school since its inception.

428



**Little Rock  
Preparatory Academy**

A Member of the Exalt Education Network

# The Student Retention Conundrum

The table compares LRPA's Year-Over-Year Retention Rate from the 2014-2015 to 2015-2016 Academic Years

<b>Grade Level</b>	<b># of Returning Students</b>	<b>Total # of Students</b>	<b>% of Students Returning</b>
4th to 5th	52	65	80.00%
5th to 6th	33	61	54.10%
6th to 7th	41	58	70.70%
7th to 8th	36	48	75.00%
		<b>Average</b>	<b>69.95%</b>



**Little Rock  
Preparatory Academy**  
A Member of the Exalt Education Network

## Our Request

Approval of our middle school relocation to 6711 W Markham Street

- 180 students in grades 5-8
  - Grades 6-8 moving from current Middle School location
  - Grade 5 moving from existing Primary School location

430



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Preparatory Academy**  
A Member of the Exalt Education Network

## Benefits of Relocation

We believe this request goes beyond just facilities. Occupying the new property will have a number of benefits.

- ✓ Vastly improved space for lower cost
- ✓ Promote school pride
- ✓ Attract and retain high quality educational personnel
- ✓ Address the student turnover issue

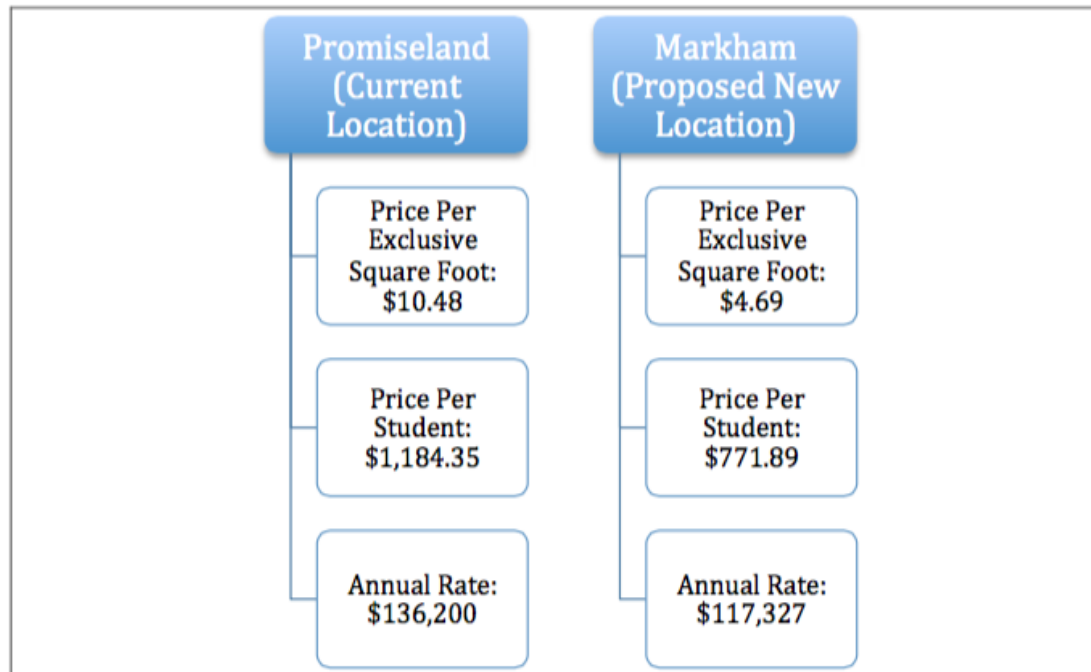
# Lease Comparison



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A Member of the Exalt Education Network

Leased Facility	Exclusive SFT	Shared SFT	Price Per SFT (Exclusive Only)	Monthly Rate	Annual Rate	Students	Per Student	% of Revenue
Promiseland Property	13,000	8,000	\$10.48	\$11,350	\$136,200	115	\$1,184.35	15.8%
Markham Property (Draft Terms)*	25,000	30,000	\$4.69	\$9,777	\$117,327	152	\$771.89	11.0%

*\*Includes gymnasium use.*



432



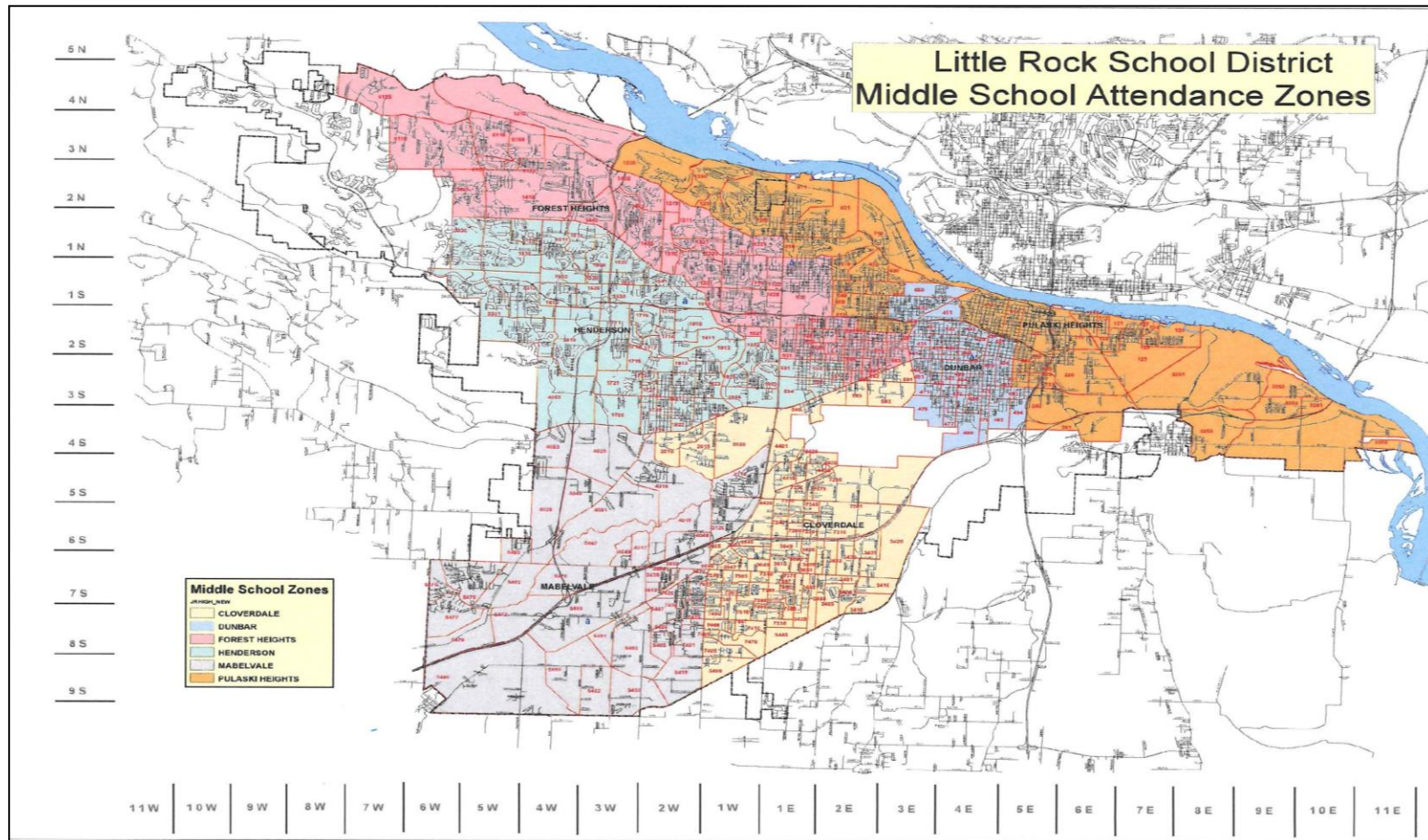
# Little Rock School District

## Middle School Attendance Zones



**Little Rock  
Preparatory Academy**

A Member of the Exalt Education Network



# Central Little Rock Region



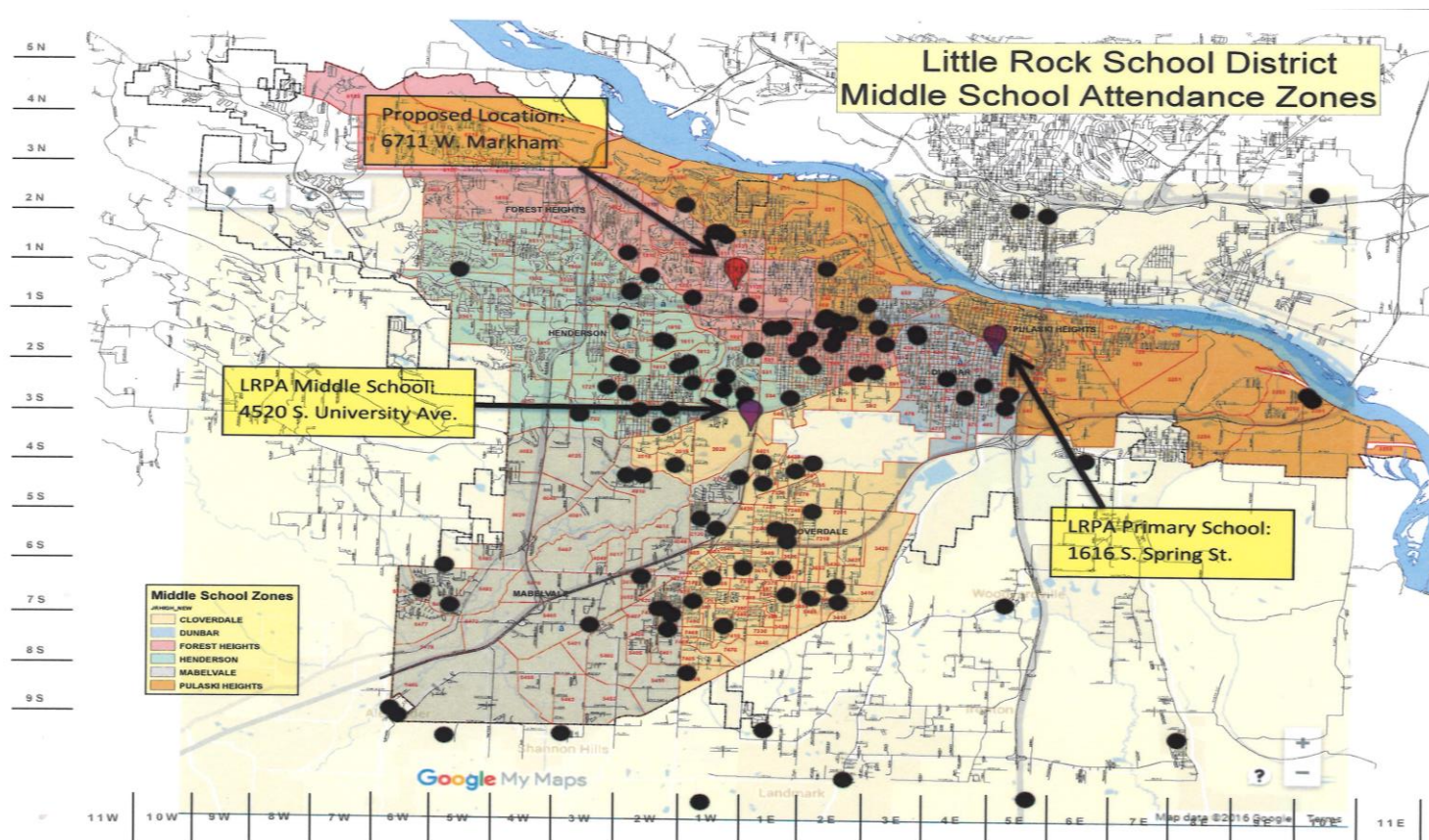
**Little Rock  
Preparatory Academy**

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## Boundaries

- I-630 to North
- Main to East
- University to West
- Asher to South

## LRPA Middle School – Enrollment Map







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# Transportation Plan

Bus service from four different centrally  
located sites

## LRPA Middle School - Transportation Map





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Preparatory Academy**  
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## Potential Fiscal Impact

- If LRPA reaches its enrollment of 432 students in fiscal year 17 (FY17) and all of the students reside in LRSD zoned areas, then LRPA could potentially receive \$132,920 (\$6,646 x 20 students) in student growth funding in January & April 2017. {Negative Impact}
- The fiscal impact on Little Rock School District would be \$0. LRSD will be funded based on their prior year average daily membership (ADM). LRSD will receive \$132,920 for students they do not have. {Positive Impact}

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**6711 W Markham Street**



**Little Rock  
Preparatory Academy**

A Member of the Exalt Education Network

# Building Introduction - Science Lab



438





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# Building Introduction - Fully Equipped Gymnasium



439



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## Recreational Space - Before







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Preparatory Academy**

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## Recreational Space - After





**Little Rock  
Preparatory Academy**  
A Member of the Exalt Education Network

## Conclusion

- We respectfully request permission to relocate to a newly renovated school building.
- LRPA Middle School students are making great academic gains but retention is a significant challenge.
- The 6711 W Markham Street facility brings all the advantages of a traditional school, including green spaces, science labs, and a fully equipped gymnasium.
- With this move we will be able to strongly address the student retention issue.





QUESTIONS ?



# ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key  
Commissioner

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Dr. Martin Schoppmeyer  
Haas Hall Academy  
3880 Front Street  
Fayetteville, AR 72703

**RE: Notice of Charter Authorizing Panel Decision  
Haas Hall Academy Amendment Request**

Dear Dr. Schoppmeyer:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request to allow enrollment preference for siblings of enrolled students at the Haas Hall Fayetteville and Bentonville campuses. The Panel denied the amendment request to increase the Fayetteville campus enrollment cap to 500, and also denied the request to license a new campus in Springdale. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review final decisions of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decisions.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

Alexandra Boyd, Director  
Public Charter Schools

CC: Superintendent Hewitt, Fayetteville School District  
Superintendent Jones, Bentonville School District  
Superintendent Rollins, Springdale School District



# ARKANSAS DEPARTMENT OF EDUCATION

June 10, 2016

**Johnny Key**  
*Commissioner*

**State Board  
of Education**

**Toyce Newton**  
*Crossett  
Chair*

**Mireya Reith**  
*Fayetteville  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Susan Chambers**  
*Bella Vista*

**Charisse Dean**  
*Little Rock*

**Vicki Saviers**  
*Little Rock*

**R. Brett Williamson**  
*El Dorado*

**Diane Zook**  
*Melbourne*

**Dr. Martin Schoppmeyer**  
**Haas Hall Academy**  
**3880 Front Street**  
**Fayetteville, AR 72703**

**RE: State Board Review-Haas Hall Academy Amendment Request**

Dear Dr. Schoppmeyer:

On May 18, 2016, the Charter Authorizing Panel met and approved the amendment request to allow enrollment preference for siblings of enrolled students at the Haas Hall Fayetteville and Bentonville campuses. The Panel denied the amendment request to increase the Fayetteville campus enrollment cap to 500, and also denied the request to license a new campus in Springdale. **On Thursday, June 9, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at Board's regularly scheduled meeting on Thursday, July 14, 2016.** The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

<http://www.arkansased.gov/divisions/legal/rules/current>

At its June 9<sup>th</sup> meeting, the State Board requested the following information:

- An explanation of how invoking sibling preference will likely impact the diversity of the student body at the Fayetteville and Bentonville campuses.
- A comparison of the student demographics to that of the community in Fayetteville and Bentonville.
- A resident district report for each campus, which shows the localities and school districts from which the schools are drawing students.
- Any communication between Haas Hall and the ADE regarding the lottery.
- Any documented complaints about the lottery since the inception of Haas Hall.
- Graduation cohort analyses that provide overall graduation rates and list graduation requirements for each year that Haas Hall has produced a graduating class.
- Plans agreed upon by Haas Hall and the Springdale School District to meet the needs of the students through active collaboration.
- A written plan developed by Haas Hall, which ensures that all of their schools are prepared to serve all student populations represented in the surrounding communities.

**The written responses to the above requests, and an electronic presentation should you choose to provide one, are due to the Charter Office at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov), by 4:00 p.m. on Thursday, June 23, 2016.**

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

*An Equal Opportunity  
Employer*

Please keep in mind that the State Board will conduct a full hearing on the entire amendment request and the State Board's discussion of the amendment request may not necessarily be limited only to the areas of concern addressed by the State Board at its June 9, 2016 meeting. Therefore, you should be prepared to discuss the entire amendment request. Any modifications to the amendment request that were approved by the Charter Authorizing Panel, including written materials provided to the State Board in advance of the July 14, 2016 hearing and in the modifications agreed to in oral testimony on May 18, 2016, are considered part of the amendment request. If the applicant wishes to request other modifications, these should be addressed in presentation to the State Board during the hearing. Please attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional amendment request modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

For your information and reference, the transcripts from the Charter Authorizing Panel meetings are available at:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2016>

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director  
Public Charter Schools

CC: Superintendent Hewitt, Fayetteville School District  
Superintendent Jones, Bentonville School District  
Superintendent Rollins, Springdale School District

# Haas Hall Academy Summary

## HAAS HALL ACADEMY - FAYETTEVILLE

SPONSORING ENTITY: THE ACADEMY, INC.

### CURRENT DATA

Maximum Enrollment	400
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

#### 2015-2016 Enrollment by Race

Two or More Races	12
Asian	27
Black	6
Hispanic	26
Native American/Native Alaskan	4
Native Hawaiian/Pacific Islander	2
White	275
<b>Total</b>	<b>352</b>

#### 2015-2016 Enrollment by Grade

7th Grade	48
8th Grade	54
9th Grade	61
10th Grade	65
11th Grade	59
12th Grade	65

#### 2015-2016 Student Status Counts

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

#### 2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	319.63	274.57	274.78	274.07
ADM	319.63	274.57	274.78	274.07
%	100.00%	100.00%	100.00%	100.00%

### BACKGROUND

Authorized January 12, 2004  
 Contract Expiration June 30, 2022

#### Amendment Request Considered and APPROVED

February 18, 2015

Add Grade 7  
 Increase enrollment from 320 to 400

#### Amendment Request Considered and APPROVED

August 9, 2004

Change Facility

#### Amendment Request Considered and DENIED

August 11, 2008

Add Grade 8  
 Increase enrollment from 120 to 220  
 Relocate to Fayetteville from Farmington

**Amendment Request Considered and APPROVED**

November 3, 2008

Add Grade 8  
 Increase enrollment from 120 to 320  
 Relocate to Fayetteville from Farmington

**Renewal Request**

June 11, 2007

Charter renewed for five years  
 Amendment approved to add grade 9  
 Amendment approved to waive the following:  
   6-17-302 Public School Principals - Qualifications and Responsibilities  
   6-17-309 - Certification Waiver  
   6-17-902 - Definition of a Teacher  
   6-17-908 -Teacher's Salary Fund  
   Standards for Accreditation 9.03.4.11 AP Courses  
   Standards for Accreditation 15.03 Licensure and Renewal  
   Standards for Accreditation 18.0 Gifted and Talented Education  
   Standards for Accreditation 21.0 Auxiliary Services

**Renewal Request**

April 9, 2012

Charter renewed for ten years  
 Amendment denied: waiver allowing recruitment of out-of-state board members.  
 Amendment approved to waive the following:  
   6-13-616 - Qualifications of Directors  
   6-15-1004 - Qualified Teachers in Every Public Classroom  
   6-17-908 - District Boundaries  
   6-17-203- Committee for Each School District  
   6-18-223 - Credit for College Courses  
   Standards for Accreditation 9.03.3.12 Foreign Language/Algebra I/HS Credit  
   Standards for Accreditation 16.02 Media Services  
   Standards for Accreditation 16.03 Health and Safety Services  
   Standards for Accreditation 19.03 Alternative Learning Environment

**Special Board/Panel Appearances IF ANY**

August 14, 2006

Status Report

**Special Board/Panel Appearances IF ANY**

September 11, 2006

Budget Report

**Special Board/Panel Appearances IF ANY**

August 13, 2007

Report on balance owed to ATRS

**Special Board/Panel Appearances IF ANY**

September 10, 2007

Report on balance owed to ATRS

**Special Board/Panel Appearances IF ANY**  
Report on balance owed to ATRS

September 24, 2007



## HAAS HALL ACADEMY BENTONVILLE

SPONSORING ENTITY: THE ACADEMY, INC.

### CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

### 2015-2016 Enrollment by Race

Two or More Races	7
Asian	40
Black	4
Hispanic	25
Native American/Native Alaskan	7
Native Hawaiian/Pacific Islander	0
White	212
<b>Total</b>	<b>295</b>

### 2015-2016 Enrollment by Grade

7th Grade	70
8th Grade	68
9th Grade	73
10th Grade	45
11th Grade	31
12th Grade	8

### 2015-2016 Student Status Counts

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

### BACKGROUND

Authorized	October 15, 2014
Contract Expiration	June 30, 2020

# Amendment Request



# ARKANSAS DEPARTMENT OF EDUCATION

**Johnny Key**  
*Commissioner*

April 29, 2016

**State Board  
of Education**

**Toyce Newton**  
*Crosscut  
Chair*

**Mireya Reith**  
*Fayetteville  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Susan Chambers**  
*Bella Vista*

**Charisse Dean**  
*Little Rock*

**Vicki Saviers**  
*Little Rock*

**R. Brett Williamson**  
*El Dorado*

**Diane Zook**  
*Melbourne*

**Dr. Martin Schoppmeyer**  
**Haas Hall Academy**  
3155 North College Ave, Ste. 108  
Fayetteville, Arkansas 72703

## **Re: Charter Authorizing Panel-Amendment Request**

Dear Dr. Schoppmeyer:

I received your letter, via attorney Mark Murphey Henry dated April 27, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings, and Section 4.02.6 of the rules that requires amendment requests to be submitted thirty-five (35) days before the authorizer meeting where the amendment request will be heard.

Haas Hall Academy is requesting an amendment to add a license to open a Springdale campus and to add a sibling admission policy applicable to all its campuses. As you stated, Haas Hall Academy is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the May hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

**Johnny Key**  
**Commissioner**

cc: **Mark Murphey Henry** – Attorney for Haas Hall Academy  
**Paul Hewitt** - Fayetteville School District Superintendent  
**Mike Poore** - Bentonville School District Superintendent  
**Dr. Jim Rollins** - Springdale School District Superintendent

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



# HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Thursday, April 14, 2016

Alexandra Boyd, Charter School Program Advisor  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RE: Amendment Requests

Dear Ms. Boyd:

Please allow this communication to serve as Haas Hall Academy's request for amendment changes to our existing Fayetteville charter. As part of this request, we set forth four specific requests.

1. **Expand existing Fayetteville campus enrollment to 500 scholars.** Our current charter caps at 400 scholars, and we enjoy both demand and space to accommodate 500 scholars. Our Bentonville Haas Hall Academy charter was recently approved for 500 scholars.
2. **Replicate our Fayetteville campus into the Jones Center for Families in Springdale.** The Jones Center for Families has invited us to replicate our existing Fayetteville campus to Springdale. Our most recent lottery admitted less than 12% of the applicants, so we believe there is substantial demand in the community to expand. We believe this is an excellent opportunity for our community to work in conjunction with the goals surrounding the Jones Center for Families. This opportunity to begin in the fall of 2016.

As part of this request, we are providing you with materials demonstrating our past success and record as well as our expanded policies governing admission and details of our recently implemented computerized admission processes. We are following all recommendations of the Arkansas Department of Education.

We also provide you with our upcoming calendar that outlines the timing and details of the application lottery process for the Springdale location in the event it is approved.

3. **Sibling Admission Preference for Fayetteville/Springdale.** As part of our current request we also seek to affirmatively invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our Fayetteville and proposed Springdale locations.
4. **Sibling Admission Preference for Bentonville.** As part of our current request we also seek to affirmatively invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our Bentonville location in order to have clarity for all.

Haas Hall Academy  
Charter Amendment Request  
Page 2

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Haas Hall Academy fulfills the requirements of Ark. Code Ann. §6-23-304(d)(1) and (d)(2) to be granted a license by the Authorizer. Haas Hall Academy has demonstrated academic success as defined by the State Board for all public schools; and has never been subject to any disciplinary actions by the Authorizer; been classified as in academic or fiscal distress; nor has it had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-105.

I thank you in advance for your assistance with this matter.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
MWS/hpt

Attachment

**ARKANSAS  
DEPARTMENT  
OF EDUCATION****CHARTER AMENDMENT REQUEST FORM****Charter Name** Haas Hall Academy**LEA Number** 7240700**Type of Amendment Requested:**☒ **Add a new campus****Address** Jones Center for Families922 W. Emma AvenueSpringdale, AR 72764**School district in which the campus will be located** Springdale



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Haas Hall Academy

LEA Number 7240700

Type of Amendment Requested:

☒ Increase enrollment cap

Current cap 400

Proposed cap 500



## HAAS HALL ACADEMY

### STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

#### Educational Need

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation, and be a catalyst for the renewal of expectations for public education. Haas Hall Academy is ranked the #1 public high school in Arkansas for the fourth consecutive year by *U.S. News & World Report* and ranked #19 in the nation by *Newsweek* magazine.

Haas Hall Academy is the accelerated, college-preparatory open-enrollment public charter school focusing on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Demand for our rigorous academic and distinctive social programs well surpasses our current ability to educate more scholars in Northwest Arkansas seeking a rigorous college-preparatory program.

#### Educational Program

Haas Hall Academy is an accelerated, college-preparatory STEAM school, and as such, we prepare our scholars for their intended college major while they are in high school. As a microcosm of a university, we infuse higher education pedagogical techniques into our courses. Our scholars complete courses by the semester, not by the calendar year, promoting a seamless transition between the secondary- and higher-educational environments.

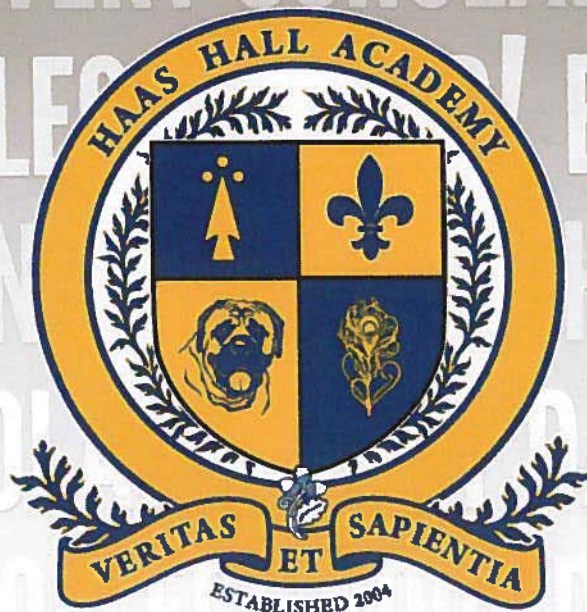
At Haas Hall Academy, all scholars are exposed to an accelerated, college-preparatory education. Our courses provide the opportunity for greater depth and breadth of instructional material.

The courses our scholars take are determined by academic ability, not by grade level. English is the only exception. Scholars take two years of English in one calendar year. Scholars study one year (semester) of language and composition and one year (semester) of literature and composition.

#### Benefits of New Facilities

Haas Hall Academy has a unique opportunity to partner with the Jones Center for Families in their state-of-the-art facility. Expanding into the Jones Center for Families will allow us an opportunity to educate more scholars while maintaining our small, proactive familial environment.





# HAAS HALL ACADEMY

**EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!**



MartinSchoppmeyer@haashall.org

3880 N Front Street  
Fayetteville, Arkansas 72703  
[haashall.org](http://haashall.org)

## Dr. Martin W. Schoppmeyer, Jr. Founder and Superintendent, Haas Hall Academy

Founded the first open-enrollment, public charter high school in the state of Arkansas, Haas Hall Academy, in 2004. Today the school boasts two campuses in Northwest Arkansas with over 700 scholars currently enrolled and further expansion plans scheduled for Summer 2016.



## Background

Haas Hall Academy is a small, comprehensive institution promoting an accelerated college preparatory curriculum with over 700 scholars in grades 7 through 12. Haas Hall Academy is the state's only open-enrollment charter high school focusing on rigor and high academic standards.

## Mission

To provide an aggressive alternative to the traditional learning environment for scholars with high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities.

## Vision

Haas Hall Academy produces truly educated graduates ready for the academic challenges that await them in their higher education pursuits.

**Every Scholar, Every Day –  
College Bound!**

### Ranked top 1% in America's Most Challenging Schools 2013

Ranked as one of America's Most Challenging high schools. In the top 1% for the third year in a row, by the Washington Post. — 2013, 2014, 2015

### 2012 Named #1 High School in Arkansas

Ranked #1 public high school in Arkansas for the fourth consecutive year by US News & World Report.

### Recognized as an Exemplary School 2011

Recognized as an exemplary school by the Arkansas Department of Education — 2011, 2012, 2013

### 2009 New Fayetteville Campus

In August 2009 Haas Hall Academy relocated to a new campus in Fayetteville.

### Dairy Barn Days 2004

Haas Hall Academy opened its doors with 17 scholars. The original campus was located in a converted dairy barn in Farmington.



### Newspaper receives Accolades 2013

Haas Hall Herald school newspaper recipient of the state's top award at the Arkansas Scholastic Press Association Conference — 2013, 2014, 2015.

### 2015 Perfect score on ADE Annual Report Card

Earned the letter grade of "A" from the Arkansas Department of Education with a perfect score of 300/300. This grade was based on academic performance and growth of our scholars.

### Ranked 19<sup>th</sup> Best High School 2015

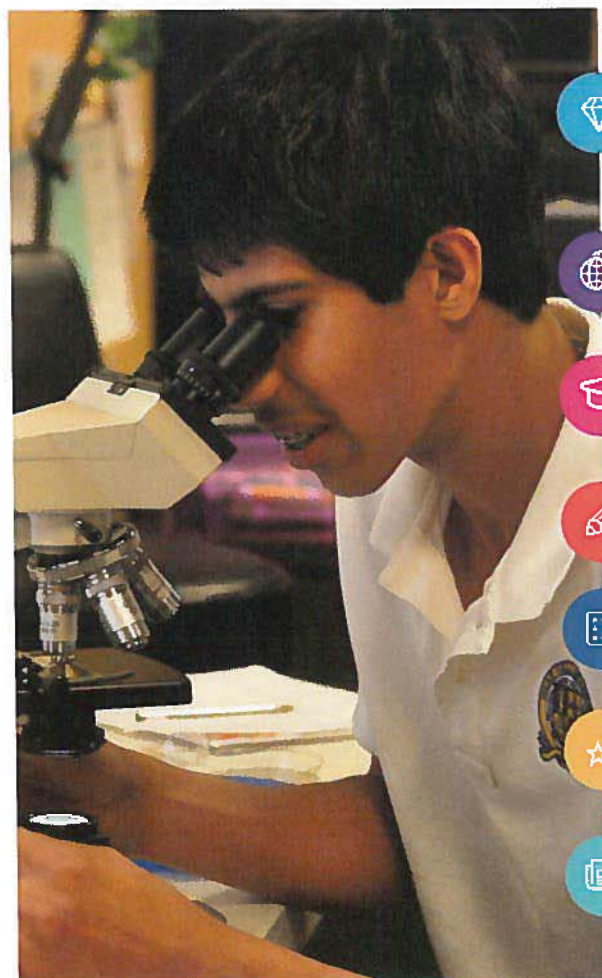
Ranked #19 public high school in the Nation by Newsweek. Up 67 slots from 2013.

### 2015 Benton County Expansion

The Bentonville campus opened its doors in August 2015. Serving over 300 scholars grades 7-12 in Benton County. The Washington County campus relocated to a new facility in Fayetteville, serving over 350 7<sup>th</sup> - 12<sup>th</sup> grade scholars.

### 2016 Three Campuses, One Community

Haas Hall Academy plans to open its third campus this August in the Jones Center for Families, located in Downtown Springdale.



### #1 Ranked Public High School in Arkansas

US News & World Report — 2012, 2013, 2014, 2015  
Haas Hall Academy is the **only** gold medal school in the state, ranked 711 spots above the second-ranked public school district in Arkansas (Bentonville).

### Ranked one of America's Most Challenging Schools

Washington Post — 2013, 2014, 2015  
In the top 1% for the third year in a row.

### Recipient of the College Readiness Award

ACT Council — 2011, 2012, 2013, 2014

### Ranked #1 in Augmented Benchmark test scores

8<sup>th</sup> Grade — 2011, 2012, 2013, 2014

### Ranked #1 in End-of-Course Exams

Algebra I, Geometry, Biology & Literacy  
— 2011, 2012, 2013, 2014

### Named a Higher Performing School

National Center for Educational Advancement,  
NCEA — 2011, 2012, 2013, 2014

### School Newspaper received state's top award

Scholastic Press Association Conference  
— 2013, 2014, 2015



#### Curriculum

Accelerated, college-preparatory curriculum focused on STEAM (Science, Technology, Engineering, Arts and Mathematics)



#### Accreditation

Accredited by AdvancED and the Arkansas Department of Education.



#### Schedule

Scholars attend four 90 minute blocks per day, five days a week. Scholars are able to take two years of English, Science, Mathematics, etc. in one calendar year. Scholars are placed in classes based on achievement, not by grade level.



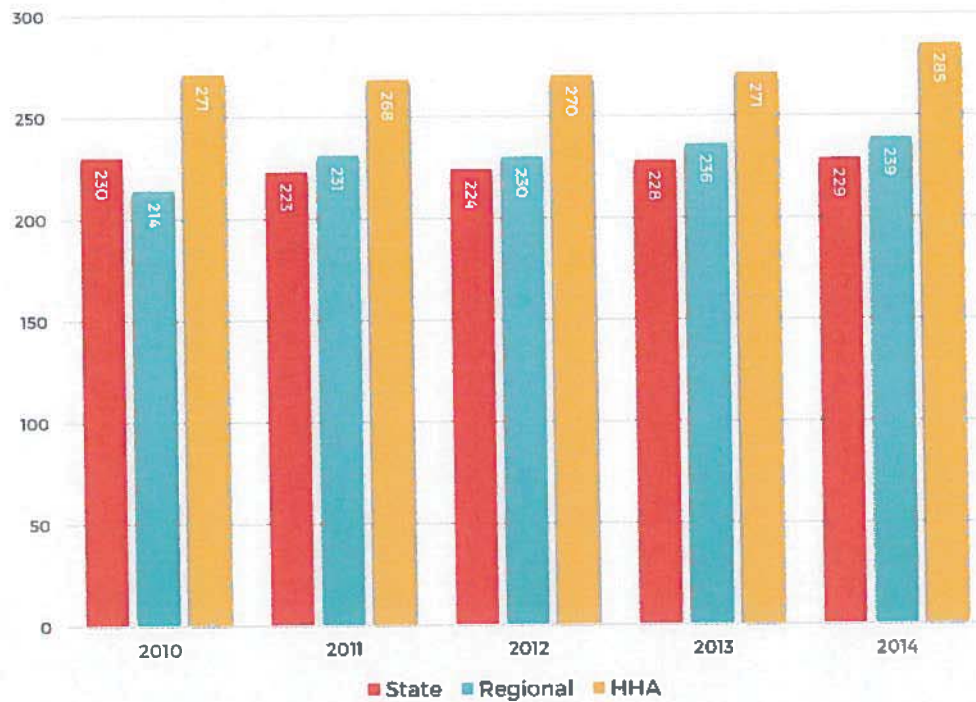
#### Truly Educated Scholars

100% Graduation rate and 100% College Acceptance rate.

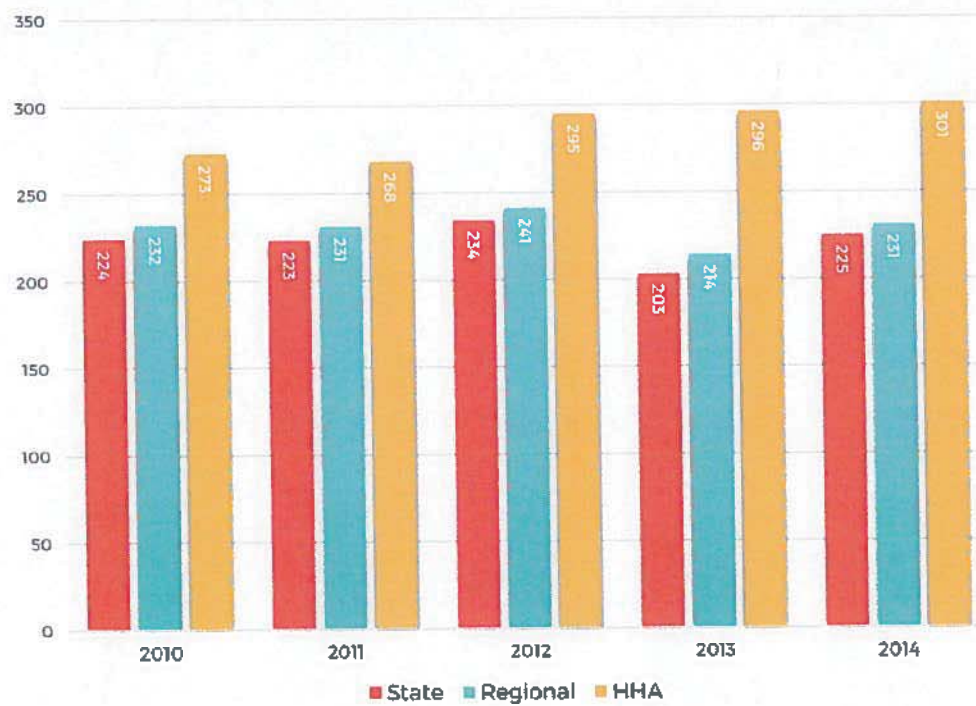




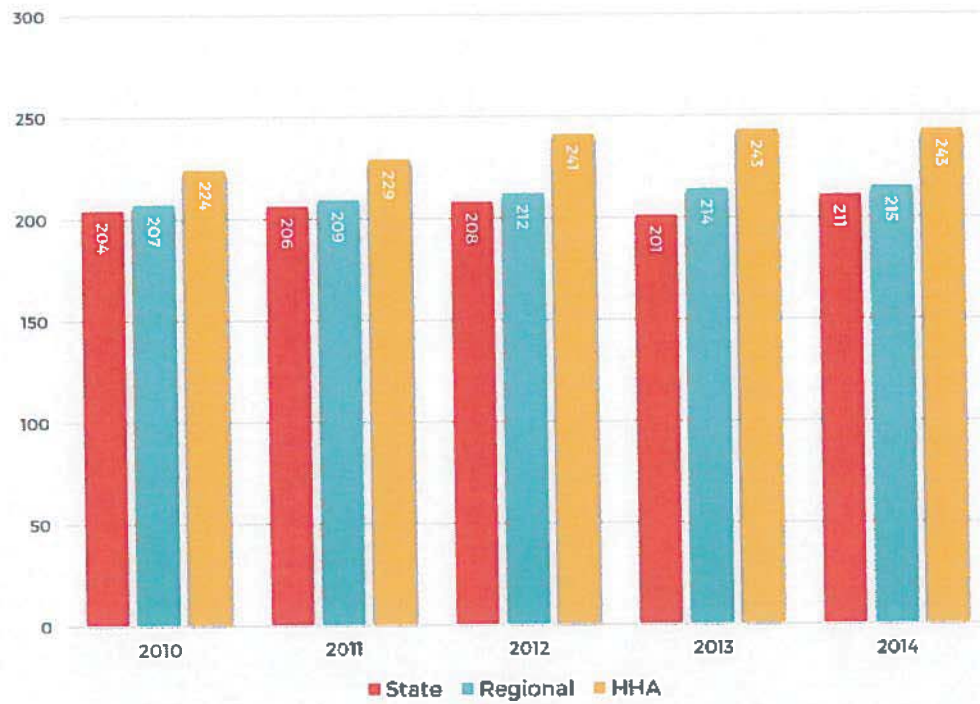
## Geometry Scale Score Averages



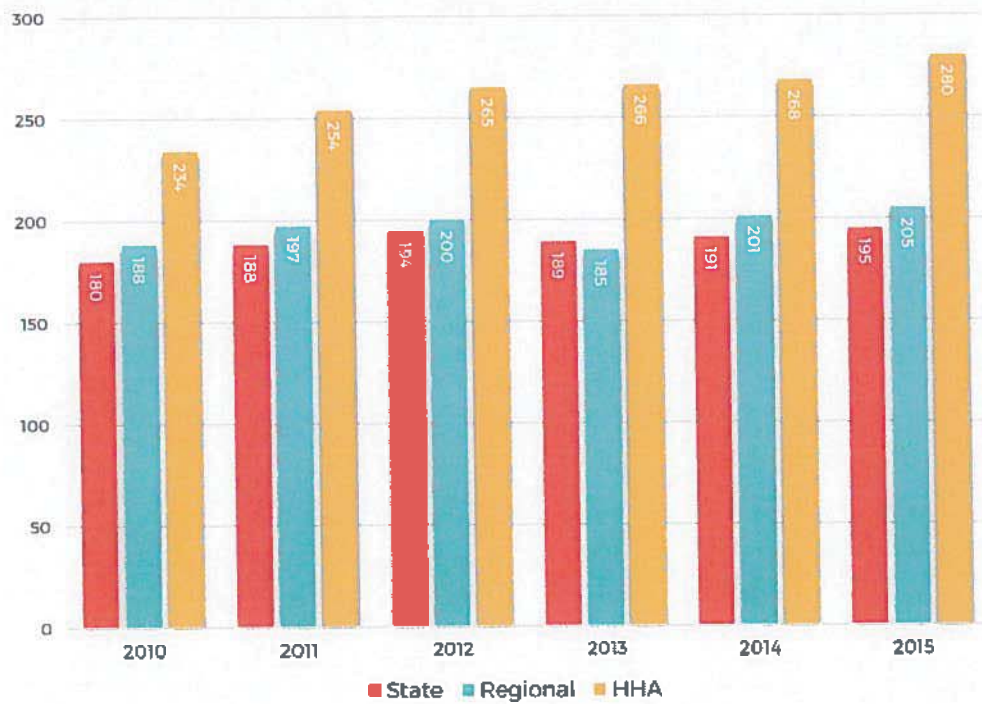
## Algebra I Scale Score Averages



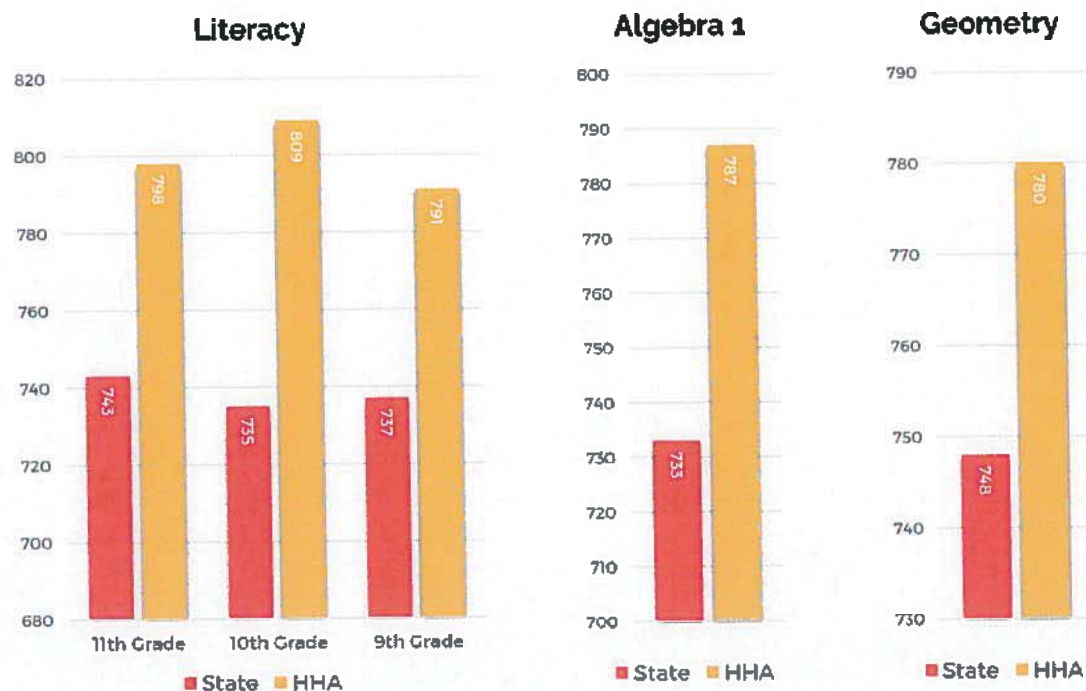
## Literacy Scale Score Averages



## Biology Scale Score Averages

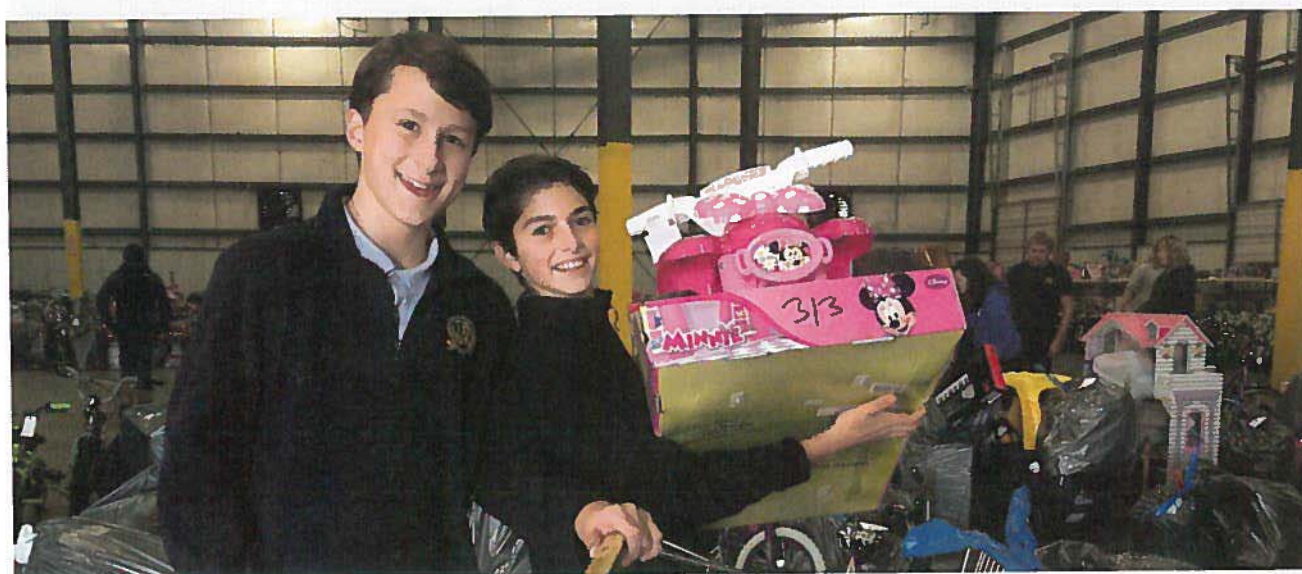


## 2015 PARCC Score Averages



## Community Service

UA Move-In Day  
 Health Club: 4 Yearly Blood Drives  
 Holocaust Conference Ambassadors  
 Tomorrow's Leaders Conference  
 School Reading Programs  
 Boys and Girls State  
 Green Team  
 Scholar Council  
 National Honor Society  
 National Junior Honor Society  
 Sociology Club — Feed the Children  
 Select Choir Concerts





## Athletics

Haas Hall Academy does not use state funds to support athletics programs. Athletics are supported by private donations only.

Cross Country  
Basketball  
Track  
Soccer  
Cheer  
Golf  
Tennis  
Bowling  
Swimming



Scholars have been accepted to over 180 Colleges and Universities in the past two years.

### Partial list of Colleges accepting Haas Hall Academy Graduates

American University  
Amherst College  
Auburn University  
Benedictine University  
Bowdoin College  
Brandeis University  
Bucknell University  
Carnegie Mellon University  
Case Western Reserve  
Colby College  
College of William & Mary  
Colorado College  
Colorado School of Mines  
Davidson College  
Emerson College  
Emory University  
Fordham University  
Georgetown University  
George Washington  
Georgia Inst. of Technology  
Gonzaga University  
Grinnell College  
Hendrix College  
Harvey Mudd College

Johns Hopkins University  
McGill University  
Middlebury College  
New York University  
Purdue University  
Rensselaer Polytechnic Inst.  
Rhodes College  
Rice University  
Rochester Inst. of Technology  
Sewanee: University of the South  
Southern Methodist University  
Smith College  
Stanford University  
Swarthmore College  
Texas A & M  
Texas Christian University  
The New School-Eugene Lang  
Trinity University  
Ohio State University  
University of Arkansas  
UC, Berkeley  
UC, Los Angeles  
UC, Santa Barbara  
University of Chicago

University of CO, Boulder  
University of Connecticut  
University of Georgia  
University of Glasgow  
University of Illinois  
University of Iowa  
University of Leeds  
University of MA, Amherst  
University of Michigan  
University of Missouri  
University of NC, Chapel Hill  
University of Notre Dame  
University of Oregon  
University of Rochester  
University of South Florida  
University of Texas, Austin  
UT, Dallas - McDermott  
University of Tulsa  
University of Vermont  
University of WI, Madison  
Washington & Lee University  
Washington University, St. Louis  
Vanderbilt University  
Vassar College





## THE Jones CENTER

The Jones Center for Families boasts a year-round ice arena, junior-olympic size lap pool, activity pool with a slide, basketball court, indoor track, conference center, and chapel.

The 200,000 square foot campus houses a dozen other nonprofit organizations.



**Ozark Regional Transit provides ADA compliant transportation with over 70 stops each day at The Jones Center.**



# Springdale, Arkansas

## Population by Age

Total Population  
Ages 5-19: 32,338

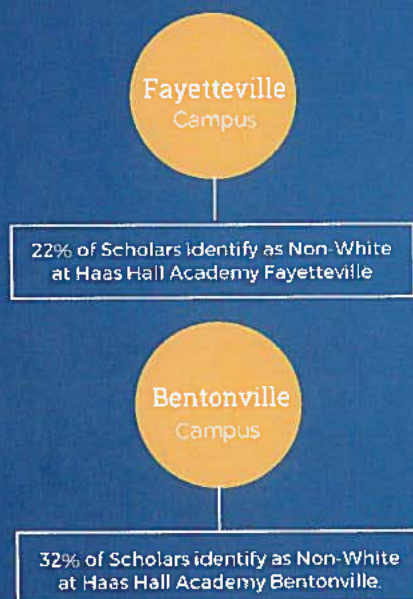


## School Enrollment

Population Grades 1-12,  
Enrolled in School: 18,605

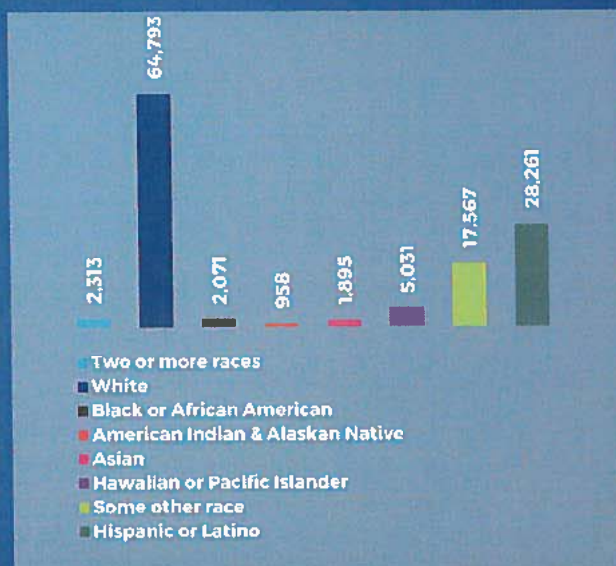


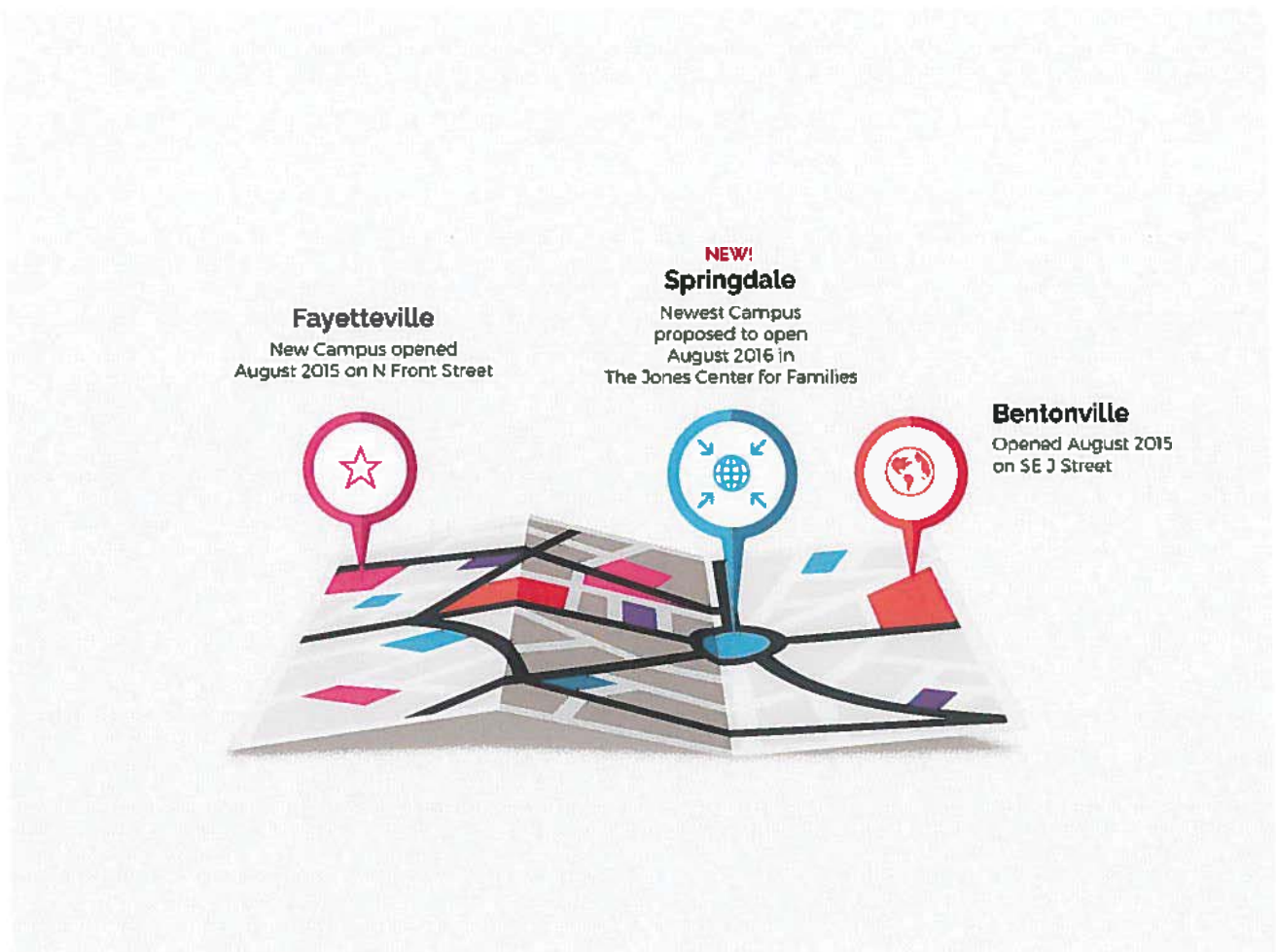
Haas Hall Academy's racially and culturally diverse student body enhances the school experience for scholars and faculty alike. We endeavor to further encourage racial and cultural sensitivity in our school community as to foster a sense of responsibility for respect, dignity, and inclusion beyond our walls. Clear focus to increasing diversity in student population has guided Springdale, Arkansas expansion plans.



## Race in Springdale Arkansas

Total Population: 94,628







# HAAS HALL ACADEMY

## STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

### Scholar Demographics 2015.2016 Enrollment Race/Grade

#### Fayetteville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	5	5	4	6	3	4	27
Black	1	1	2	1		1	6
Hawaiian/Pacific Islander		2					2
Hispanic	2	5	5	5	8	1	26
Native American	1	1		2			4
Two or More	2	7	3				12
White	37	33	45	51	47	57	270
<b>Grade Totals</b>	<b>48</b>	<b>54</b>	<b>59</b>	<b>65</b>	<b>68</b>	<b>63</b>	<b>347</b>

#### Bentonville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	8	15	9	6	3	1	42
Black	2	1			1		4
Hawaiian/Pacific Islander							
Hispanic	10	5	3	2	6		26
Native American	1	1	2	2		1	7
Two or More	1	2	2	1	1		7
White	45	44	52	35	20	7	203
<b>Grade Totals</b>	<b>67</b>	<b>68</b>	<b>68</b>	<b>46</b>	<b>31</b>	<b>9</b>	<b>289</b>

### Percentage Free and Reduced Lunch

#### Fayetteville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Bentonville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A





# HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

### Haas Hall Academy Springdale, Jones Center for Families 2016.2017 Budget Proposal

#### 2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (360)	\$2,392,560.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,392,560.00

#### 2016.2017 Expenditure Summary

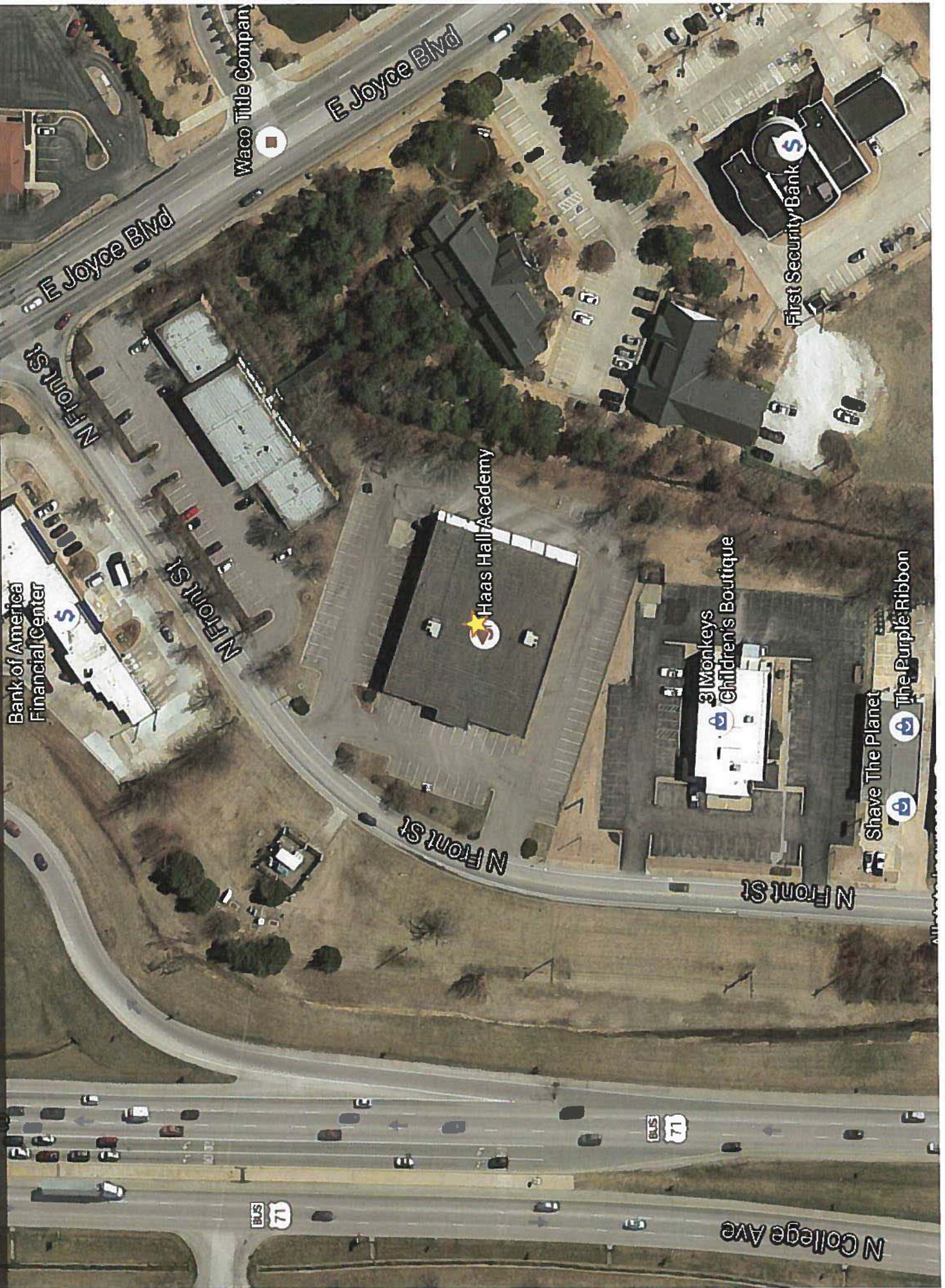
Salaries and Benefits	Amount	Total
Salaries	\$1,202,500.00	
Benefits	\$300,625.00	
Total Salaries and Benefits		\$1,503,125.00

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$118,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
Lease	\$281,814.48	
Total Operating Expenditures		\$854,751.50
Total Expenditures		\$2,357,876.50
Revenues minus Expenditures		(+\$34,683.50)

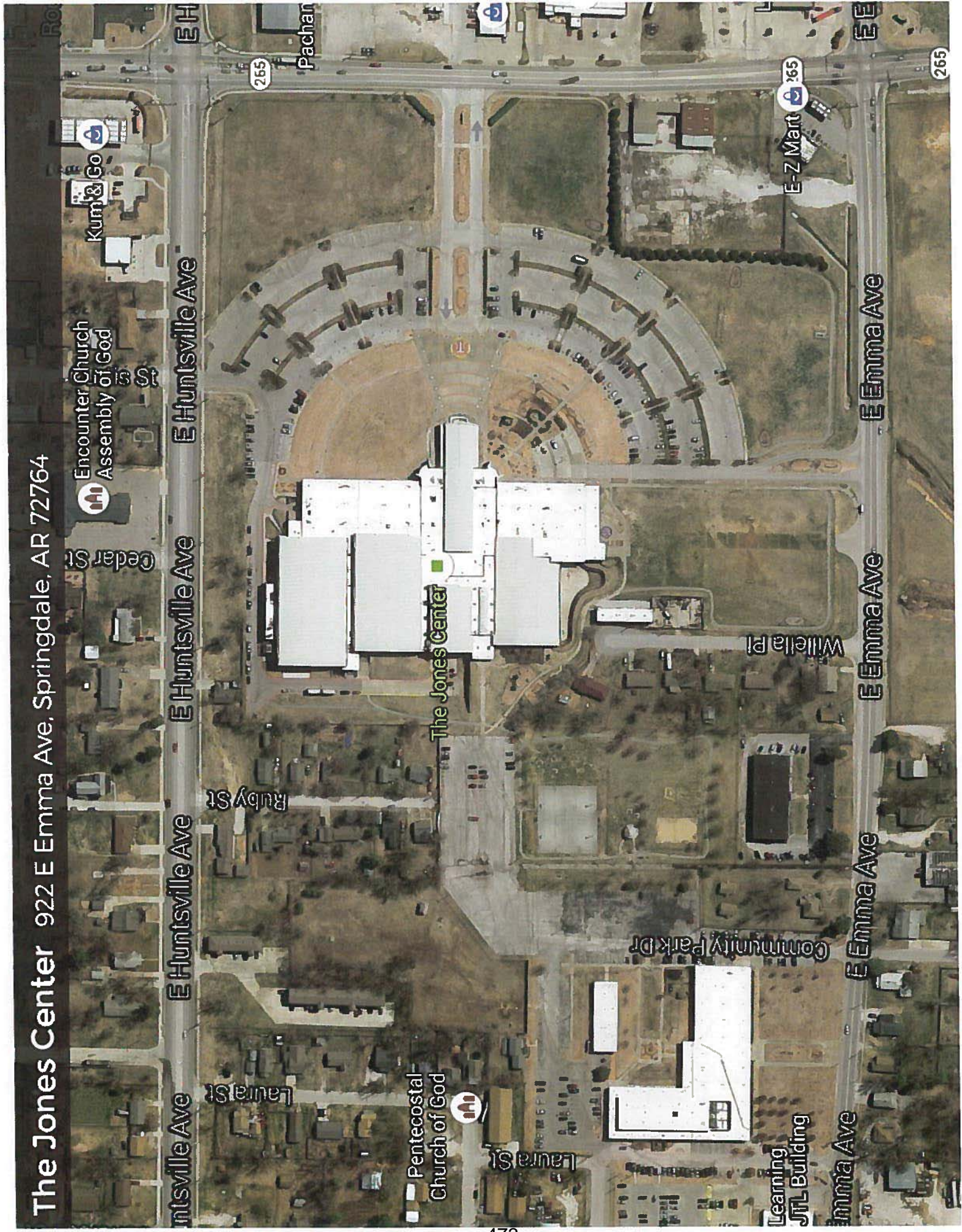
\*All utilities are included in the lease.



Haas Hall Academy 3380 N Front Street, Fayetteville Arkansas 72703

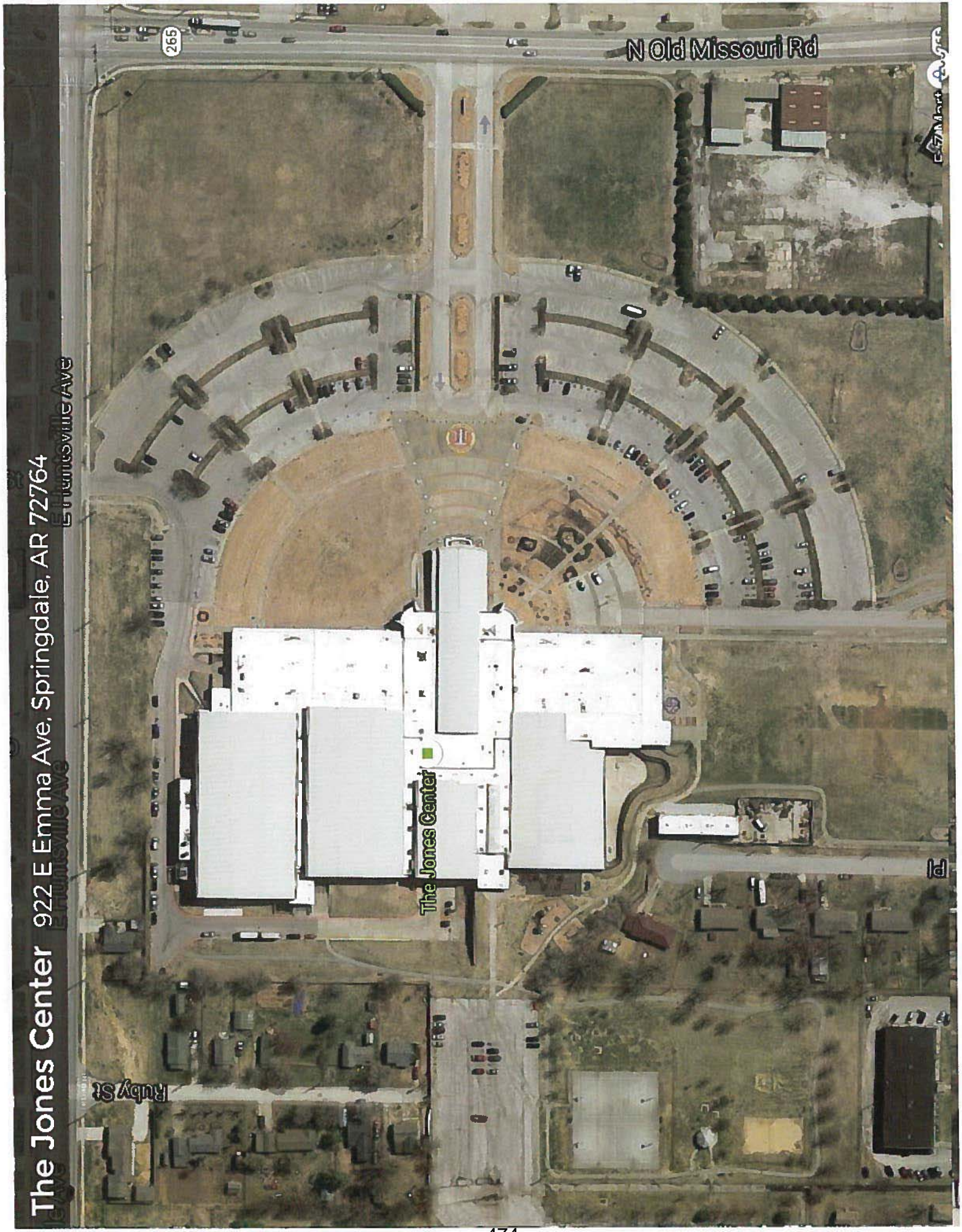






The Jones Center 922 E Emma Ave, Springdale, AR 72764







# **OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Jones Center for Families

Lessee(Tenant): Haas Hall Academy, Springdale

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The Springdale School of Innovation at the Jones Center

Address of Premises: 922 E Emma Ave, Springdale, AR 72764

Square Footage: 31,140

Terms of Lease: Five years

Rental Amount: \$23,484.54/mo, 2% yearly increase

Contingency: The terms of this agreement are contingent upon

The Academy, Inc.

*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

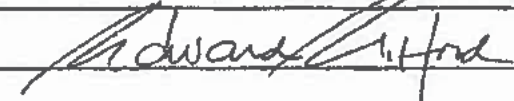
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Haas Hall Academy, Springdale

By:  Date 12.15.15

Lessor: Jones Center for Families

By:  Date 12/15/15



## HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966-4930 | (479) 966-4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

### Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY

District: HAAS HALL ACADEMY  
 LEA: 7240700  
 Address: 3155 NORTH COLLEGE  
 Address: FAYETTEVILLE, AR 72703  
 Phone: 479-966-4930

Superintendent: MARTIN SCHOPPMAYER  
 Enrollment: 320  
 Attendance: 100.00  
 Poverty Rate: 0.63

Report created on: 10/29/2014

% Prof/Adv.

2014 Math + Literacy 99.6  
 2013 Math + Literacy 99.3  
 2012 Math + Literacy 99.4

OVERALL DISTRICT STATUS:

ACHIEVING

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	113	117	96.58	158	165	95.76
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	14	14	100.00
White	94	98	95.92	128	135	94.81
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE - LITERACY					GROWTH - LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	113	113	100.00	98.50	91.00	45	45	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	346	346	100.00	98.50	91.00	96	96	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	94	94	100.00	98.25		36	36	100.00	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE - MATHEMATICS					GROWTH - MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	157	158	99.37	95.49	92.00	44	45	97.78	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	512	517	99.03	95.49	92.00	95	96	98.96	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	100.00	
Hispanic	14	14	100.00	90.63		n < 10	n < 10	n < 10	75.00	
White	127	128	99.22	95.86		35	36	97.22	97.66	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	58	58	100.00	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	152	155	98.06	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	47	47	100.00	95.00	
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		



# Haas Hall Academy

## Lottery Policies and Procedures 2015.2016

Every Scholar, Every Day—College Bound!

LEA 72-40-700

Starr Scholar Center  
3880 North Front Street  
Fayetteville, AR 72703.5130  
(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org>

LEA 04-43-700

Bentonville Campus  
2600 SE J Street  
Bentonville, AR 72712  
(479) 268.3424  
(479) 250.9292 - fax  
<http://haashall.org>





## HAAS HALL ACADEMY'S ADMISSIONS LOTTERY PROCESS



**HAAS HALL ACADEMY**  
 EVERY SCHOLAR, EVERY DAY — COLLEGE BOUND!

### Purpose of this guide

The purpose of this guide is to provide all stakeholders with policies and procedures as they pertain to Haas Hall Academy's random, anonymous lottery for each campus.

#### Step one: Apply

Parents are encouraged to apply online. If a parent needs assistance, staff will gladly assist with the online application. The URL is: <http://www.haashall.org/admissions/application>. Upon completion of the application form, all application data is entered into an online database. Applicant contact information is exported from the database so that parents/guardians can receive important updates throughout the year. They can easily update their contact information and view their scholar's application and waitlist status online at [haashall.org](http://haashall.org).

Parents of potential scholars may apply to any Haas Hall Academy campus. Upon completion of the online application, an email response is generated confirming their application data.

#### Step two: Shadow-a-scholar

The purpose of a shadow is to allow potential scholars the opportunity to experience our unique academic and social environments. Potential scholars attend a full day of classes alongside a current scholar.

Shadows are taken by appointment only. The applicant is directed to schedule an appointment to shadow a scholar. Potential scholars select their preferred date and campus and the Director of Academy Affairs for that campus matches them with a current scholar ambassador. On the day of a potential scholar's shadow, parents are encouraged to take a brief tour of campus.

#### Step three: Lottery notification

All applicants will be emailed two weeks prior to the Monday of the week of the lottery drawing. The email contains lottery dates and procedures and a reminder to parents to update their potential scholar's application data if needed.

#### Step four: Lottery preparation

The applicant data will be exported from the website to CSV. Applicant data is displayed in the order the application was received, then sorted according to preferred campus, then grade. Lottery ID numbers are assigned and published to [haashall.org](http://haashall.org). An applicant may access their Lottery ID number online, by calling the school, or in person at the Admissions Lottery drawing.

#### Step five: Lottery

Upon notification to the Arkansas Department of Education, Haas Hall Academy will conduct a random, anonymous lottery for each campus by grade. Representatives from the Arkansas Department of Education and the public are invited to attend. In order to protect the privacy of all applicants, the applicant's Lottery ID number will be used to identify scholars during the lottery drawing instead of names.

Haas Hall Academy will provide the ADE with a copy of each scholar application and a list of all scholars participating in the lottery by campus and grade level. The applicants are numbered starting with the number one and continue using successive whole numbers until the end of the list is reached.

Haas Hall Academy utilizes a system which features a random number generator formula that assigns random selection for each applicant. The number list produced by the random number generator is then

sorted in ascending order. The list is then printed and provided to the Arkansas Department of Education and posted at both campuses and online at [haashall.org](http://haashall.org).

Step six: Email notification of acceptance/status

Parents of potential scholars will be notified by email two days following the lottery to indicate acceptance or waiting list position. For those accepted under the random lottery process, Haas Hall Academy will send an email link to an electronic form where they can accept or deny their scholar's seat. Once the form is electronically signed, the signature is assigned a tracking number. Those tracking numbers are provided to the Arkansas Department of Education.

For those not accepted under the random lottery process, Haas Hall Academy will send an email with the scholar's waitlist status. The parent will be encouraged to re-apply for the following school year's lottery and will receive periodic reminders of important lottery dates throughout the year.

Step seven: New scholar/parent orientation

Haas Hall Academy will hold a new scholar/parent orientation after the lottery has been drawn and new scholars have accepted admittance. The purpose of this orientation is to inform, connect and create a stress-free transfer to our academic community.

Parents and scholars interact with current scholars, faculty and parents. We provide many opportunities for new scholars to connect to the school. Enrollment paperwork packets are distributed to all parents and must be completed and returned to the school within 48 hours.

Sibling policy

Haas Hall Academy has submitted its request to invoke the sibling preference as authorized by Arkansas law. The goal of this policy is to ensure family uniformity and consistency and not to divide children who have a preference to attend the same institution. Siblings are defined as children who share at least one common biological or legal parent whether through natural or adoptive means. This definition includes:

- a) Biological Siblings that share parents;
- b) "Half" siblings that share a single parent;
- c) "Step" siblings that share a parent or parents through marriage; and
- d) Children who share a parent or parents through adoption or guardianship.

There are two considerations to this sibling preference policy. A first consideration is the scenario where an existing scholar has a sibling who would like to attend. Under this first scenario, Haas Hall Academy will offer preferential placement of scholars whose family siblings are currently enrolled at Haas Hall Academy. Applicants must apply and verify a clear sibling relationship with a current scholar.

A second scenario is where two applicant siblings apply for admission and undergo the lottery process. If one of the siblings gains admission, then the other sibling automatically is also admitted. Under this second scenario, each student is randomized using the standardized application process, but the number is then linked to the other sibling, creating an automatic preference selection – regardless of grade. In the event that Sibling B is drawn after all available spots in Sibling A's grade have been filled, Sibling B will receive his/her seat and Sibling A will be moved to the top of the wait list in his/her respective grade.

Siblings will only receive preferential placement at the campus at which their sibling is accepted or enrolled.

Transfer policy

In anticipation of opening the Springdale campus in the fall of 2016, and because the Springdale campus is a division of the Fayetteville charter, Haas Hall Academy sets forth the following application and transfer policy. Each campus will hold its own lottery. New applicants must apply to both the Fayetteville and the Springdale campuses to be eligible for consideration in both lotteries because the Fayetteville lottery is conducted separately and independently from the Springdale lottery. For example, an applicant may apply to both campuses and be admitted to one, both, or none – depending upon the outcome of the lottery drawing.

In order to promote uniformity across campuses in student enrollment and to accommodate families who live in closer proximity to either the Fayetteville or Springdale campus, Haas Hall Academy will allow existing scholars who are already enrolled in the Fayetteville campus to elect to make a one-time permanent transfer to the Springdale campus prior to the 2016-2017 Springdale admissions lottery drawing. If a scholar does not choose to transfer from the Fayetteville campus to the Springdale campus during the 2016-2017 lottery cycle, no transfers will be accepted and no placement preference will be allowed at a later date. Scholars who are accepted to the Springdale campus in the fall of 2016 for enrollment may not transfer to Fayetteville. No transfers will be accepted between the Fayetteville and Bentonville campuses and no placement preference will be allowed for current scholars during the lottery drawing.





# HAAS HALL ACADEMY

## STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5430

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

### Lottery Process

Haas Hall Academy will host a public lottery process for the upcoming enrollment for the 2016-2017 school year. Families who have applied for the lottery are welcome **but are not required to attend** the Haas Hall Academy admissions lottery drawing that will take place for both campuses on March 30, 2016 beginning at 6PM at the Haas Hall Academy Starr Scholar Center located at 3380 N Front Street, Fayetteville, Arkansas 72703.

Admission to attend Haas Hall Academy is open to all children grades 7-12 without regard to residency, academic performance, or entrance exams. When the public demand for open seats at the charter school exceeds the number of seats available, Haas Hall Academy follows state law in conducting a random admissions lottery process that is open to the public and Representatives of the Arkansas Department of Education.

The public lottery process steps are explained below.

Haas Hall Academy utilizes an automated computerized system whereby the following steps are taken in order to preserve transparency and accountability in the lottery process:

1. Prior to the deadline to apply, Scholar Applicants complete an online computer form available at [www.haashall.org](http://www.haashall.org), signaling a clear desire to attend the upcoming school year and participate in the application lottery process. Additional information is available at [www.haashall.org/admissions](http://www.haashall.org/admissions). As part of this process, Haas Hall Academy obtains minimal information about a Scholar Applicant, which is consistent with the recommendations by the Arkansas Department of Education (ADE).
2. A Computer Program assigns to each Scholar Applicant a Unique Identifying Number, and a notification is sent to the Scholar Applicant prior to the public lottery. This Unique Identifying Number is important because it is how Haas Hall Academy publicly posts the results of a lottery without compromising the identity of a Scholar Applicant. Prior to the deadline to apply, a Scholar Applicant may log into a portal found at [www.haashall.org](http://www.haashall.org) and change or correct data, such as an address.
3. After the deadline to apply, the sum total of Scholar Applicants for each Grade Level is reviewed, de-duplicated, and then exported from the database into a Grade Specific Excel Spreadsheet. The Grade Specific Excel Spreadsheet used by Haas Hall was based on the Arkansas Department of Education for use in Charter School Lotteries.
4. On the day of the lottery process, an ADE Representative first confirms the Grade Specific Lottery Spreadsheet is ready for use. The ADE Representative next actuates the Random Number Generator function programmed into the Grade Specific Lottery Spreadsheet thereby producing the Lottery Results. Such Lottery Results are then immediately posted on a screen at the live lottery draw using the Applicant's Unique Identifying Number. The Lottery Results are then listed using the Applicant's Unique Identifying Number online at [haashall.org](http://haashall.org). Haas Hall also sends an email informing the Scholar Applicant of the specific lottery draw results so that each Scholar Applicant will understand whether their application falls within the allocated number of available slots.

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

Haas Hall Academy  
Lottery Process  
Page 2

5. Scholars who do not gain immediate admission during the live lottery process are placed on a Wait List in accordance with the ranking as assigned by the Grade Specific Excel Spreadsheet Random Number Generator. Applicants on the Wait List are encouraged to apply for admission for the 2017-2018 school year. The application window opens on June 1, 2016.
6. Wait-Listed Applicants will be notified of any next-in-line positions that are possibly created by Scholars who were selected by the random lottery process but later decline to attend. This may happen at any time.
7. Applicants who did not fully complete an application for the current school year may still apply after the deadline and will be added to the bottom of the wait list on a first-come first-served basis.
8. Applications do not carry forward to the following lottery process. Each year a new list is created and new lottery conducted in this fashion. If you are on the Wait List, we urge you to reapply for the following year when the Applications Period reopens. Haas Hall Academy will send a courtesy reminder to each Wait-Listed Applicant of the opportunity to reapply for the following year. For this reason, we recommend that you keep your information current with Haas Hall Academy.

No preference is given to siblings of current scholars, but seats are reserved for children of faculty members. The information on the number of applications is set forth below alongside the estimated likelihood any specific Scholar Applicant will gain a seat for each particular Grade Level.

<b>Fayetteville Campus</b>				
79 OPEN SEATS    667 APPLICATIONS				
Grade Level	Open Seats	Reserved Seats	Total # of Applicants	Chance of winning a Seat
<b>7</b>	<b>40</b>	<b>1</b>	<b>226</b>	<b>17%</b>
<b>8</b>	<b>27</b>		<b>262</b>	<b>10%</b>
<b>9</b>	<b>10</b>		<b>95</b>	<b>11%</b>
<b>10</b>	<b>1</b>		<b>39</b>	<b>2.5%</b>
<b>11</b>	<b>1</b>		<b>36</b>	<b>2.7%</b>
<b>12</b>	<b>0</b>		<b>9</b>	<b>--</b>

<b>Bentonville Campus</b>				
66 OPEN SEATS    616 APPLICATIONS				
Grade Level	Open Seats	Reserved Seats	Total # of Applicants	Chance of winning a Seat
<b>7</b>	<b>45</b>	<b>2</b>	<b>295</b>	<b>15%</b>
<b>8</b>	<b>0</b>		<b>128</b>	<b>--</b>
<b>9</b>	<b>0</b>		<b>114</b>	<b>--</b>
<b>10</b>	<b>10</b>		<b>45</b>	<b>22%</b>
<b>11</b>	<b>11</b>		<b>28</b>	<b>39%</b>
<b>12</b>	<b>0</b>		<b>6</b>	<b>--</b>

Printed copies of the lists will be posted on the school doors of the Haas Hall Academy Starr Scholar Center in Fayetteville and at our Bentonville campus. Digital copies will also be available on [haashall.org](http://haashall.org).

### Lottery Identification Number

The Lottery Identification number will identify your scholar during the lottery drawing. In order to protect your family's privacy, each applicant is identified with a unique number. **This number does not indicate your scholar's position on the lottery list.**

Here is a handy guide of what you should see when you enter your scholar's information.

<b>NAME OF APPLICANT</b>	
Scholar's Date of Birth 08/04/1984	
TERM →	Fall 2016
CAMPUS →	Fayetteville
GRADE →	7th Grade
<b>LOTTERY ID NUMBER</b> <b>1234</b> Please take note of your scholar's Lottery ID number. This number will be used to identify your scholar during the lottery drawing.	
GUARDIAN CONTACT →	3360 N. Front Street Fayetteville, Arkansas 72703 United States (479) 966-4930
Name of Guardian emailaddress@email.com	

**Campus** - This is the campus lottery for which your scholar has applied.

**Term** - This is the admittance term for the current lottery cycle.

**Grade** - This is the grade your scholar is entering as of August, 2016.

**Lottery ID Number** - Your Lottery ID number was assigned to your scholar's application to protect your family's privacy during the lottery drawing.

### Lottery Results

Printed copies of the lists will be posted on the school doors of both the Fayetteville and Bentonville campuses. The results of the lottery will be posted online at [haashall.org](http://haashall.org).

The applicant's Lottery ID can be used to determine Admission Status.

	Admission Status	Random Number	Faculty Priority	Lottery ID
1	Admitted	4868	YES	6314
2	Admitted	3778		324
3	Admitted	5042		2407
4	Admitted	4401		2834
5	Admitted	5852		7803
6	Admitted	142		1000
7	Admitted	2880		7888
8	Admitted	8093		858
9	Admitted	6593		7743
10	Wait List 1	2707		7883
11	Wait List 2	3984		8819
12	Wait List 3	1586		420
13	Wait List 4	330		8748
14	Wait List 5	7781		832
15	Wait List 6	2172		8892
16	Wait List 7	418		330

Sample Grade   Haas Hall Academy	
Seats Available:	9
Total Enrollment:	...
Total Applicants:	16
1 children of Faculty (Priority)	
15 Regular Applicants	
Random Number Generator	
#	

### Seat Acceptance

If your scholar is admitted, you must accept their seat using the official seat acceptance form. You may accept their seat online at [haashall.org](http://haashall.org) or in person at the Haas Hall Academy Starr Scholar Center (Fayetteville campus).

**Seats must be accepted by 12PM on Monday, April 4, 2016.**

Document ID: 857dba62fa1cdad0341e218bcbf115034bd917ad

Signed On: <http://www.haashall.org>

Seat Acceptance | 2016-2017 - Test Parent



**HAAS HALL ACADEMY**  
 EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND!

Lottery ID #: 3456

Scholar Name: Test Student

Scholar Email: [info@haashall.org](mailto:info@haashall.org)

Parent/Guardian: Test Parent

Contact Information: [info@haashall.org](mailto:info@haashall.org) | (479) 966-4930

Admission Status: Yes! I accept my scholar's seat for the 2016-2017 school year.

*Test Parent*

Signed By Test Parent Signed On: March 30, 2016

 WP

Haas Hall Academy

Page 1 of 2

Audit Signature ID# fd704cc657448b0bc225cea67aab53055

Thank you for your interest in Haas Hall Academy and Good Luck!





## APPLICATION FOR ADMISSION

Parents/guardians of potential scholars apply at [haashall.org](http://haashall.org) or at any Haas Hall campus.

Upon completion of the online application, the parent/guardian will receive an email as a receipt of application. The email addresses they submit at the time of application is entered into an email database so that they can stay informed about Haas Hall Academy and receive updates throughout the lottery process.



## SHADOW A SCHOLAR CAMPUS TOUR

Potential scholars may attend a full day of classes alongside a current scholar.

The purpose of "Shadowing" a current scholar is to allow potential scholars the opportunity to experience our unique academic and social environments. Shadowing does not enter your scholar for consideration the Admissions Lottery. A regular application for admission must be received within the application window. Shadows are by appointment only and may be scheduled online or by calling the scholar's preferred campus. On the day of the potential scholar's shadow, parents/guardians are encouraged to take a brief tour of campus.



## LOTTERY NOTIFICATION

All parents/guardians of applicants will receive an email prior to the lottery drawing.

The lottery notification email contains important lottery dates and procedures and a reminder to parents/guardians to update their potential scholar's application data if needed.

All applications are assigned an application ID number. One week prior to the lottery drawing, applicants will be informed of their Applicant ID number. The Applicant ID number serves to provide parents/guardians the opportunity to track their child's progress during the lottery drawing while protecting the family's privacy. Applicant ID numbers will also be available at the lottery drawing, held on March 30, 2016.



## ADMISSIONS LOTTERY

Haas Hall Academy conducts an anonymous lottery for each campus by grade.

Representatives from the Arkansas Department of Education are invited to attend the 2016-2017 admissions lottery drawing, held at 6PM on March 30, 2016 at the Haas Hall Academy Starr Scholar Center (3380 N. Front Street, Fayetteville, AR 72703). Haas Hall Academy utilizes an electronic system which features a random number generator formula that assigns random selection for each applicant. Seats in each grade level are filled according to availability. The lottery is open to the public but you do not have to be present to accept your scholar's seat.



## ACCEPTANCE STATUS NOTIFICATION

All parents/guardians will receive an email notification of acceptance status.

Parents/guardians of potential scholars will be notified by email the day following the lottery to indicate acceptance or wait list position. For those accepted under the random lottery process, Haas Hall Academy will send an email containing a link to an electronic form where they can accept or deny their scholar's seat. Digital signatures and tracking numbers are used in this process for audit purposes.

## ACCEPTED

The scholar is enrolled!  
The scholar will attend a New Scholar Orientation.



## NOT ACCEPTED

The scholar is placed on the waitlist and encouraged to re-apply for the following year.

Those not accepted under the random lottery process will receive an email with the scholar's waitlist status. The parent/guardian will be encouraged to re-apply for the 2017-2018 admissions lottery on August 31, 2016. They will receive periodic reminders of important lottery dates throughout the year.

## 2016-2017 ADMISSIONS LOTTERY

**March 11, 2016**

Application Deadline for the 2016-2017 Admissions Lottery

**March 14, 2016**

Application Revision Deadline

**March 30, 2016**

2016-2017 Lottery Drawing

**August 31, 2016**

Application Window Opens for 2017-2018



# ADE Desegregation Analysis



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

# MEMO

---

DATE: May 4, 2016  
 TO: Charter Authorizer  
 FROM: ADE Legal Services Staff  
 SUBJECT: Desegregation Analysis of Amendment Request for Haas Hall Academy

---

## **I. INTRODUCTION**

The Academy, Inc. submitted an application for a license to operate an open-enrollment public charter school, Haas Hall Academy, in Springdale, Arkansas, to increase the Fayetteville charter enrollment cap from 400 to 500 students, and to add an enrollment preference for siblings of the Bentonville, Fayetteville, and proposed Springdale Location.

The proposed charter school would be located within the boundaries of the Springdale School District. The proposed charter school would be a license of the Fayetteville charter and would replicate the instruction and share in the enrollment cap. According to its application, the proposed charter school expects to draw students from the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts.

## **II. STATUTORY REQUIREMENTS**

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

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

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



#### IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
<b>Affected School Districts</b>							
Bentonville School District	612 3.81%	975 6.07%	499 3.11%	1,722 10.72%	261 1.63%	11,991 74.66%	16,060 --
Decatur School District	2 0.34%	34 5.81%	15 2.56%	193 32.99%	23 3.93%	318 54.36%	585 --
Elkins School District	9 0.80%	3 0.27%	7 0.62%	74 6.54%	18 1.59%	1,020 90.19%	1,131 --
Farmington School District	88 3.72%	17 0.72%	60 2.54%	192 8.11%	20 0.85%	1,989 84.07%	2,366 --
Fayetteville School District	496 5.14%	363 3.76%	924 9.57%	1,164 12.06%	128 1.33%	6,577 68.14%	9,652 --
Gentry School District	87 6.02%	120 8.30%	7 0.48%	216 14.94%	78 5.39%	938 64.87%	1,446 --
Greenland School District	28 3.30%	2 0.24%	10 1.18%	50 5.89%	4 0.47%	755 88.93%	849 --
Gravette School District	41 2.27%	17 0.94%	8 0.44%	102 5.64%	60 3.32%	1,581 87.40%	1,809 --
Huntsville School District	61 2.67%	12 0.52%	5 0.22%	228 9.97%	62 2.71%	1,918 83.90%	2,286 --
Lincoln School District	30 2.49%	54 4.49%	9 0.75%	96 7.98%	38 3.16%	976 81.13%	1,203 --
Pea Ridge School District	25 1.30%	5 0.26%	19 0.98%	120 6.22%	15 0.78%	1,746 90.47%	1,930 --
Prairie Grove School District	3 0.16%	21 1.12%	26 1.38%	92 4.89%	33 1.75%	1,706 90.70%	1,881 --
Rogers School District	244 1.62%	290 1.92%	258 1.71%	6,775 44.94%	267 1.77%	7,243 48.04%	15,077 --
Siloam Springs School District	161 3.89%	117 2.83%	40 0.97%	1,175 28.39%	259 6.26%	2,387 57.67%	4,139 --
Springdale School District	301 1.42%	330 1.55%	517 2.43%	9,756 45.89%	2,608 12.27%	7,748 36.44%	21,260 --
West Fork School District	45 4.14%	11 1.01%	12 1.10%	44 4.04%	19 1.75%	957 87.96%	1,088 --
<b>DISTRICTS TOTAL</b>	<b>2,233 2.70%</b>	<b>2,371 2.86%</b>	<b>2,416 2.92%</b>	<b>21,999 26.58%</b>	<b>3,893 4.70%</b>	<b>49,850 60.23%</b>	<b>82,762 --</b>

Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
<b>CHARTER TOTAL</b>	<b>71</b>	<b>193</b>	<b>38</b>	<b>272</b>	<b>40</b>	<b>1,494</b>	<b>2,108</b>
	<b>3.4%</b>	<b>9.2%</b>	<b>1.8%</b>	<b>12.9%</b>	<b>1.9%</b>	<b>70.9%</b>	<b>--</b>

Source: ADE Data Center, Oct. 1, 2015 Enrollment

#### IV. ANALYSIS FROM THE DEPARTMENT

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

The ADE is unaware of any desegregation orders applicable to the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts, and no desegregation-related opposition was received from any of the affected school districts.

#### V. CONCLUSION

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

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

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



## HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

### Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

# ESEA Information

## 2015 ESEA DISTRICT REPORT

**District:** HAAS HALL ACADEMY  
**LEA:** 7240700  
**Enrollment:** 320

**Superintendent:** MARTIN SCHOPPMeyer **Address:** 3155 NORTH COLLEGE AVENUE  
**Attendance:** 100.00 **Address:** FAYETTEVILLE, AR 72703  
**Poverty Rate:** 0.00 **Phone:** (479) 966-4930

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 ACHIEVING</b>
-------------------------------	-----------------------

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	183	183	100.00	126	126	100.00
Targeted Achievement Gap Group						
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3	3	100.00	3	3	100.00
Hispanic	8	8	100.00	5	5	100.00
White	152	152	100.00	103	103	100.00
Economically Disadvantaged						
English Language Learners						
Students with Disabilities						

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	177	182	97.25	22.73
Targeted Achievement Gap Group	0	0		17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	3	100.00	10.77
Hispanic	8	8	100.00	18.35
White	147	151	97.35	26.04
Economically Disadvantaged	0	0		17.63
English Language Learners	0	0		7.64
Students with Disabilities	0	0		4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	119	125	95.20	13.95
Targeted Achievement Gap Group	0	0		10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	3	100.00	5.87
Hispanic	4	5	80.00	12.10
White	97	102	95.10	17.14
Economically Disadvantaged	0	0		11.02
English Language Learners	0	0		6.23
Students with Disabilities	0	0		4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	70	98.57	96.08	94.00
Targeted Achievement Gap Group	1	1	100.00		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	176	177	99.44	96.08	94.00
Targeted Achievement Gap Group	4	4	100.00		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	0	0		100.00	
Hispanic	5	5	100.00	100.00	
White	60	61	98.36	95.55	
Economically Disadvantaged	1	1	100.00		
English Language Learners	0	0	0.00		
Students with Disabilities	0	0			

## 2015 ESEA DISTRICT REPORT

**District:** HAAS HALL ACADEMY  
**LEA:** 7240700  
**Enrollment:** 320

**Superintendent:** MARTIN SCHOPPMER  
**Attendance:** 100.00  
**Poverty Rate:** 0.00  
**Address:** 3155 NORTH COLLEGE AVENUE  
**Address:** FAYETTEVILLE, AR 72703  
**Phone:** (479) 966-4930

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016





## HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966-4930 | (479) 966-4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

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Thursday, May 12, 2016

Alexandra Boyd, Charter School Program Advisor  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RE: Additional information requested

Dear Ms. Boyd:

Haas Hall Academy received your email dated May 10, 2016 requesting additional information to address budget concerns. Included in this packet are three budgets.

1. Haas Hall Academy Fayetteville budget
2. Haas Hall Academy Springdale budget
3. Haas Hall Academy LEA budget

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
MWS/hpt



# HAAS HALL ACADEMY

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## Haas Hall Academy Fayetteville 2016.2017 Budget Proposal

### 2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (343)	\$2,279,578.00
Student Growth Funding	\$6,646 x (117)	\$777,582.00
Facilities Funding	\$553.69 x (343)	\$189,915.67
Grants	\$0.00	\$0.00
Total Operational Funds		\$3,247,075.67

### 2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,630,127.60	
Benefits	\$407,531.00	
Total Salaries and Benefits		\$2,037,658.60

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$218,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$180,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Water/Sewer	\$9,200.00	
Disposal Sanitation	\$8,725.50	
Liability Insurance	\$19,000.00	
Electricity/Gas	\$65,190.00	
Lease	\$360,000.00	
Total Operating Expenditures		\$1,186,052.52
Total Expenditures		\$3,223,711.12
Revenues minus Expenditures		(+\$23,364.55)



# HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

## Haas Hall Academy Springdale, Jones Center for Families 2016.2017 Budget Proposal

### 2016.2017 Revenue Summary

Revenue	Amount	Total
Student Growth Funding	\$6,646 x (360)	\$2,392,560.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,392,560.00

### 2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,202,500.00	
Benefits	\$300,625.00	
Total Salaries and Benefits		\$1,503,125.00

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$118,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
*Lease	\$281,814.48	
Total Operating Expenditures		\$854,751.50
Total Expenditures		\$2,357,876.50
Revenues minus Expenditures		(+\$34,683.50)

\*All utilities are included in the lease.



# HAAS HALL ACADEMY

## STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

### Haas Hall Academy LEA 2016.2017 Budget Summary

#### 2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (343)	\$2,279,578.00
Student Growth Funding	\$6,646 x (477)	\$3,170,142.00
Facilities Funding	\$553.69 x (343)	\$189,915.67
Grants	\$0.00	\$0.00
Total Operational Funds		\$5,639,635.67

#### 2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$2,832,627.60	
Benefits	\$708,156.00	
Total Salaries and Benefits		\$3,540,783.60

Operations	Amount	Total
Equipment & Vehicles	\$46,920.60	
Technology	\$336,371.04	
General Supplies	\$172,006.00	
Textbooks	\$165,936.40	
Classroom Equipment	\$291,240.00	
Dues and Fees	\$37,400.00	
Bookkeeping	\$53,000.00	
Legal	\$51,000.00	
Purchased Services	\$69,000.00	
Office Equipment	\$55,000.00	
Water/Sewer	\$9,200.00	
Disposal/Sanitation	\$8,725.50	
Liability Insurance	\$38,000.00	
Electricity/Gas	\$65,190.00	
Lease	\$641,814.48	
Total Operating Expenditures		\$2,040,804.02
Total Expenditures		\$5,581,587.00
Revenues minus Expenditures		(+\$58,048.05)



# HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Thursday, May 12, 2016

Alexandra Boyd, Charter School Program Advisor  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RE: Additional information requested

Dear Ms. Boyd:

Haas Hall Academy received your email dated May 9, 2016 requesting additional information. Below are our responses.

*The number of students currently enrolled that would qualify for Free and/or Reduced Lunch at your Fayetteville Campus and at your Bentonville Campus if your schools participated in the FRL program.* Haas Hall Academy does not participate in the FRL program. However, Haas Hall Academy provides free uniforms and meals to scholars in financial need. No one is turned away for any reason, and no proof of financial need is required.

*Specific efforts made to recruit students from diverse racial and socio-economic backgrounds.* Haas Hall Academy employs a full-time Executive Director of Community Outreach and Engagement who in collaboration with Haas Hall Academy administration developed a comprehensive, five-year outreach plan that encourages low-income families to participate in the lottery system. The plan's three main objectives are as follows:

1. To increase the number of students, particularly the percentage of ethnically and socioeconomically diverse students, making application and entering the lottery pool for new scholars.
2. To increase the number of students, particularly the percentage of ethnically and socioeconomically diverse students who, selected through the lottery process, subsequently enroll.
3. To increase the number of scholars, particularly the percentage of ethnically and socioeconomically diverse scholars who complete the Haas Hall Academy course of study through graduation.

Haas Hall Academy is the creator of the Northwest Arkansas School Choice Fair, a region-wide school choice and family fair. We are inviting each traditional public school, chartered public school, independent school and the regional homeschooling association to participate.

We are building a collaborative partnership with the Cisneros Center for New Americans to focus on exciting community enrichment projects: NWA School Choice Fair, a GED program and naturalization classes/examinations for Cisneros Center participants. We are also discussing



providing on-site information sessions regarding school choice, college, scholarships and financial aid, GED programs, and naturalization opportunities.

*The demographics (race, FRL status, SPED status) of students who have recently enrolled for the 2016-2017 school year, following your most recent lottery.*

2016-2017 New Scholar Demographic Data

Of the enrollment paperwork processed to date for new scholars admitted as a result of the 2016-2017 admissions lottery, race totals are listed by campus and grade.

Fayetteville	7 <sup>th</sup> 40 seats	8 <sup>th</sup> 27 seats	9 <sup>th</sup> 10 seats	10 <sup>th</sup> 1 seat	11 <sup>th</sup> 1 seat	12 <sup>th</sup> 0 seats	Total
Asian	3	6	1				10
Black							
Hawaiian/Pacific Islander							
Hispanic					1		1
Native American							
Two or More	5	1					6
White	29	18	6	1			51

Bentonville	7 <sup>th</sup> 45 seats	8 <sup>th</sup> 0 seats	9 <sup>th</sup> 0 seats	10 <sup>th</sup> 10 seats	11 <sup>th</sup> 11 seats	12 <sup>th</sup> 0 seats	Total
Asian	9			1			10
Black	1						1
Hawaiian/Pacific Islander							
Hispanic	3				2		1
Native American							
Two or More	5			2			7
White	23			4	5		3

Haas Hall Academy does not ask for SPED/504 information before or during the lottery process.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
MWS/hpt

# HAAS HALL ACADEMY SPRINGDALE CAMPUS 2016-2017

MAY 18, 2016

## CHARTER AUTHORIZING PANEL

Haas Hall Academy will ask the Charter Authorizing Panel for approval for a Springdale, Arkansas campus, initially serving grades 7-10 at the Jones Center for Families.

MAY 19, 2016

## APPLICATION WINDOW OPENS

Window for receiving applications for admissions opens for the Springdale campus lottery. Applicants will be advised that the Springdale campus admissions lottery is contingent on final approval by the Arkansas Board of Education scheduled for June 9, 2016.

MAY 19, 2016 - JUNE 16, 2016

## AD CAMPAIGNS

**MAY 20, 2016** - Facebook & Instagram Ad Campaign

**MAY 29 & JUNE 12, 2016** - Newspaper Ad (Arkansas Democrat-Gazette)

**MAY 26 & JUNE 16, 2016** - Newspaper Ad (LaPrensa Libre)

**JUNE 10, 2016** - Facebook & Instagram Ad Campaign

MAY 19, 2016 - JULY 8, 2016

## EMAIL CAMPAIGNS

**MAY 20, 2016**

Springdale campus Announcement & Lottery Process email blast to all people on list known to have interest in attending

**JUNE 10, 2016**

Email to all applicants re: Springdale State Board approval

**JUNE 21, 2016**

Email to all applicants, current parents/guardians, and general News recipients re: Application deadline

**JULY 1, 2016**

Lottery Deadline reminder email blast

**JULY 8, 2016**

Lottery Overview email blast



# HAAS HALL ACADEMY SPRINGDALE CAMPUS 2016-2017

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JULY 5, 2016

## APPLICATION DEADLINE

Application window will close for the Springdale campus admissions lottery.

JULY 12, 2016

## LOTTERY DRAWING

The 2016-2017 Haas Hall Academy Admissions Lottery drawing for the Springdale campus will be held on July 12, 2016 at 6PM at the Jones Center for Families. The event will be open to the public and all applicants will be invited to attend.

JULY 17, 2016

## NEW SCHOLAR ORIENTATION

New Scholar Orientation will cover the basics of scheduling, academic life, clubs and extracurricular activities at Haas Hall Academy. All families of Springdale campus applicants will be asked to attend.

**JULY 17, 2016 - New Scholar Orientation (Springdale campus)**

AUGUST 11, 2016

## FIRST DAY OF SCHOOL

First day of school at the Springdale campus.



# HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!



Haas Hall Academy es reconocida nacionalmente por múltiples premios demostrando como una escuela puede fortalecer las comunidades. Inspira innovación y es un catalizador para la renovación de las expectativas para la educación pública. **Nuestro enfoque es en lo académico para asegurarnos de que tengamos 100% de aceptación en las universidades.**

El noroeste de Arkansas se ha convertido en una de las zonas de mayor crecimiento del país. Por desgracia, hay pocas opciones en la educación pública para los padres y los estudiantes que buscan un ambiente pequeño personalizado con un plan de estudios acelerados para la preparación universitaria. Con dos campus en el noroeste de Arkansas y con un plan ambicioso de expansión, Haas Hall Academy está construyendo una comunidad innovadora de jóvenes comprometidos a la educación.

#### #1 escuela preparatoria pública en Arkansas

-US News & World Report  
Cinco años consecutivos: 2012, 2013, 2014, 2015, 2016  
-Niche Best Schools (K-12), 2016  
-Business Insider, 2015

#### #19 escuela pública en Los Estados Unidos

-Newsweek's America's Top High Schools, 2015

#### La única escuela preparatoria pública con "Gold Medal" en Arkansas

-U.S. News & World Report  
Tres años consecutivos: 2014, 2015, 2016

#### Clasificada como número uno de las escuelas preparatorias más difíciles de Estados Unidos

-Washington Post  
Cuatro años consecutivos: 2013, 2014, 2015, 2016

#### Ha conseguido el grado de la letra de "A" con una puntuación perfecta de 300/300

-Departamento de Educación de Arkansas  
Dos años consecutivos: 2015, 2016

#### FAYETTEVILLE

Nuevo campus de agosto del año 2015



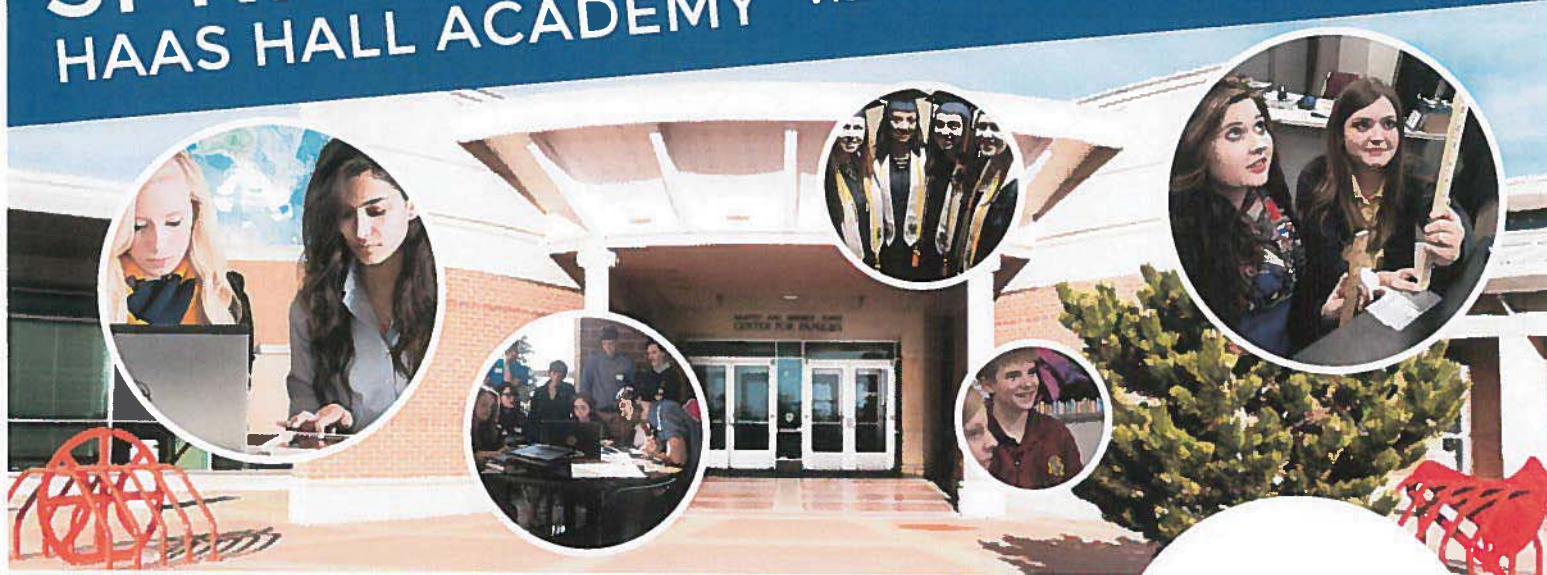
#### BENTONVILLE

El año 2015 se inauguró en agosto



## SPRINGDALE HAAS HALL ACADEMY

INICIO DE CLASE EN AGOSTO, EL AÑO 2016  
AHORA PUEDEN INSCRIBIRSE DEL GRADO 7 AL 10  
Visítenos en la línea en [haashall.org](http://haashall.org)



#### Springdale: Grados 7-10

Acelerada S.T.E.A.M plan de estudios  
(Ciencia, Tecnología, Ingeniería, Artes y Matemáticas)

Inscripción abierta "Public Charter" = No hay costo

Admisión es por sorteo. ¡Aplique hoy!

THE  
**Jones**  
CENTER

Para más información visite utilizará [haashall.org/springdale](http://haashall.org/springdale)





# HAAS HALL ACADEMY

**EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!**



Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Our focus is academics to ensure that we have 100% placement in colleges and universities.

Northwest Arkansas has become one of the fastest-growing parts of the country. Unfortunately, there is little choice in public education for parents and scholars seeking a small, personalized academic environment with an accelerated, college-prep curriculum. With two locations in Northwest Arkansas and an ambitious expansion plan, Haas Hall Academy is building an innovative community of educated, engaged youth.

#### #1 Public High School in Arkansas

-U.S. News & World Report

Five consecutive years: 2012, 2013, 2014, 2015, 2016

#### #1 Public High School in Arkansas

-Niche Best Schools (K-12), 2016

#### #1 Public High School in Arkansas

-Business Insider, 2015

#### #19 Public High School in the United States

-Newsweek's America's Top High Schools, 2015

#### The only Gold Medal Public High School in Arkansas

-U.S. News & World Report

Three consecutive years: 2014, 2015, 2016

#### Ranked in the Top 1% of America's Most Challenging High Schools

-Washington Post | Four consecutive years: 2013, 2014, 2015, 2016

#### Earned the letter grade of 'A' with a perfect score of 300/300

Arkansas Department of Education | Two consecutive years: 2015, 2016

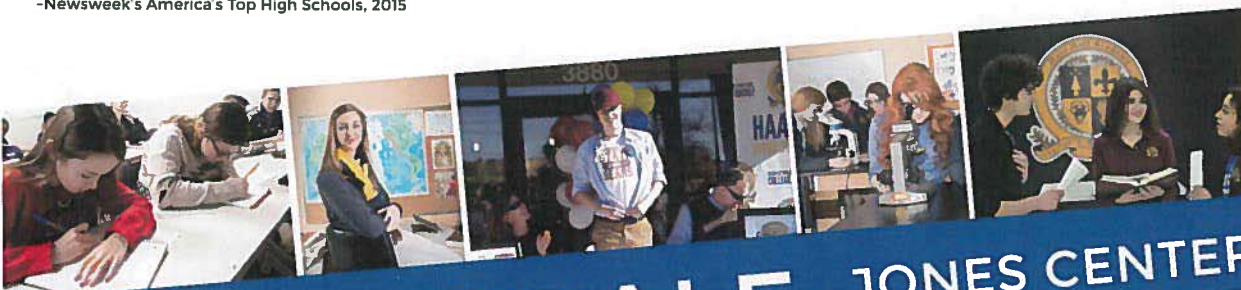
#### FAYETTEVILLE New Campus August 2015



#### BENTONVILLE Opened August 2015

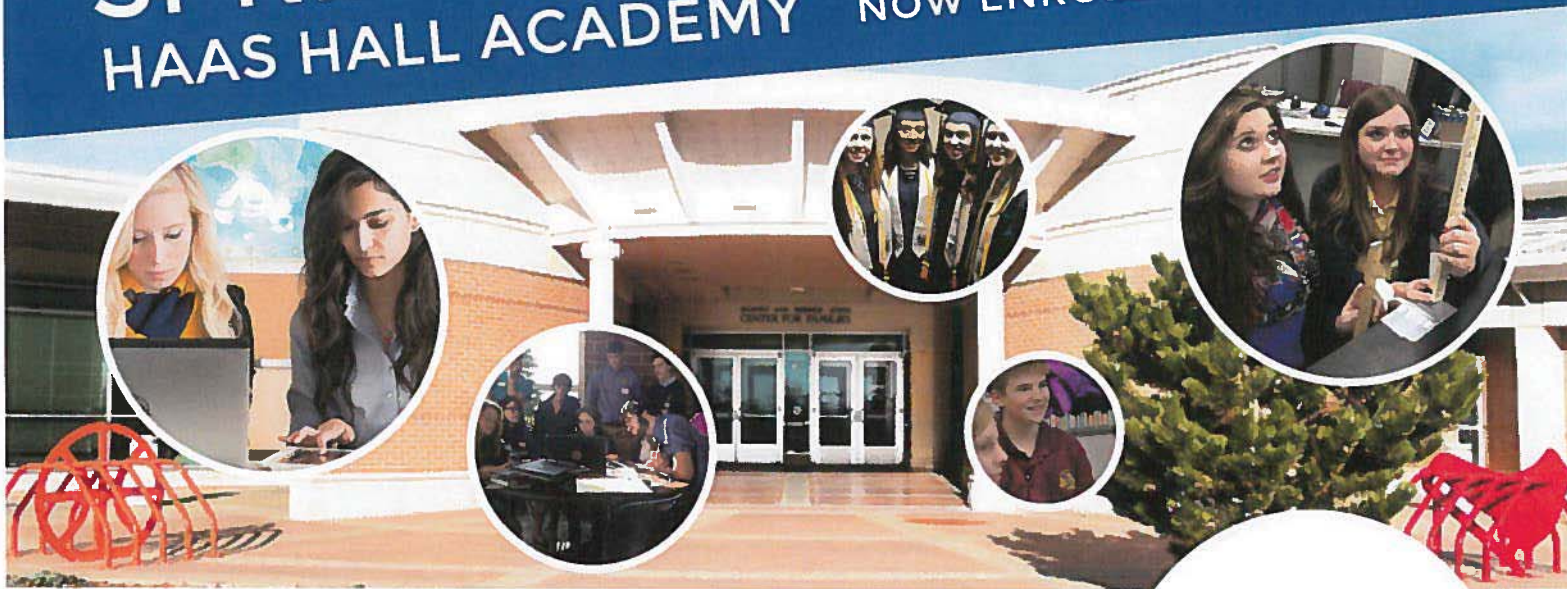


Visit us online at  
**haashall.org**



## SPRINGDALE HAAS HALL ACADEMY

**JONES CENTER CAMPUS  
OPENING AUGUST 2016  
NOW ENROLLING 7-10 GRADES**



**Springdale: Grades 7-10**

**Accelerated S.T.E.A.M. curriculum**  
(Science, Technology, Engineering, Arts, and Math)

**Open-Enrollment Public Charter = No Tuition**

**Admission by random lottery drawing, apply today!**

THE  
**Jones**  
CENTER

For more information visit **haashall.org/springdale**

## Haas Hall Public Comments

Jennifer Garner

5/13/2016 5:13:13 PM

I'm all for making sure students have opportunity. However, Springdale already has a charter school-- The School of Innovation. To my knowledge HAAS Hall will NOT be offering anything different than the SOI. So my question is what is the basis for why they feel their school is needed in Springdale? Do you actually have tax payers from Springdale in support of this or is it just an attempt by HAAS Hall to expand throughout Northwest Arkansas? I think HAAS Hall should have to go before the Springdale School Board with their petition first. If the school board feels they are filling a niche, then so be it.

---

Kim Gibson

5/16/2016 5:21:53 PM

Springdale School District is nationally recognised for both it's teacher's and student's achievements. Here are a few of these achievements: National AP Scholars, 1,373 students took one or more AP exams, 2,440 total AP exams and National Board Certified teachers.

Students in our district have many opportunities to succeed. Students who are ELL get English Language Development as well as effective explicit instruction in phonological awareness and guided reading. Students in upper grades have chances to travel to the northeast with the Colonial Experience, opportunities to take advanced art and AP classes, theater and choir camps, summer school courses, zero hour classes, top notch regular courses, and preparatory classes that get them ready for college and life. The IB programme, and multiple academies offer high school students chances to succeed in a global economy that has far reaching positive impacts to our community. Springdale Schools recruits the best teachers who are highly qualified and motivated to make a difference in their student's lives. The district provides a continuous range of professional development to support teachers as they help students achieve amazing educational opportunities. Teachers also collaborate together in PLC's to achieve these high standards for both teachers and students.

---

## Enrollment Cap Increase

Request for Open-enrollment Charter School Amendments: Haas Hall Academy, Fayetteville and Bentonville Charters

## Motion

To deny the enrollment cap increase

Barnes-M	Liwo	Saunders
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

## Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I do not believe the increase serves the best interest of students at this time. The school could benefit by implementing current practice over time.
Gotcher	X			While there appears to be an increased accountability and oversight in the lottery process, I feel strongly that a longer period of time to ensure that this process is transparent is required to allow for an increase in trust. Secondly, the timeline for expansion is a challenge for me, considering all of the elements required for a successful start of the new year.
Lester	X			Concerns about the recruitment for diversity, the lottery process, and the timing for opening the new location exist.
Liwo	X			Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a



				long-term consistency in transparency would be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer	X			I would like to have concrete data on the status of economically disadvantaged students and data regarding the most recent lottery conducted under the new, transparent process.
Rogers		X		I felt like giving Haas Hall the additional slots would allow them to prove they are working to recruit a more diverse population.
Saunders	X			Concern over the lack of diversity in association with lottery procedures exists.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

### Sibling Preference for Fayetteville and Bentonville

Request for Open-enrollment Charter School Amendments: Haas Hall Academy,  
Fayetteville and Bentonville Charters

#### Motion

To approve the addition of sibling preference to both charters

Barnes- <b>M</b>	Liwo	Saunders- <b>2</b>
Gotcher	Pfeffer	Smith
Lester	Rogers	

#### Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe it serves the best interest of students and parents, because it allows for more equitable education practice in the home.
Gotcher	X			While there remains a concern for diversity in current two campuses, I do feel it is in the best interest of families to allow for siblings to be together.
Lester	X			For the best interest of families, I approve.
Liwo		X		Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a long-term consistency in transparency would be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and



				may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer		X		I feel that sibling preference at this point will further prevent a diverse student population given that over 70% of the population at both schools is currently white and no data regarding economically disadvantaged students exists.
Rogers	X			This waiver exists with most other charters and could decrease unneeded strain on parents who have children in different school districts.
Saunders	X			I feel it is important for families with multiple students to be able to have those students attend the same school when possible.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

## License Springdale Campus

Request for Open-enrollment Charter School Amendments: Haas Hall Academy, Fayetteville and Bentonville Charters

### Motion

To deny the license request

Barnes	Liwo-2	Saunders
Gotcher-M	Pfeffer	Smith
Lester	Rogers	

### Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This expansion lends itself to many unknown/unintended consequences. While I appreciate the opportunities as expressed, they do not outweigh the concerns that a delay could potentially resolve.
Gotcher	X			Legislative intent of charter schools allows for "expanded choices" that are available in the public school system. I currently feel that the Springdale School District offers multiple and innovative opportunities for the current region and do not see the need for an expansion at this time.
Lester	X			Concerns about the recruitment for diversity, the lottery process, and the timing for opening the new location exist.
Liwo	X			Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a long-term consistency in transparency would

				be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer	X			The timeline is too rushed for a thorough lottery process and could potentially negatively impact the neighboring districts either through staffing or student attendance at a late date.
Rogers	X			I feel like the timeline is too rushed and specifically have concerns about the lottery process and staffing to start this fall.
Saunders	X			I have concern over the lack of diversity in association with lottery procedures.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016



# HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Wednesday, May 25, 2016  
Alexandra Boyd, Charter School Program Advisor  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RE: Charter Advisory Appeal Request

Dear Ms. Boyd:

Haas Hall Academy received your e-mail dated May 18, 2016, containing a Notice of Charter Authorizing Panel Decision Haas Hall Academy Amendment Request. Haas Hall Academy would like to take this opportunity to thank you and the members of the Arkansas Department of Education for their time in this continuing process.

Haas Hall Academy respectfully requests an immediate hearing with the Arkansas State Board of Education to appeal the Charter Authorizing Panel's decision. Haas Hall Academy herby provides timely formal notice of appeal of the Charter Authorizing Panel's decision.

## Haas Hall Academy Appeal

### I. Amendment Requests and Actions

On May 18, 2016, Haas Hall Academy (Haas Hall) appeared before the Charter Authorizing Panel (Panel) for a hearing on three (3) amendments. The amendments were to 1.) increase the enrollment cap at its Fayetteville campus by one hundred (100) students; 2.) request a license (based off the Fayetteville charter) to open a new campus in Springdale at the Jones Center; and 3.) adopt a sibling admission preference policy at all campuses. After receiving testimony and written documentation from Haas Hall, and testimony in opposition from representatives of the Springdale School District (District) and representatives of the District's teachers, the Panel voted to deny Haas Hall Academy's requests for the enrollment cap increase and a license to operate a Springdale campus. The Panel voted to approve the amendment request for the sibling admission preference policy.

### II. Basis for Appeal

In making its presentation for the license request, Haas Hall Academy, in both oral and written form, set out the statutory requirements for the granting of a license under Ark. Code Ann. §6-23-304(d)(1) and (2), which are as follows:

- (1) The approved open-enrollment public charter school applicant has demonstrated academic success as defined by the state board for all public schools;
- (2) The approved open-enrollment public charter school 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.

Through its written documentation and oral testimony, Haas Hall Academy presented proof that it satisfied the §6-23-304 requirements.

The Panel's decision criteria are set forth in Ark. Code Ann. §6-23-304(d)(3), below:

(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.

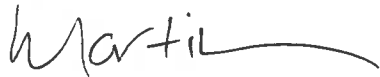
The Panel's stated reasons for its decision to deny the license amendment request were not grounded in a finding that Haas Hall Academy failed to meet the Ark. Code Ann. §6-23-304(d) criteria, but rather concerns over Haas Hall Academy's student diversity; lottery process; the proposed location of the Springdale campus; timelines of the expansion; and recruitment.

In a similar vein, Haas Hall Academy's amendment request for the enrollment cap increase for its Fayetteville campus was denied by the Panel due to the same reasons. Haas Hall Academy's fact-based reasons presented in support of the request, such as educational need as reflected by its waiting list numbers; expansion of its quality academic offerings; and operational efficiency did not appear to be seriously considered by the Panel in making its decision.

### III. Relief

Haas Hall Academy meets the requirements set forth in the law for a license. We respectfully request an immediate hearing to obtain that license in a legal manner so that school may begin at the Jones Center for Families on Thursday, August 11, 2016.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent  
MWS/hpt

Enclosure

# THE JONES TRUST

May 24, 2016

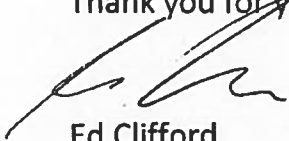
Arkansas State Board of Education

Members of the Board;

Haas Hall Academy is ranked as the top public high school in Arkansas, and the 19<sup>th</sup> best high school in America. With facilities in Fayetteville and Bentonville, Ar., they serve nearly 900 college bound students in Northwest Arkansas, with many more applying for acceptance. The Jones Center for Families in Springdale, AR has hosted the Springdale School Districts School of Innovation charter school for the last 2 years, and with them leaving for their own building in June, we are in a position to host a Springdale campus of Haas Hall Academy, expanding their already significant contribution to the Northwest Arkansas educational community.

On May 18, 2016, the State Charter School Panel refused to approve the expansion of Haas Hall to Springdale and the Jones Center for Families, ignoring the fact that Haas Hall fulfills every single requirement under Ark. Code Ann 6-23-304(d)(2) for that expansion. The Jones Trust disagrees with that decision, believes strongly that this charter expansion should be approved, and questions the State of Arkansas's commitment to public school academic excellence if this application is again denied. As we in Northwest Arkansas compete for global talent to fuel our economic development growth, which also benefits the entire state, this expansion is one more step in bringing that talent to Arkansas.

Thank you for your consideration,



Ed Clifford

President/CEO

922 East Emma Avenue □ Springdale, Arkansas 72764  
(479) 756-8090 • (479) 750-7444 (fax)



# HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

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Thursday, June 23, 2016

Alexandra Boyd, Charter School Program Advisor  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RE: Charter Advisory Appeal Request

Dear Ms. Boyd:

Haas Hall Academy thanks you and the members of the Arkansas Department of Education for their time in this appeal process. We plan on making a full presentation to the Board using the materials and PowerPoint presentation within the time allotted, which we understand to be approximately 20 minutes.

We are bringing several people to present at the Board meeting. I will present and give a narrative, our admissions staff that has been responsible for implementation of our computer-automated and fully transparent and traceable admissions process will also present her methodology. Mr. Mark Henry will also be present to answer any questions if they are legal in nature. We may have some parents, but that would be part of the public comment portion of the meeting, if permitted. We welcome the opportunity to set forth a clear, concise, and comprehensive presentation as part of our appeal.

Haas Hall Academy earned a letter grade of A (316/300) in 2014, and an A (310/300) in 2015. Haas Hall Academy is the only school in Washington and Benton Counties to earn the letter grade A in the State's accountability system and is one of only ten (10) schools in the entire state to receive this top grade. In addition to our formal presentation, the Board of Education also asked us to provide specific information in response to the following nine requests:

- 1. An explanation of how invoking the sibling preference will likely impact the diversity of the student body at the Fayetteville and Bentonville campuses.***

We believe the implementation of the traditional sibling preference policy will not negatively impact the diversity of the student body at either the Fayetteville or Bentonville campus. We say this for two reasons.

First, the Charter Authorizing Panel concluded that it was in the best interests of families to have a sibling preference clause. Second, and out of the nineteen (19) open-enrollment public charter schools in Arkansas, there are only three (3) who do *not* invoke the sibling clause. They are the School for Integrated Academics and Technology (SIATech), Haas Hall Academy Fayetteville and Haas Hall Academy Bentonville. We have not heard any criticisms surrounding the widespread usage of a sibling clause in the remaining schools and have carefully tailored our lottery process to allow equal access to all applicants.





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## 2. A comparison of the student demographics to that of the community in Fayetteville and Bentonville.

This is a two-part question. The student demographics in Fayetteville and Bentonville Public School Districts are set forth in the tables, below. The information is maintained by the Department of Education and is also set forth in the Memorandum dated May 4, 2016, from the ADE Legal Services Staff to the Charter Authorizing Panel as part of its desegregation analysis for the amendment request for Haas Hall Academy.

As of October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or more races	Asian	Black/ African American	Hispanic	Native Am Hawaiian/Pacific Islander	White	Totals
Bentonville School District	612	975	499	1,722	261	11,991	16,060
	3.81%	6.07%	3.11%	10.72%	1.63%	74.66%	-
Haas Hall Academy Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	-
Fayetteville School District	496	363	924	1,164	128	6,577	9,652
	5.14%	3.76%	9.57%	12.06%	1.33%	68.14%	-
Haas Hall Academy Fayetteville	12	27	6	26	6	275	295
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	-

This information sets forth the following conclusions.

1. Haas Hall Academy Bentonville has a lower population of White scholars and corresponding higher population of Non-White scholars than the Bentonville School District. This statistic is opposite the conclusions of the Charter Authorizing Panel.
2. Haas Hall Academy Fayetteville appears to have a higher population of White scholars than the larger Fayetteville Public School District; however, there are questions that naturally arise: the Fayetteville Public School District has students across all K-12 grades whereas Haas Hall Academy serves grades 7-12. Several sources suggest a larger population of minorities in K-6.



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We understand the second part of the question is for us to provide a comparison as between the population in Northwest Arkansas, which is in direct response to the Request by the Board of Education. With this information, it is clear that HHA is accepting scholars that are consistent with the larger community population spectrum.

	2 or more races	Asian	Black/ African American	Hispanic	Native Am Hawaiian/Pacific Islander	White	Totals
*City of Bentonville	770	3,811	1,107	3,159	8	29,370	41,613
	2.0%	9.8%	2.9%	8.2%	0.02%	75.8%	-
Haas Hall Academy Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	-
*City of Fayetteville	1,806	3,028	4,482	5,718	889	61,067	80,621
	2.3%	3.9%	5.8%	7.4%	0.1%	79.1%	-
Haas Hall Academy Fayetteville	12	27	6	26	6	275	295
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	-

\*Sources: <http://www.city-data.com/city/Bentonville-Arkansas.html>  
<http://www.city-data.com/city/Fayetteville-Arkansas.html>

Because HHA has an open-enrollment that is the result of a lottery process, we believe it is important to publicize the lottery dates across the entire community to allow parents and scholars the opportunity to submit an online application. HHA is prepared bi-lingual advertisements and will aggressively pursue this type of publication in advance of any scheduled lottery drawings.



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**3. A resident district report for each campus, which shows the localities and school districts from which the schools are drawing students.**

Resident District	Haas Hall Academy Bentonville	Haas Hall Academy Fayetteville
401000 – Bentonville	162	13
801000 – Berryville	0	1
720100 – Elkins	0	5
720100 – Farmington	0	4
720300 – Fayetteville	5	204
660100 – Fort Smith	0	2
720500 – Lincoln	0	3
407000 – Pea Ridge	4	0
720600 – Prairie Grove	0	6
405000 – Rogers	94	25
406000 – Siloam Springs	1	9
720700 – Springdale	11	55
170500 – Van Buren	0	2
720800 – West Fork	0	12
Total	279	341

Source: eSchool

**4. Any communication between Haas Hall and the ADE regarding the lottery.**

Haas Hall Academy sets forth the attached summary of correspondence in its possession relating to communication between HHA and the ADE regarding the lottery. The summary of information is set forth to demonstrate that HHA has not received any formal notice of problems surrounding the lottery to which it would need to respond.

Haas Hall Academy is aware that Ms. Boyd from the ADE has fielded some phone calls in the past and has worked to answer any questions that she may have. As with every lottery for the past several years, representatives of the ADE were present while we conducted the anonymous lottery drawing.

We performed a search of emails of Dr. Schoppmeyer's email box using the search strings "lottery" and either to or from representatives of the ADE. They are provided both in a summary table as well as a redacted version cumulative .pdf document.

Many members of the ADE have visited Haas Hall Academy in order to learn about the school and to discuss curriculum, lottery, and other matters. According to incomplete notes, the following dates are when representatives personally attended HHA.



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### Friday, February 6, 2015

Fayetteville lottery, Fayetteville campus

Alexandra Boyd

*The purpose was to observe the lottery process including receiving a full listing of students in advance of the drawing, witnessing the random number generation process, and providing the ADE representative with all information tied to that process.*

### Tuesday, March 10, 2015

Bentonville lottery, Fayetteville campus

Stacy Smith, Director of Curriculum and Instruction

*The purpose was to observe the lottery process including receiving a full listing of students in advance of the drawing, witnessing the random number generation process, and providing the ADE representative with all information tied to that process.*

### March 2, 2016

On-site Visit

Fayetteville campus

Alexandra Boyd, Mary Perry, Kendra Clay and Jennifer Davis

*The purpose was to discuss new lottery procedures modeled after the ADE suggested best practices and to squarely address any questions they had in advance of the Charter Authorizing Panel hearing.*

### March 30, 2016

Live Lottery

Fayetteville campus

Alexandra Boyd, Kelly McLaughlin and Sarah McKenzie

*The purpose was to observe the automated, computerized lottery drawing process conducted publicly and with more than 100 people in attendance.*

### 5. Any documented complaints about the lottery since the inception of Haas Hall.

Haas Hall Academy does not have in its possession any receipt of formal ADE complaints about the lottery and is unaware of any specific instance where the ADE has notified Haas Hall Academy of a question that did not receive a satisfactory answer.

### 6. Graduation cohort analyses that provide overall graduation rates and list graduation requirements for each year that Haas Hall has produced a graduating class.

Haas Hall Academy is an accelerated, college-preparatory school. As such, our scholars focus on the Smart Core curriculum. Haas Hall Academy has a 100% graduation and college acceptance rate.



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Our graduation requirements are as follows:

### 2010 – 2011

#### Minimum Cumulative Grade Point Average for Graduation

Haas Hall Academy is an accelerated college preparatory institution. As such, grades are an extremely important component when applying to colleges and universities. Haas Hall Academy has a 2.5 cumulative GPA requirement for graduation to ensure acceptance into a college or university. Any scholar with a GPA below a 2.5 will not be allowed to graduate from Haas Hall Academy.

#### Minimum Required Credits for Graduation

English— four (4) units – 9th, 10th, 11th and 12th;  
Mathematics – four (4) units (All scholars must take a mathematics course in grade 11 or grade 12 and complete Algebra II.)— Algebra I, Geometry, Algebra II and Trigonometry;  
Natural Science – three (3) units – Physical Science, Biology, Chemistry and Physics; (Must include 1 credit of Biology and 2 credits chosen from Chemistry, AP Chemistry, Physics, AP Physics or High School Physical Science).  
Social Studies – three (3) units – American History World History; Civics (Classes of 2012 and 2013); Civics/Economics (Classes of 2014 and beyond)  
Foreign Language— two (2) units Spanish; French; or German  
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;  
Electives – four (4) units – Career Focus.  
Resources: ADE Standards, November, 2009

### 2011 and Beyond

Haas Hall Academy is an accelerated, college-preparatory school. As such, our scholars focus on the Smart Core curriculum. Haas Hall Academy has a 100% graduation and college acceptance rate. Haas Hall Academy is an accelerated college preparatory institution. As such, grades are an extremely important component when applying to colleges and universities. Haas Hall Academy has a 2.75 cumulative GPA requirement for graduation to ensure acceptance into a college or university. Any scholar with a GPA below a 2.75 will not be allowed to graduate from Haas Hall Academy.



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### **Minimum Required Credits for Graduation**

English – four (4) units – 9th, 10th, 11th and 12th; Nota Bene: All scholars at Haas Hall Academy must take one semester of English Language and Composition and one semester of English Literature and Composition each calendar year to meet our established English program requirements.

Mathematics – four (4) units (All scholars must take a mathematics course in grade 11 or grade 12 and complete Pre-Calculus/Trigonometry.) – Algebra I, Geometry, Algebra II and Pre-Calculus/Trigonometry;

Science – three (3) units required, four (4) recommended – Biology, Chemistry and Physics;

Social Studies – three (3) units required, four (4) recommended – American History World History; Civics/Economics;

Foreign Language – two (2) units required, three (3) or four (4) recommended Spanish; French; or German;

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;

Electives – four (4) units – Career Focus.

Resource: ADE Standards, November 2012

#### ***7. Plans agreed upon by Haas Hall and the Springdale School District to meet the needs of the students through active collaboration.***

Dr. Schoppmeyer met for more than two hours with Dr. Jared Cleveland, the Assistant Superintendent of the Springdale Public Schools. The pair discussed the importance of meeting on a regular basis and the value in working cooperatively together. Dr. Cleveland discussed willingness to help with bus services in the event the HHA Springdale campus needed that service. He also discussed willingness to provide food services.

#### ***8. A written plan developed by Haas Hall, which ensures that all of their schools are prepared to serve all student populations represented in the surrounding communities.***

Haas Hall Academy has two charter applications approved by the Charter Authorizing Panel and the Arkansas Department of Education. It is our contention that those documents are our written plan which ensures that all of our schools are prepared to serve all student populations represented in the surrounding communities.

Our presentation materials have explicitly addressed this issue on Haas Hall's willingness to serve all student populations. We look forward to addressing any more concerns.

Date	From	To	Subject	Summary
4/24/09	Marty Schoppmeyer	Haas Hall Academy School Board	Lottery - Haas Hall Academy	Schoppmeyer email re HHA sibling preference policy. Various board members respond re policy information.
5/23/09	Uvalde Lindsey	Marty Schoppmeyer; Ken Vickers	HHA Funding	Various emails re HHA funding.
6/4/09	Patrick Wolf	Marty Schoppmeyer	Quick Question	Wolf enquires about status of child's enrollment. Expresses excitement about joining HHA
6/4/09	Marty Schoppmeyer	Patrick Wolf	Quick Question	Schoppmeyer confirms student's enrollment (Wolf responds w/ relief on same day).
4/25/11	Vickie Brumbelow	Marty Schoppmeyer		Brumbelow expresses pleasure and excitement over HHA community.
5/16/11	Stephanie Sharp	Marty Schoppmeyer		Sharp inquires as to enrollment availability of the school.
5/16/11	Marty Schoppmeyer	Stephanie Sharp		Schoppmeyer responds with lottery data and news of many applicants, but very few available slots (Sharp responds same day with thanks).
6/28/11	Candy Icenogle	Christina Barton; Marty Schoppmeyer		Parent inquiring as to availability of spots and child's extreme interest in attending HHA.
9/5/11	Jennie Popp	Marty Schoppmeyer	Thank You for Meeting with Me on	Parent expressing excitement about HHA and enquiring as to children's enrollment status (Schoppmeyer responds same day).
9/26/11	Sherry Sparks	Marty Schoppmeyer		Parent expressing interest in enrolling children at HHA. Children would be better served by HHA
1/8/12	Siana Sherrill	Marty Schoppmeyer	Enrollment	Parent enquires about enrollment and sibling policy.
2/24/12		Marty Schoppmeyer; Christina Barton		Parent expressing excitement about possibility of HHA enrollment.
2/25/12	Melody Kouchehbagh	Marty Schoppmeyer	Follow Up	Parent expressing excitement about possibility of HHA enrollment.
3/6/12	Melody Kouchehbagh	Marty Schoppmeyer	Follow Up	Exchange between parent and Schoppmeyer as to when lottery results will come out.
3/28/12	James Redmond	Marty Schoppmeyer		Parent expressing excitement about possibility of HHA enrollment.
4/6/12	Delena Reed	Marty Schoppmeyer	Transferring Home	Parent enquires about home schooling child and possibility of transferring back to HHA.
6/3/12	Rebecca Carroll	Marty Schoppmeyer		Parent expresses admiration for HHA and expresses desires for son's friends to be admitted.
6/6/12	Marty Schoppmeyer	Donna Draper	Haas Hall Academy	Schoppmeyer responds to parents email. Discusses lottery procedure and dates.
6/15/12	Fernando Carvalho	Marty Schoppmeyer	Thank You	Parent expresses interest in HHA and asks about lottery. Schoppmeyer responds with lottery dates and availability.
7/9/12	Kenny Grana	Marty Schoppmeyer		Parent expresses interest in enrolling at HHA in an effort help troubled child. Barton responds same day that HHA is full for the year.
11/4/12	Jennie Popp	Marty Schoppmeyer	Thank You for Child's Visit Last Week	Parent thanks Schoppmeyer for allowing child to visit HHA. Expresses excitement about HHA.
1/15/13	Richard Welcher	Marty Schoppmeyer	Application for 8th Grade Fall 2013; Architect Selection for	Parent enquires about child's enrollment for the fall. Parent enquires about the architect for the new campus. Schoppmeyer responds about lottery dates. Parent responds with great praise for HHA.
1/15/13	Marty Schoppmeyer	Stacy Keenan	Application for 8th Grade Fall 2013; Architect Selection for	Schoppmeyer discusses possible architect submissions.
11/9/13	Sky Bledsoe	Marty Schoppmeyer; Mary Perry; Keisha Mattox	Application and Lottery Information	Information required for annual evaluation of charter schools.
12/2/13	Marty Schoppmeyer	Sky Bledsoe	Application and Lottery Information	Schoppmeyer expresses reservations about providing students personal information.



12/5/13	Mary Perry	Marty Schoppmeyer; Sky Bledsoe	Application and Lottery Information	Perry assures Schoppmeyer that the required information is relevant and necessary and that personal info will be redacted.
12/9/13	Sky Bledsoe	Marty Schoppmeyer; Mary Perry; Keisha Mattox	Application Deadline Extension	Deadline extended (there appears to be an error or confusion as to the date of extension).
12/9/13	Sky Bledsoe	Marty Schoppmeyer; Mary Perry; Keisha Mattox	Application Deadline Extension (Date Correction)	Bledsoe recalls her previous email.
12/9/13	Sky Bledsoe	Marty Schoppmeyer; Mary Perry; Keisha Mattox	Application Deadline Extension (Date Correction)	Bledsoe attempts to clarify her previous email and extends the deadline to 12-17-13.
12/11/13	Marty Schoppmeyer	Mary Perry	Application and Lottery Information	Schoppmeyer reaffirms his concerns about a FERPA violation for disclosing students personal info. He expresses additional reservations about the process.
12/12/13	Jeremy Lasiter	Marty Schoppmeyer; Megan Witonski; Mary	Application and Lottery Information	Lasiter clarifies position on MOU and FERPA policy. States that no info will violate HHA's own FERPA policy.
12/17/13	Charles Kester	Jeremy Lasiter	Application and Lottery Information	Kester affirms HHA's position and request specific legal backing, which requires HHA to provide student info to ADE.
12/18/13	Jeremy Lasiter	Charles Kester	Application and Lottery Information	Lasiter responds to Kester's request citing specific statutory requirements.
12/18/13	Charles Kester	Jeremy Lasiter	Application and Lottery Information	Kester responds to Lasiter's statutory email that he will be leaving town for vacation and wont be back until new years.
1/14/14	Jeremy Lasiter	Charles Kester	Application and Lottery Information	Lasiter asks if Kester has had a chance to review his previous email.
1/14/14	Charles Kester	Jeremy Lasiter	Application and Lottery Information	Kester responds and disagrees with Lasiter's statutory cites. Kester cites statute of his own.
1/14/14	Jeremy Lasiter	Charles Kester	Application and Lottery Information	Lasiter responds to Kester and assures him that no identifying info will be provided to the UofA. Re clarifies FERPA position.
4/3/14	Mark Henry	Mary Perry; Tom Kimbrell; Tony Wood; Kendra Clay; Marty Schoppmeyer	Request to Postpone	Henry follows up phone request to postpone HHA meeting because of Kester's death.
4/3/14	Mary Perry	Mark Henry; Marty Schoppmeyer; Tom Kimbrell; Tony Wood; Kendra Clay; Jeremy	Request to Postpone	Perry postpones HHA meeting until 5-14-14.
4/3/14	Mark Henry	Mary Perry; Tom Kimbrell; Tony Wood; Kendra Clay; Jeremy Lasiter; Marty Schoppmeyer	Request to Postpone	Henry acknowledges change in date.
5/22/14	Mark Henry	Mary Perry; Marty Schoppmeyer	Information on Waiting List	Henry provides ADE with student info. Re affirms assurances of ADE confidentiality. Inquires about June hearing.

5/29/14	Shannon White	Marty Schoppmeyer; Christina Barton	Potential Additional 8th Grade Class for Fall 2014 / 2nd	Parent enquires about child's enrollment for the fall. Barton informs that HHA is full for now, but to check back.
6/17/14	Delandra Cuce	Marty Schoppmeyer	Admissions Questions from a	Parent expresses extreme interest in HHA and inquires about lottery process
11/6/14	Mark Henry	Cindy Hogue; Marty Schoppmeyer	Information on Waiting List	Henry attempts to confirm HHA's compliance.
11/7/14	Cindy Hogue	Mark Henry; Marty Schoppmeyer; Debbie	Information on Waiting List	Hogue says forms were not completed properly. Asserts need to correct and re submit.
11/7/14	Mark Henry	Cindy Hogue; Mary Schoppmeyer; Debbie	Information on Waiting List	Henry says Schoppmeyer is happy to resolve the issue.
12/31/14	Cindy Hogue	Charter Leaders	Charter Lottery	Hogue inquires about gathering information regarding school's lottery process. Request info by 1-
1/30/15	Cindy Hogue	Marty Schoppmeyer; Marilyn Schoppmeyer	ADE Visit / Campus Lottery	Hogue informs HHA of impending Boyd visit.
2/6/15			Lottery Visit	Alexandra Boyd visits Fayetteville campus / Fayetteville lottery.
3/3/15	Alexandra Boyd	Marty Schoppmeyer; Marilyn Schoppmeyer	Bentonville Campus Lottery	Boyd inquires as to when Bentonville campus lottery will be. She wants to attend.
3/3/15	Marty Schoppmeyer	Alexandra Boyd	Bentonville Campus Lottery	Schoppmeyer responds and suggest holding the lottery on 3-10-15 @ 4:00.
3/3/15	Alexandra Boyd	Marty Schoppmeyer	Bentonville Campus Lottery	Boyd responds with "thanks for the update."
3/4/15	Alexandra Boyd	Marty Schoppmeyer; Stacy Smith; Cindy Hogue	Bentonville Campus Lottery	Boyd unable to attend event. Stacy Smith will be attending in her place.
3/10/15			Lottery Visit	Stacy Smith visits Bentonville lottery on Fayetteville campus.
3/26/15	Alexandra Boyd	Marty Schoppmeyer	Available Seats	Boyd inquires as to how many available seats in Bentonville campus prior to lottery and available for 7th grade Fayetteville.
3/27/15	Marty Schoppmeyer	Alexandra Boyd	Available Seats	Schoppmeyer says that he is traveling abroad and will respond when he gets back.
3/27/15	Alexandra Boyd	Marty Schoppmeyer	Available Seats	Boyd responds "thanks enjoy your break."
4/1/15	Marty Schoppmeyer	Alexandra Boyd	Available Seats	Schoppmeyer responds with numbers requested by Boyd. They also discuss lottery times.
4/2/15	Alexandra Boyd	Marty Schoppmeyer	Available Seats	Boyd thanks Schoppmeyer and discusses possible lottery times.
4/4/15	Alexandra Boyd	Marty Schoppmeyer	Fayetteville 7th Grade Lottery	Boyd says the 15th between 5 and 7 is fine.
4/4/15	Marty Schoppmeyer	Alexandra Boyd	Fayetteville 7th Grade Lottery	Schoppmeyer says they would like to start at 5.
4/4/15	Alexandra Boyd	Marty Schoppmeyer	Fayetteville 7th Grade Lottery	Boyd says 5 is fine.
4/4/15	Sharon Rodgers	Marty Schoppmeyer; Alexandra Boyd	Lottery Visit	Rodgers confirms Boyd's visit on the 15th @ 5.
4/14/15	Marty Schoppmeyer	Alexandra Boyd	Fayetteville 7th Grade Lottery	Schoppmeyer discuss convenient dates for Boyd to attend lottery.

5/20/15	Alexandra Boyd	Cindy Hogue; Alyse Mattox; Charter Leaders	ADE Charter Schools Conference	Discusses dates, times, and specifics of conference.
5/28/15	Alexandra Boyd	Cindy Hogue; Alyse Mattox; Charter Leaders	ADE Charter Schools Conference	Dates and times of conference have been changed.
6/4/15	Cindy Hogue	Alexandra Boyd; Alyse Mattox; Charter Leaders	ADE Charter Schools Conference	Due to more conflicts conference is scheduled for a later date.
7/31/15	Alexandra Boyd	Marty Schoppmeyer; Marilyn Schoppmeyer	Lottery 2013 -2014	Boyd inquires as to if a lottery was held for any of the schools in 2013-2014.
7/31/15	Marty Schoppmeyer	Alexandra Boyd; Marilyn Schoppmeyer	Lottery 2013 -2014	Schoppmeyer replies, "yes."
7/31/15	Alexandra Boyd	Marty Schoppmeyer; Marilyn Schoppmeyer	Phone Number	Boyd asks if HHA got a new phone number.
7/31/15	Marty Schoppmeyer	Alexandra Boyd; Marilyn Schoppmeyer	Phone Number	Schoppmeyer says no, but they have been having problems with new phone system.
1/20/16	Alexandra Boyd	Charter Leaders	Lottery	Boyd requests to know about lotteries by 1-27-16 @ 4 pm.
1/26/16	Marty Schoppmeyer	Alexandra Boyd; Mark	Lottery	Schoppmeyer says the date of the lottery will be dependent on State Board's decision re sibling
1/26/16	Alexandra Boyd	Mark Henry; Marty Schoppmeyer	Lottery	Boyd acknowledges previous email.
2/9/16	Alexandra Boyd	Charter Leaders	Lottery Webinar	Boyd discusses date and time of Webinar.
2/16/16	Robert Anthony Maranto	Deborah Coffman; Alexandra Boyd	Comments on Upcoming Charter	Maranto expresses reservations about admissions process at Haas Hall.
2/17/16	Kendra Clay	Mark Henry; Marty Schoppmeyer	Comments on Upcoming Charter	Clay forwards emails from Robert Anthony Maranto to Deborah Coffman.
2/22/16	Alexandra Boyd	Charter Leaders	Reminder Lottery Webinar Today	Reminder of Lottery Webinar.
2/23/16	Alexandra Boyd	Charter Leaders	Lottery Best Practices	Boyd provides materials from webinar.
3/2/16			Lottery Visit	Alexandra Boyd, Mary Perry, Kendra Clay, and Jennifer Davis visit Fayetteville campus.
3/4/16	Alexandra Boyd	Charter Leaders	New Program Advisor	Boyd announces new program advisor, Kelly McGlaughlin.
3/30/16			Lottery Visit	Alexandra Boyd, Kelly McLaughlin, and Sarah McKenzie visit live lottery on Fayetteville campus
3/31/16	Heather Holaway	Alexandra Boyd; Mark Henry; Marty Schoppmeyer	Lottery List	Heather thanks Boyd for coming, asks for feedback, and provides lottery list.
4/5/16	Heather Holaway	Alexandra Boyd; Marty Schoppmeyer	Application Information 2017 -	Heather inquires about application process and changes HHA has made per Boyd's suggestions.
4/11/16	Alexandra Boyd	Heather Holaway; Marty Schoppmeyer	Application Information 2017 -	Boyd responds regarding gender field in application (Heather responds with same day, "thanks!").
4/28/16	Tripp Walter	Jennifer Davis; Alexandra Boyd; Mary Perry	Draft Haas Hall Policies	Walter provides Davis with HHA draft sibling policy.
5/3/16	Tripp Walter	Marty Schoppmeyer; Tyler Barnett	Draft Haas Hall Policies	Walter wishes to discuss sibling transfer policies (based on previous Jennifer David email).
5/3/16	Jennifer Davis	Tripp Walter; Alexandra Boyd; Mary Perry	Draft Haas Hall Policies	Davis suggests that HHA sibling transfer policy needs more detail.

5/4/16	Jennifer Davis	Tripp Walter; Alexandra Boyd; Mary Perry	Draft Haas Hall Policies	Davis says they can't give official approval and makes other suggestions for lottery process (in response to Tripp's request for comments on lottery process).
5/6/16	Marty Schoppmeyer	Tripp Walter	Haas Hall Policies	Schoppmeyer thanks Tripp. Discusses deadline extension and HHA's desire to have a model
5/9/16	Alexandra Boyd	Marty Schoppmeyer; Mark Henry; Heather Holaway	Additional Information Requested	Boyd request additional info re free / reduced lunch, efforts made to recruit a diverse body of students, and demographics of students.
6/6/16	Alexandra Boyd	Marty Schoppmeyer; Mark Henry; Heather Holaway	SBE Hearing	Boyd reminds of agenda item and provides dates and time of hearing and related documents.
6/10/16	Alexandra Boyd	Marty Schoppmeyer; Mark Henry; Debbie Jones; Paul Hewitt; Jimmy Rollins	Decision Letter	Boyd provides HHA decision letter (It appears that Schoppmeyer forwards to several others).



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Lottery - Haas Hall Academy

3 messages

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Fri, Apr 24, 2009 at 7:15 AM

To: Berry Kercheville <berrykerch@gmail.com>, Ken Vickers <vickers@uark.edu>, Nancy Trammel <nancytrammel@gmail.com>, John Scott <john.scott@united-bk.com>, Marilyn Schoppmeyer <marilynschoppmeyer@haashall.org>, Carin Schoppmeyer <carinschoppmeyer@haashall.org>

Dear Haas Hall Academy School Board:

Haas Hall Academy's charter page 4 states:

"The Academy will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. The lottery will be conducted by grade level to assure a balance of students in each grade level. Students of staff, faculty, and board members will automatically be accepted."

There is no mention of sibling preference. Any modification of the charter would require state board approval.

Sincerely,

Marty

--

Dr. Martin W. Schoppmeyer, Jr.  
 Founder and Superintendent of Schools  
 Haas Hall Academy  
 3155 North College Avenue, Suite 108  
 Fayetteville, AR 72703  
 (479) 966.4930  
 (479) 966.4932 - fax  
<http://haashall.org>

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Ken Vickers <vickers@uark.edu>

Fri, Apr 24, 2009 at 8:58 AM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Thanks for the quick info, especially about the state board approval clause. Could you contact Mary Ann Brown and see if we passed a change now, maybe even in an emergency meeting, would it be seen as a "consent agenda" item at the next state board meeting? The specific changes I would like the board to continue are:

1. If we have a student currently enrolled, then siblings of that student would receive pre-lottery registration just like kids of faculty, staff, and board.
2. If a student is picked in the lottery, then siblings of that student would also be accepted before the next lottery student is selected.

You should pass on to her that this question only arose because we are being wildly successful in attracting students that want to come to HHA, but that we are sticking to our growth plan we presented to the state to assure that we don't lose control of the quality as we kick up the student head count 50% for each of the next two years.

Thanks,

Ken

---

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

**Sent:** Friday, April 24, 2009 7:16 AM

**To:** Berry Kercheville; Ken Vickers; Nancy Trammel; John Scott; Marilyn Schoppmeyer; Carin Schoppmeyer

**Subject:** Lottery - Haas Hall Academy

[Quoted text hidden]

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**Berry Kercheville** <berrykerch@gmail.com>

Fri, Apr 24, 2009 at 11:11 AM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

For what it is worth, Teresa told me that the Bentonville charter school gave sibling preference.

[Quoted text hidden]

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Subscribe to Focus Magazine @ [focusmagazine.org](http://focusmagazine.org)



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## questions

2 messages

susanne.m.waller@gmail.com <susanne.m.waller@gmail.com>

Sun, May 17, 2009 at 12:46 AM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Matthew A. Waller" <MWaller@walton.uark.edu>, Sophia Waller [REDACTED]

Hi Dr. Schoppmeyer,

Our time in Shanghai is winding down and we are making plans to return home to Fayetteville. We have a few questions about Haas Hall. [REDACTED] plans to attend this fall, grade 10. When should we meet with you to choose classes for fall? Are there any placement type tests she will need to take this summer? Also, for extra-curricular activities, quite a long list of activities are listed on your website. Does Haas Hall independently have these activities, or is it all combined with Fayetteville High School extra-curricular activities?

I have a son, [REDACTED], going in grade 8 this fall. I hear you may have grade 8 this fall. Can you confirm this for sure?

I appreciate your taking time to answer these questions.

Sincerely,

Susanne W [REDACTED]

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Sun, May 17, 2009 at 5:03 PM

To: [REDACTED]

Dear Susanne:

Great to hear from you! We will need copies of [REDACTED] transcripts to determine which classes she will take in the fall. We are a small school as you know and we make schedules for our scholars during the summer months - those schedules are driven by the needs of our graduating seniors.

We will host an open house during the month of August roughly a week before classes begin. This will provide you and [REDACTED] an opportunity to modify her schedule. I am also extremely willing to meet with the two of you during the summer and do this as well.

We will be adding the 8th grade this fall. If you are interested in [REDACTED] enrolling please do so on-line soon. We will be conducting a lottery for the 8th grade.

Haas Hall Academy is its own independent LEA (Legal Education Authority) under its own jurisdiction and school board. We have no affiliation with any other public school district. All extra-curricular activities listed are provided solely by Haas Hall Academy. We are a member of AAA (Arkansas Activities Association) and participate in competitive school sports in Division 1A.

If you have any additional questions or would like more information please do not hesitate to contact me. I look forward to seeing you this summer.



Sincerely,

Marty

[Quoted text hidden]

---

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
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6 messages

To: Ken Vickers <vickers@uark.edu>, "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)"  
<MartinSchoppmeyer@haashall.org>

Uvalde Lindsey  
State Representative  
District 88  
501-682-7771 Switchboard  
479-530-6082 Cell

Cc: "Mary Ann Brown (mary.brown@arkansas.gov)" <mary.brown@arkansas.gov>, "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

533

As you can see, the only ARRA funds even available to us are a bit of disabilities education money – and we don't even have any students with disabilities right now. We probably won't touch that \$23k just to avoid the huge paperwork requirements, and about the only thing we could use if for would be ADA compliant computers.

I have addressed the other issues by adding text in red in the original email all the way at the bottom of this email string. The bottom line is that ACT 1469 does provide financial stability to a Charter School that is losing students (which is not really a good thing per my arguments in red below). But the ACT provides no way for our charter school to grow at the rate demanded by local students and parents wishing to join Haas Hall Academy.

This ACT allows us more funding if we add a grade, but does not seem to recognize the reality that a charter school can be so good that it limits its growth to 50% in one year only by turning away a large number of students – just to keep the quality of the educational organization high. We had 120 kids this year. We already have 260 enrolled for next year and will only be able to accommodate 180, so we are going to lottery out at least 80 kids that want to attend HHA.

Please have anyone that can affect this legislation give me a call. Better yet, invite them to the HHA board meeting this Thursday (28<sup>th</sup>) at 5:30 in the HHA facility and we can explain it to them in person and in detail.

Thanks for your quick action in trying to find a resolution to this catastrophic funding problem for HHA as we try to grow fast enough to meet our local population's demand for student seats in our school.

Ken

Ken Vickers

Treasurer, Haas Hall Academy Board  
Research Professor, Physics  
Director, Microelectronics-Photonics Grad Program  
University of Arkansas  
Phone 479 575-2875  
Cell 479 841-8876  
Fax 479 575-4580  
<http://microEP.uark.edu>

**AMERICAN RECOVERY AND REINVESTMENT ACT FUNDING ALLOCATIONS FOR INDIVIDUALS WITH  
DISABILITIES EDUCATION ACT PART B, SECTION 611 - State Grant FY 2009-10 APRIL 14, 2009**

	Allocated	50% Allocation
7240 HAAS HALL ACADEMY	23,256.00	11,628.00

**ARKANSAS DEPARTMENT OF EDUCATION**

**AMERICAN RECOVERY REINVESTMENT ACT**

**FUNDING ALLOCATIONS FOR**

**STATE FISCAL STABILIZATION FUND PROGRAM**

**FY 2009-10**

**APRIL 14, 2009**

LEA	DISTRICT	2008-09 Total Title I-A  Allocations with State Set-  Asides Factored Out *	Percentage LEAs  received from Title I  2008-09	Total State Fiscal  Stabilization Funding	67% TO BE  ALLOCATED  Spring/Summer	33% Balance to be  Allocated
7201000	Elkins	125,692	0.0009	3 12,343	209,270	103,073
7202000	Farmington	180,181	0.0013	447,748	299,991	147,757
7203000	Fayetteville	2,056,457	0.0150	5,110,274	3,423,883	1,686,391
7204000	Greenland	250,408	0.0018	622,261	416,915	205,346
7205000	Lincoln Consolidated	369,931	0.0027	919,275	615,914	303,361
7206000	Prairie Grove	237,116	0.0017	589,231	394,785	194,446
7207000	Springdale	2,649,855	0.0193	6,584,862	4,411,857	2,173,005

7208000	West Fork	203,297	0.0015	505,191	338,478	166,713
7240000	Haas Hall Academy Charter	0	0.0000	-	-	-

ARKANSAS DEPARTMENT OF EDUCATION

AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

**FUNDS UNDER TITLE I, PART A****FY 2009-10**

APRIL 14, 2009

LEA	DISTRICT	PRELIM 2009-10 TOTAL  TITLE I-A ALLOCATIONS  WITH SI & STATE ADMIN  FACTORED OUT	PRELIM 2009-10 + ARRA  TOTAL TITLE I-A  ALLOCATIONS WITH SI &  STATE ADMIN FACTORED  OUT	PRELIM ARRA TOTAL TITLE  I-A ALLOCATIONS WITH  SCHOOL IMPROVEMENT  FACTORED OUT	50% PRELIM ARRA TOTAL TITLE  I-A ALLOCATIONS  WITH SCHOOL IMPROVEMENT  FACTORED OUT
7207000	Springdale	3,488,093	5,846,626	2,358,533	1,179,267
7208000	West Fork	230,751	355,242	124,491	62,246
7240000	Haas Hall Academy Charter	0	0	0	0

**From:** Uvalde Lindsey [mailto:uvalde.lindsey@gmail.com]  
**Sent:** Saturday, May 23, 2009 8:47 AM  
**To:** Ken Vickers; Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)  
**Subject:** RESPONSE TO FUNDING QUESTION

The following is one response from one of the best legal minds in the state on school funding.

Marty, has you used the special category growth money in the past? What do you want me to ask my contact, how should I respond since he is meeting with ADE folks Tuesday on this very issue.

Uvalde

The change should not hurt growing charters provided the ADE provides growth funding for each respective year a school has new students (which ADE is going to do I believe).

If this exists it is not included in ACT 1469, and Mary Ann Brown (the Charter School Program Director at the ADE) has not let us know about it in any fashion that Marty has passed on to the HHA Board.

Also, if it is a new school or the school is adding grades they continue to be funded on a current year basis.

In the 2009-10 school year we plan to grow to 180 kids 8-12 from 120 students 9-12 in 2008-09. Even though most of the head count growth is in existing 9-12 grades, it seems that ACT 1469 will give us additional funding by head count regardless of grade enrolled.

In 2010-11 we will grow to at least 260 students 8-12 with no grade addition. There is no provision in ACT 1469 for funding to increase to match this growth, because under this ACT our funding will be based on the 180 kids enrolled in 2009-10. This operationally drives a stake into the heart of any expansion plan of over about 5% increase in students per year.

The only conclusion that I can draw is that ACT 1469 is designed to support the slow failure of charter schools, rather than being designed to support the success of charter schools that attract high numbers of new students each year due to the demonstrated academic excellence of the school.

As a final note, please be aware that geographically based traditional school districts literally cannot grow this fast – you just can't build houses fast enough in a community to grow above 6-8% per year. A charter school's growth is limited only by the willingness of parents to transport their child to a quality school.

With the number of children just in the Fayetteville/Springdale and surrounding small community geographical school districts it is possible that HHA could have 50% growth rates per year for many years to come, and that the 50% growth rate would be higher if the HHA Board did not artificially constrain the rate or growth in order to maintain the quality educational culture of the school during this rapid growth.

In fact, the prior year funding with growth should help a charter avoid the ebb and flow of loss students compared to current year funding. This was intended as a stabilizing benefit to matured charters beyond their initial years of start up and adding grades. There might be some impact in the first year of transition but we are working with ADE to avoid such birth pains as legally possible.

This legislation just started from the wrong perspective and a bad definition of "mature charter school". In HHA's experience the definition of a mature charter school is a school that has a consistent high growth rate – not one that has a stable population.

This allows charters the benefit of a one year lag time to make budget responses to dropping student populations which is exactly how school districts are funded. I am meeting with ADE first thing Tuesday on this and other charter issues. Let me know if we need to talk

While I appreciate the state trying to buffer the failure of a charter school to provide quality education – in which dropping enrollment would result in a financial problem to the school – I am much more concerned with supporting success with the state funding needed to expand that successful school in order to meet the student and parent demand for seats in that school.

It may seem somewhat Darwinian, but if a charter school cannot produce an educational product that attracts new students each year then it should be allowed to fail. That is one current problem with geographically based schools, they know that regardless of their quality of education it is difficult for them to be shut down. Charter schools are not afraid of this challenge of having to provide a quality education recognized by our communities – but we must have the state funding follow the students on a real time basis when they decide to join our schools

Ken.

--

Uvalde Lindsey  
State Representative  
District 88  
501-682-7771 Switchboard  
479-530-6082 Cell

---

**Ken Vickers** <vickers@uark.edu>

Tue, May 26, 2009 at 2:05 AM

To: "Mark Martin (martinm@arkleg.state.ar.us)" <martinm@arkleg.state.ar.us>

Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

Hey Mark,

I wanted you to have this same info that Uvalde has, as I believe that he said you are on the education committee. Unless the ADE pulls money out of a slush fund somewhere we are sunk after the 2009-10 school year by the ACT 1469 funding formula.



The sad thing is that this could have been avoided if ACT 1469 had added the new funding formula while leaving in the old one, and then saying that the funding to a charter school would be the larger amount of the two formulas. That way the old formula would fully support a rapidly growing charter school while the new formula would cushion the fall of a failing charter school.

Give me a call on my cell phone if you want me to get on a soap box somewhere on this subject.

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Fax 479 575-4580  
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---

**From:** Ken Vickers  
**Sent:** Tuesday, May 26, 2009 1:57 AM  
**To:** Uvalde Lindsey  
**Cc:** Mary Ann Brown ([mary.brown@arkansas.gov](mailto:mary.brown@arkansas.gov)); Martin Schoppmeyer ([MartinSchoppmeyer@HaasHall.org](mailto:MartinSchoppmeyer@HaasHall.org))  
**Subject:** RE: RESPONSE TO FUNDING QUESTION

[Quoted text hidden]

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Uvalde Lindsey <[uvalde.lindsey@gmail.com](mailto:uvalde.lindsey@gmail.com)> Tue, May 26, 2009 at 6:05 AM  
To: Ken Vickers <[vickers@uark.edu](mailto:vickers@uark.edu)>, "Martin Schoppmeyer ([MartinSchoppmeyer@HaasHall.org](mailto:MartinSchoppmeyer@HaasHall.org))"  
<[MartinSchoppmeyer@haashall.org](mailto:MartinSchoppmeyer@haashall.org)>

Ken,

For growth funding, look at 6-20-2305 (c)(2)(A) and (B). Act 1501 amends B for the distribution formula and timing. My source says ADE can provide growth funding to growing charters, and he believes they will.

Act 1469 provides that open-enrollment public charter schools would receive funds equal to a public school under 6-20-2305 (a) and (b) --- **as well as any other funding under rule for ADE**. That ruling could include 6-20-2305 (c) money for growth.

I will meet with the folks this morning and get a more definitive answer.

Uvalde

[Quoted text hidden]

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Tue, May 26, 2009 at 7:57 AM

To: Carin Schoppmeyer <carinschoppmeyer@haashall.org>

### Forwarded conversation

Subject: **RESPONSE TO FUNDING QUESTION**

From: **Uvalde Lindsey** <uvalde.lindsey@gmail.com>

Date: Sat, May 23, 2009 at 8:47 AM

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State Representative  
District 88  
501-682-7771 Switchboard  
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-----  
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Date: Tue, May 26, 2009 at 1:56 AM

To: Uvalde Lindsey <uvalde.lindsey@gmail.com>

Cc: "Mary Ann Brown (mary.brown@arkansas.gov)" <mary.brown@arkansas.gov>, "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

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Fayetteville, AR 72703  
(479) 966.4930  
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---

**Martin Schoppmeyer** <[martinschoppmeyer@haashall.org](mailto:martinschoppmeyer@haashall.org)>

Tue, May 26, 2009 at 9:51 PM

To: John Scott <[john.scott@united-bk.com](mailto:john.scott@united-bk.com)>, Berry Kercheville <[berrykerch@gmail.com](mailto:berrykerch@gmail.com)>, Nancy Trammel <[nancytrammel@gmail.com](mailto:nancytrammel@gmail.com)>

FYI.

[Quoted text hidden]

-----  
From: **Martin Schoppmeyer** <[martinschoppmeyer@haashall.org](mailto:martinschoppmeyer@haashall.org)>  
Date: Tue, May 26, 2009 at 7:57 AM  
To: Carin Schoppmeyer <[carinschoppmeyer@haashall.org](mailto:carinschoppmeyer@haashall.org)>

### Forwarded conversation-----

From: **Uvalde Lindsey** <[uvalde.lindsey@gmail.com](mailto:uvalde.lindsey@gmail.com)>  
Date: Sat, May 23, 2009 at 8:47 AM  
To: Ken Vickers <[vickers@uark.edu](mailto:vickers@uark.edu)>, "Martin Schoppmeyer ([MartinSchoppmeyer@HaasHall.org](mailto:MartinSchoppmeyer@HaasHall.org))" <[MartinSchoppmeyer@haashall.org](mailto:MartinSchoppmeyer@haashall.org)>

The change should not hurt growing charters provided the ADE provides growth funding for each respective year a school has new students (which ADE is going to do I believe). Also, if it is a new school or the school is adding grades they continue to be funded on a current year basis.

This allows charters the benefit of a one year lag time to make budget responses to dropping student populations which is exactly how school districts are funded. I am meeting with ADE first thing Tuesday on this and other charter issues. Let me know if we need to talk

-----  
From: **Ken Vickers** <vickers@uark.edu>  
Date: Tue, May 26, 2009 at 1:56 AM  
To: Uvalde Lindsey <uvalde.lindsey@gmail.com>  
Cc: "Mary Ann Brown (mary.brown@arkansas.gov)" <mary.brown@arkansas.gov>, "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

If this exists it is not included in ACT 1469, and Mary Ann Brown (the Charter School Program Director at the ADE) has not let us know about it in any fashion that Marty has passed on to the HHA Board.

In the 2009-10 school year we plan to grow to 180 kids 8-12 from 120 students 9-12 in 2008-09. Even though most of the head count growth is in existing 9-12 grades, it seems that ACT 1469 will give us additional funding by head count regardless of grade enrolled.

This legislation just started from the wrong perspective and a bad definition of "mature charter school". In HHA's experience the definition of a mature charter school is a school that has a consistent high growth rate – not one that has a stable population.

While I appreciate the state trying to buffer the failure of a charter school to provide quality education – in which dropping enrollment would result in a financial problem to the school – I am much more concerned with supporting success with the state funding needed to expand that successful school in order to meet the student and parent demand for seats in that school.

-----  
From: **Ken Vickers** <vickers@uark.edu>  
Date: Tue, May 26, 2009 at 2:05 AM  
To: "Mark Martin (martinm@arkleg.state.ar.us)" <martinm@arkleg.state.ar.us>  
Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

**From:** Ken Vickers

-----  
From: **Uvalde Lindsey** <uvalde.lindsey@gmail.com>  
Date: Tue, May 26, 2009 at 6:05 AM  
To: Ken Vickers <vickers@uark.edu>, "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

--  
Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
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Fayetteville, AR 72703  
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[Quoted text hidden]





Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## I am afraid that Act 1501 does not seem to help

4 messages

Ken Vickers <vickers@uark.edu>

Tue, May 26, 2009 at 8:59 AM

To: Uvalde Lindsey <uvalde.lindsey@gmail.com>

Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

Uvalde, all I can say is that if engineers wrote manufacturing specifications for the operators in our factories using as complex a language structure as that with which laws are formulated, then we would never have a new product produced in the U.S. I both respect and feel sorry for you folks trying to make heads or tails out of this language.

Having said that, I went to Act 1501 of the 2009 session and found this:

(B) The Department of Education shall:

- 6 (i) By January 31 of each year:
- 7 (a) Calculate an amount of student growth
- 8 funding under subdivision (c)(2)(A) of this section using the quarterly
- 9 average daily membership for the first quarter and an estimation of the
- 10 average daily membership for the second, third, and fourth quarters; and
- 11 (b) Distribute to the school district not less
- 12 than sixty percent (60%) of the amount calculated under subdivision
- 13 (c)(2)(B)(i)(a) of this section;

As I understand this, here is how it would work for HHA the 2010-11 school year with our current growth plan. We would expand to 260 students in August of 2010, requiring that we immediately start paying for the extra leased space and staff required for that 50% enrollment increase. The funding we would have at that point would still be based on the membership in the 2009-10 school year, or 180 students. Act 1501 requires the ADE to calculate a new funding amount based on current enrollment by January 31<sup>st</sup> of 2011, and then distribute 60% of any increase generated.

Eighty students times about \$6k/student times 60% is \$288,000. HHA does not have any financial reserves to let us stand that financial pain from August 2010 – February 2011 (or for the rest of the year either, as this remains a trailing reimbursement rather than up front funding for current expenses).

This still does not seem to give us a way forward. Unless the ADE gives us something definitive in writing that says we will receive immediate funding at the first of the school year to reflect actual enrollment in the 2010-11 school year – even without adding a grade – then I think we are still stuck.

Have I misread the language, or is there still another possible “work around” that can be done administratively by the ADE?

Ken

---

**From:** Uvalde Lindsey [mailto:uvalde.lindsey@gmail.com]  
**Sent:** Tuesday, May 26, 2009 6:05 AM  
**To:** Ken Vickers; Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)  
**Subject:** Re: RESPONSE TO FUNDING QUESTION

Ken,

For growth funding, look at 6-20-2305 (c)(2)(A) and (B). Act 1501 amends B for the distribution formula and timing. My source says ADE can provide growth funding to growing charters, and he believes they will.

Act 1469 provides that open-enrollment public charter schools would receive funds equal to a public school under 6-20-2305 (a) and (b) --- as well as any other funding under rule for ADE. That ruling could include 6-20-2305 (c) money for growth.

I will meet with the folks this morning and get a more definitive answer.

Uvalde

On Tue, May 26, 2009 at 1:56 AM, Ken Vickers <vickers@uark.edu> wrote:

Good morning Uvalde,

I did not get a chance to catch up with Marty today after returning from my family reunion down in the southeast corner of the state, but I included down below info that Marty forwarded to the board last month about ARRA after he received it from the state.

As you can see, the only ARRA funds even available to us are a bit of disabilities education money – and we don't even have any students with disabilities right now. We probably won't touch that \$23k just to avoid the huge paperwork requirements, and about the only thing we could use if for would be ADA compliant computers.

I have addressed the other issues by adding text in red in the original email all the way at the bottom of this email string. The bottom line is that ACT 1469 does provide financial stability to a Charter School that is losing students (which is not really a good thing per my arguments in red below). But the ACT provides no way for our charter school to grow at the rate demanded by local students and parents wishing to join Haas Hall Academy.

This ACT allows us more funding if we add a grade, but does not seem to recognize the reality that a charter school can be so good that it limits its growth to 50% in one year only by turning away a large number of students – just to keep the quality of the educational organization high. We had 120 kids this year. We already have 260 enrolled for next year and will only be able to accommodate 180, so we are going to lottery out at least 80 kids that want to attend HHA.

Please have anyone that can affect this legislation give me a call. Better yet, invite them to the HHA board meeting this Thursday (28<sup>th</sup>) at 5:30 in the HHA facility and we can explain it to them in person and in detail.

Thanks for your quick action in trying to find a resolution to this catastrophic funding problem for HHA as we try to grow fast enough to meet our local population's demand for student seats in our school.

Ken

Ken Vickers

Treasurer, Haas Hall Academy Board  
Research Professor, Physics  
Director, Microelectronics-Photonics Grad Program  
University of Arkansas  
Phone 479 575-2875  
Cell 479 841-8876  
Fax 479 575-4580  
<http://microEP.uark.edu>

**AMERICAN RECOVERY AND REINVESTMENT ACT FUNDING ALLOCATIONS FOR INDIVIDUALS WITH  
DISABILITIES EDUCATION ACT PART B, SECTION 611 - State Grant FY 2009-10 APRIL 14, 2009**

	Allocated	50% Allocation
7240 HAAS HALL ACADEMY	23,256.00	11,628.00

**ARKANSAS DEPARTMENT OF EDUCATION**

**AMERICAN RECOVERY REINVESTMENT ACT**

**FUNDING ALLOCATIONS FOR**

**STATE FISCAL STABILIZATION FUND PROGRAM**

**FY 2009-10**

**APRIL 14, 2009**

LEA	DISTRICT	2008-09 Total Title I-A  Allocations with State Set-  Asides Factored Out *	Percentage LEAs  received from Title I  2008-09	Total State Fiscal  Stablization Funding	67% TO BE  ALLOCATED  Spring/Summer	33% Balance to be  Allocated
7201000	Elkins	125,692	0.0009	3 12,343	209,270	103,073
7202000	Farmington	180,181	0.0013	447,748	299,991	147,757
7203000	Fayetteville	2,056,457	0.0150	5,110,274	3,423,883	1 ,686,391
7204000	Greenland	250,408	0.0018	622,261	416,915	205,346
7205000	Lincoln Consolidated	369,931	0.0027	919,275	615,914	303,361
7206000	Prairie Grove	237,116	0.0017	589,231	394,785	194,446
7207000	Springdale	2,849,855	0.0193	6,584,862	4,411,857	2,173,005
7208000	West Fork	203,297	0.0015	505,191	338,478	166,713

7240000	Haas Hall Academy Charter	0	0.0000	-	-	-
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## ARKANSAS DEPARTMENT OF EDUCATION

## AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

## FUNDS UNDER TITLE I, PART A

FY 2009-10

APRIL 14, 2009

LEA	DISTRICT	PRELIM 2009-10 TOTAL  TITLE I-A ALLOCATIONS  WITH SI & STATE ADMIN  FACTORED OUT	PRELIM 2009-10 + ARRA  TOTAL TITLE I-A  ALLOCATIONS WITH SI &  STATE ADMIN FACTORED OUT	PRELIM ARRA TOTAL TITLE  I-A ALLOCATIONS WITH  SCHOOL IMPROVEMENT  FACTORED OUT	50% PRELIM ARRA TOTAL TITLE  I-A ALLOCATIONS  WITH SCHOOL IMPROVEMENT  FACTORED OUT
7207000	Springdale	3,488,093	5,846,626	2,358,533	1,179,267
7208000	West Fork	230,751	355,242	124,491	62,246
7240000	Haas Hall Academy Charter	0	0	0	0

**From:** Uvalde Lindsey [mailto:uvalde.lindsey@gmail.com]  
**Sent:** Saturday, May 23, 2009 8:47 AM  
**To:** Ken Vickers; Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)  
**Subject:** RESPONSE TO FUNDING QUESTION

The following is one response from one of the best legal minds in the state on school funding.

Marty, has you used the special category growth money in the past? What do you want me to ask my contact, how should I respond since he is meeting with ADE folks Tuesday on this very issue.

Uvalde

The change should not hurt growing charters provided the ADE provides growth funding for each respective year a school has new students (which ADE is going to do I believe).

If this exists it is not included in ACT 1469, and Mary Ann Brown (the Charter School Program Director at the ADE) has not let us know about it in any fashion that Marty has passed on to the HHA Board.

Also, if it is a new school or the school is adding grades they continue to be funded on a current year basis.

In the 2009-10 school year we plan to grow to 180 kids 8-12 from 120 students 9-12 in 2008-09. Even though most of the head count growth is in existing 9-12 grades, it seems that ACT 1469 will give us additional funding by head count regardless of grade enrolled.

In 2010-11 we will grow to at least 260 students 8-12 with no grade addition. There is no provision in ACT 1469 for funding to increase to match this growth, because under this ACT our funding will be based on the 180 kids enrolled in 2009-10. This operationally drives a stake into the heart of any expansion plan of over about 5% increase in students per year.

The only conclusion that I can draw is that ACT 1469 is designed to support the slow failure of charter schools, rather than being designed to support the success of charter schools that attract high numbers of new students each year due to the demonstrated academic excellence of the school.

As a final note, please be aware that geographically based traditional school districts literally cannot grow this fast – you just can't build houses fast enough in a community to grow above

6-8% per year. A charter school's growth is limited only by the willingness of parents to transport their child to a quality school. With the number of children just in the Fayetteville/Springdale and surrounding small community geographical school districts it is possible that HHA could have 50% growth rates per year for many years to come, and that the 50% growth rate would be higher if the HHA Board did not artificially constrain the rate or growth in order to maintain the quality educational culture of the school during this rapid growth.

In fact, the prior year funding with growth should help a charter avoid the ebb and flow of loss students compared to current year funding. This was intended as a stabilizing benefit to matured charters beyond their initial years of start up and adding grades. There might be some impact in the first year of transition but we are working with ADE to avoid such birth pains as legally possible.

This legislation just started from the wrong perspective and a bad definition of "mature charter school". In HHA's experience the definition of a mature charter school is a school that has a consistent high growth rate – not one that has a stable population.

This allows charters the benefit of a one year lag time to make budget responses to dropping student populations which is exactly how school districts are funded. I am meeting with ADE first thing Tuesday on this and other charter issues. Let me know if we need to talk

While I appreciate the state trying to buffer the failure of a charter school to provide quality education – in which dropping enrollment would result in a financial problem to the school – I am much more concerned with supporting success with the state funding needed to expand that successful school in order to meet the student and parent demand for seats in that school.

It may seem somewhat Darwinian, but if a charter school cannot produce an educational product that attracts new students each year then it should be allowed to fail. That is one current problem with geographically based schools, they know that regardless of their quality of education it is difficult for them to be shut down. Charter schools are not afraid of this challenge of having to provide a quality education recognized by our communities – but we must have the state funding follow the students on a real time basis when they decide to join our schools

Ken.

--

Uvalde Lindsey  
State Representative  
District 88  
501-682-7771 Switchboard  
479-530-6082 Cell

--

Uvalde Lindsey  
State Representative  
District 88  
501-682-7771 Switchboard  
479-530-6082 Cell

---

Ken Vickers <vickers@uark.edu>

Tue, May 26, 2009 at 9:02 AM

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=lottery&qs=true&s...> 6/22/2016



To: "Mark Martin (martinm@arkleg.state.ar.us)" <martinm@arkleg.state.ar.us>  
Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

FYI – just another round of Uvalde's input and my response.

Ken

---

**From:** Ken Vickers  
**Sent:** Tuesday, May 26, 2009 8:59 AM  
**To:** Uvalde Lindsey  
**Cc:** Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)  
**Subject:** I am afraid that Act 1501 does not seem to help

[Quoted text hidden]

---

**Uvalde Lindsey** <uvalde.lindsey@gmail.com> Tue, May 26, 2009 at 3:36 PM  
To: Ken Vickers <vickers@uark.edu>  
Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

The statute is pretty clear in the timing and distribution of growth funding - I don't see much chance of changing that.

But after my meeting with folks today, I am confident that growth funding will be established for open enrollment charter schools that would kick in for the 2010-2011 school year. That's the good part - the money for the extra 80 students, going from 180 to 260, would be there no later than Act 1501 states. The base would be the 180 ADM.

The only other solution I can see is to grow the expense side of the ledger more slowly in the period from August 2010 through January 2011 until you get the growth money. If you could defer the increased rental payment for six months, that helps since it is your largest increase and you may have a helpful benefactor. It seems to be a cash flow problem, not a revenue problem.

Uvalde

[Quoted text hidden]

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org> Tue, May 26, 2009 at 9:51 PM  
To: John Scott <john.scott@united-bk.com>, Berry Kercheville <berrykerch@gmail.com>, Nancy Trammel <nancytrammel@gmail.com>

### Forwarded conversation

Subject: I am afraid that Act 1501 does not seem to help

---

From: **Ken Vickers** <vickers@uark.edu>  
Date: Tue, May 26, 2009 at 8:59 AM  
To: Uvalde Lindsey <uvalde.lindsey@gmail.com>  
Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

[Quoted text hidden]

-----  
From: **Ken Vickers** <vickers@uark.edu>  
Date: Tue, May 26, 2009 at 9:02 AM  
To: "Mark Martin (martinm@arkleg.state.ar.us)" <martinm@arkleg.state.ar.us>  
Cc: "Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)" <MartinSchoppmeyer@haashall.org>

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**From:** Ken Vickers  
**Sent:** Tuesday, May 26, 2009 8:59 AM  
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**Cc:** Martin Schoppmeyer (MartinSchoppmeyer@HaasHall.org)  
**Subject:** I am afraid that Act 1501 does not seem to help

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Date: Tue, May 26, 2009 at 3:36 PM  
To: Ken Vickers <vickers@uark.edu>  
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Uvalde

--  
Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## quick question

3 messages

---

Patrick Wolf <pwolf@uark.edu>

Thu, Jun 4, 2009 at 12:55 PM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: wolfpakb@cox.net

Hi Marty,

Kathleen and I certainly enjoyed being a part of your school's awards ceremony last week and, as I said in my remarks, we are greatly looking forward to joining the Haas Hall community in the fall.

I have a quick question regarding [REDACTED] enrollment status at Haas Hall. Is it, in fact, assured for this fall? The reason I ask is that I know that charter schools need to run enrollment lotteries sometimes when they are oversubscribed. Will that be the case for the 9th grade class at Haas Hall? Please advise.

Regards,

patrick

Patrick J. Wolf, Ph.D.

Professor and 21st Century Chair in School Choice

Department of Education Reform

College of Education and Health Professions

201 Graduate Education Building

University of Arkansas

Fayetteville, AR 72701

Phone: 479-575-2084

FAX: 479-575-3196

pwolf@uark.edu

<http://www.uark.edu/ua/der/People/wolf.html>

Thu, Jun 4, 2009 at 1:01 PM

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Marty,

We are extremely relieved to hear that!

Take care,

patrick

---

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

**Sent:** Thursday, June 04, 2009 1:02 PM

**To:** Patrick Wolf

**Subject:** Re: quick question

[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

[REDACTED]  
1 message

Vickie B. [REDACTED]  
To: martinschoppmeyer@haashall.org

Mon, Apr 25, 2011 at 1:36 PM

Hi Dr. Schoppmeyer,

I wanted to thank you for taking time to meet with me last Thursday when [REDACTED] was there for her shadow day. We were both so impressed, and she had a great day. It confirmed that this was the right choice for her. The teachers were enthusiastic, the kids were mature and focused, and all were enjoying education – the perfect balance.

I've emailed Christina to make sure she has everything for [REDACTED] to be included in the next lottery.

Thanks again for your time.

Vickie B. [REDACTED]

Vickie B. [REDACTED]

MANA Credentialing

PO BOX 10678 | FAYETTEVILLE AR 72703-0046

Phone: 479-571-6051 | Fax: 479-587-1297

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

---

[REDACTED]  
3 messages

---

Mon, May 16, 2011 at 7:57 AM

To: Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

Dr. S,

I am assuming since you have not responded to my previous e-mail that you have not had the second lottery yet? Do you know when that might be. I am trying to make plans for [REDACTED] for next year and time is running out.

Thanks for your time.

Stephanie S [REDACTED]

---

Mon, May 16, 2011 at 8:02 AM**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

To: [REDACTED]

Dear Stephanie:

As of last week we are completely full for the fall of 2011. We will conduct a final lottery once we ascertain how many scholars transfer for next year. I would not expect to hear from me about this until August. Our problem is that there are over 600 scholars that want in next year for less than 60 spots.

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
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---

Mon, May 16, 2011 at 9:56 AM

To: Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;



Dr. S,

Thanks for getting back to me. I will just plan on doing something else next fall for her. I appreciate your time.

--

Have a great day!

Stephanie

[Quoted text hidden]



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

Fwd: [REDACTED]

2 messages

---

Christina Barton <christinabarton@haashall.org>  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Jun 28, 2011 at 10:19 AM

Sent from Christina's phone.

Begin forwarded message:

**From:** Candy [REDACTED]  
**Date:** June 20, 2011 2:47:01 PM CDT  
**To:** Christina Barton <christinabarton@haashall.org>  
**Subject:** Re: [REDACTED]

Hi Christina:

[REDACTED] is going into the 8th grade and he is 13 years old. He attends West Fork Middle School. His principle sent me a request form this year asking for permission for [REDACTED] to be placed in advanced math next year and take Algebra 1. I am not sure of his grade point average but he is consistently on the Honor Roll. He scored at a 12th grade level in math on the S.T.A. R. testing (I am not sure what that stands for and you mentioned to me that you had never heard of that testing. [REDACTED] Loves to read and will read anything he can get his hands on. He has always dreamed of going to college and talks about working hard to make good grades so he may qualify for a scholarship so that he can go. We have 5 boys and [REDACTED] is the baby of the bunch. He knows that we will help him with college as much as possible but we are just not financially able to help much so he understands that scholarships are very important. [REDACTED] likes to be in an office type setting and wants to be able to have a career using his mind. I hope this helps you get to know him a little. He is a great kid and his teeacher consistently brag on him.

Thank You,

Candy

---

**From:** Christina Barton <christinabarton@haashall.org>  
**To:** Candy [REDACTED]  
**Sent:** Mon, June 20, 2011 2:07:38 PM  
**Subject:** Re: [REDACTED]

Candy,

Please email me back with a little more information about [REDACTED] (grade, math classes he has taken, reason for interest in Haas). This will help me remember our phone conversation from last week! We plan to fill our openings by lottery sometime this week.

Christina

On Mon, Jun 20, 2011 at 1:09 PM, Candy [REDACTED] wrote:

Hi Christina,

I spoke with you last week about my son [REDACTED] and his interest in going to Haas Hall next year. I just wanted to touch base with you again and find out when the "lottery" drawing for admissions will be held. [REDACTED] is so excited that he is almost driving me crazy! LOL

Thanks,

Candy [REDACTED]  
[REDACTED]  
[REDACTED]

--

Christina Barton  
Head of College Planning & Academic Scheduling  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org/>

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**Christina Barton** <christinabarton@haashall.org>  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Jun 28, 2011 at 10:20 AM

Sent from Christina's phone.

Begin forwarded message:

**From:** Candy [REDACTED]  
**Date:** June 27, 2011 11:37:08 AM CDT  
**To:** Christina Barton <christinabarton@haashall.org>  
**Subject:** Re: [REDACTED]  
**Reply-To:** Candy [REDACTED]

Hi Christina,

I was wondering if the lottery has been completed and if [REDACTED] made it in?  
Please let me know, he is on pins and needles.

Thanks,  
Candy [REDACTED]

---

**From:** Christina Barton <christinabarton@haashall.org>  
**To:** Candy [REDACTED]  
**Sent:** Monday, June 20, 2011 2:07 PM  
**Subject:** Re: [REDACTED]

Candy,

Please email me back with a little more information about [REDACTED] (grade, math classes he has taken, reason for interest in Haas). This will help me remember our phone conversation from last week! We plan to fill our openings by lottery sometime this week.

Christina

On Mon, Jun 20, 2011 at 1:09 PM, Candy [REDACTED] > wrote:

Hi Christina,

I spoke with you last week about my son [REDACTED] and his interest in going to Haas Hall next year. I just wanted to touch base with you again and find out when the "lottery" drawing for admissions will be held. [REDACTED] is so excited that he is almost driving me crazy! LOL

Thanks,

Candy [REDACTED]

--

Christina Barton  
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**HAAS HALL  
ACADEMY**

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## Thank you for meeting with me on Monday

2 messages

Jennie She [REDACTED]

Wed, Oct 5, 2011 at 2:00 PM

To: "MartinSchoppmeyer@haashall.org" <MartinSchoppmeyer@haashall.org>

Cc: "Michael P. Popp" <mpopp@uark.edu>

Dear Dr. Schoppmeyer,

I want to thank you again for taking the time to meet with me unexpectedly on Monday morning. I found our meeting very informative and I left the school very impressed. My husband and I have had the opportunity to discuss it further and we definitely are interested in our older son, [REDACTED] joining the school in Fall 2013. I understand, as you told me when I pre-registered in your office, that [REDACTED] is #82. I am hopeful he will be selected during the lottery process. I know he would excel in the environment offered at Haas Hall.

This afternoon I pre-registered our younger son [REDACTED], for admission in **Fall 2017**. At least this is what I hope I did- I fear I may have hit 2018 instead. Is it possible to verify the year and to let me know what number he is?

Please do keep us posted of events happening at the school that would be of interest to a perspective student and his parents. We are eager to learn as much as we can. The best ways to reach me are by email [REDACTED] or by phone [REDACTED].

Thanks you again.

Sincerely,

Jennie P [REDACTED]

Jennie [REDACTED]

Professor, Agricultural Economics and Agribusiness

Area Director, Center for Agricultural and Rural Sustainability

Department of Agricultural Economics and Agribusiness

217 Agriculture Building

University of Arkansas  
Fayetteville, AR 72701  
479-575-2279 (office)  
479-575-5306 (fax)  
jhpoppp@uark.edu

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Wed, Oct 5, 2011 at 3:13 PM

To: Jennie Sheerin [REDACTED] >

Dear Jennie:

I think Haas Hall Academy would be a wonderful academic experience for both of your scholars. [REDACTED] application is for the fall of 2018. I will delete that application and wait until you submit another one for the fall of 2017. During the interim if you have any additional questions or if your husband would like to visit with me please feel free to contact me.

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
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Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

[REDACTED]

3 messages

---

Sherry [REDACTED]  
To: MartinSchoppmeyer@haashall.org

Wed, Oct 26, 2011 at 11:34 AM

Greetings Dr. Schoppmeyer,

It was nice meeting with you about [REDACTED] coming to Haas Hall next year. He's very excited and we're in great hope that he is chosen in the lottery in March. He looks forward to the academic opportunities at Haas and to being in school with [REDACTED].

[REDACTED], is very interested in Haas Hall Academy too. I submitted his online application last week. [REDACTED] is currently in the 10th grade at Fayetteville High School. I went to his parent teacher conferences yesterday and the theme of the reports was that he's concerned about his grades and education and would be better served in a smaller environment. I learned that his History and English classes are comprised of 50 students, mostly 15 year old boys! The teachers of those classes, Mrs. Pinter & Dr. Grisso, agree that he would be well served at Haas Hall.

If he is accepted to start in January of 2012, half way through the 10th grade, how does he go about finishing classes that he's only completed half a year of since Haas runs on the semester system? Additionally, [REDACTED] is currently in FHS track and is interested in Haas track. If he is selected to join Haas in January can he join the track team at that time?

Looking forward to your responses.

Cordially,  
Sherry [REDACTED]

---

Sherry [REDACTED]  
To: MartinSchoppmeyer@haashall.org

Wed, Nov 30, 2011 at 9:30 AM

Hello Dr. Schoppmeyer,

I hope this message finds you well after the Thanksgiving break. I have two boys that dearly want to go to Haas Hall. [REDACTED] would really like to start in January, if that is an option. I hadn't heard back so I thought I better check in with you again. Looking forward to hearing back from you and possibly setting up a meeting with you and Thomas to discuss getting him transferred to Haas Hall.



Blessings,  
Sherry S [REDACTED]

-----  
October 26, 2011

[Quoted text hidden]

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>  
To: Christina Barton <christinabarton@haashall.org>

Wed, Nov 30, 2011 at 9:50 AM

Dr. S.

Begin forwarded message:

**From:** Sherry [REDACTED]  
**Date:** November 30, 2011 9:30:42 AM CST  
**To:** MartinSchoppmeyer@haashall.org  
**Subject:** [REDACTED]

[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Enrollment

3 messages

siana sh [REDACTED]  
To: martinschoppmeyer@haashall.org

Sun, Jan 8, 2012 at 5:53 PM

Hello Dr. Schoppmeyer,

My husband and I are interested in m [REDACTED] to HAAS Hall next year. [REDACTED] is already at HAAS Hall and [REDACTED] is currently in 10th grade and attending BCSA High School. All three of our children were at Crystal Hill Magnet Elementary School, in Maumelle Arkansas and they had a policy that automatically admitted any sibling if one child was already enrolled at the school. Do you have a similar policy at HAAS Hall or will she be going through the lottery process? I have already preregistered her for next year at HAAS Hall on the school website.

Thank you,  
Siana Sh [REDACTED]

siana sh [REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Wed, Jan 11, 2012 at 11:27 AM

[Quoted text hidden]

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Wed, Jan 11, 2012 at 11:41 AM

To: siana sherrill <ks3sherrill@yahoo.com>

Dear Siana:

I apologize for the delayed response. I have had more teleconferences these past few days since school resumed then anytime in our school's history. [REDACTED] will go through the lottery. Keep up with me. You should hear something by March!

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
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and network.



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

[REDACTED]  
1 message

lawclerk <lawclerk@arkattorneys.com>

Fri, Feb 24, 2012 at 2:34 PM

To: martinschoppmeyer@haashall.org, Christina Barton <christinabarton@haashall.org>

Happy Friday afternoon!

We are just waiting and praying for your lottery next week for [REDACTED]. Can you tell me what day it will be, and what day you will notify people who are in?

Thanks!

Andrea M [REDACTED]

*Law Clerk for Mary M. White Schneider*

*and Kristin Pawlik*

*Keith Miller Butler Schneider & Pawlik*

*224 S. 2nd Street*

*Rogers, AR 72756*

*Telephone 479-621-0006*

*Fax 479-631-6890*

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

**[REDACTED] Follow up**

2 messages

---

**Melody K [REDACTED]**  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: mk@arcrisis.org

Sat, Feb 25, 2012 at 6:38 PM

Marty,

I wanted to inquire about the necessary follow up for [REDACTED] She enjoyed shadowing and is truly wanting to attend in the fall.

Should Fred and I set an appointment time with you to discuss the next steps in this process? I am clueless as to what to do at this point.

I look forward to hearing from you.

Take care and have a great weekend

Melody K [REDACTED]  
Executive Director - Arkansas Crisis Center  
479-582-2267

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Sat, Feb 25, 2012 at 7:24 PM

To: Melody [REDACTED]

Dear Melody:

You've done all you need to do. We will draw the lottery next week. If you don't hear from us this time call me in May.

Sincerely,

Marty

Dr. S.  
[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

[REDACTED]  
3 messages

Melody K [REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: Melody [REDACTED]

Mon, Mar 5, 2012 at 7:29 PM

Dear Marty,

Sorry to bother you so late, but I know some New School children received calls already. I've not heard anything and wondered if all the calls have been completed for 8<sup>th</sup> grade. If so I need to move forward with enrolling [REDACTED] at either Ramay or Woodland. I received the information today about CAP conference enrollment.

Thank you!

Melody K [REDACTED]

Cell phone [REDACTED]  
[REDACTED]

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Mar 6, 2012 at 7:11 AM

To: Melody [REDACTED]

Dear Melody:

Christina was only able to call less than 1/2 of those who made the lottery. She will finish up today.

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
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---

Melody K [REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Mar 6, 2012 at 7:44 AM

Marty,

Thank you! I will see what today brings.

Take care,

Melody [REDACTED]  
[REDACTED]

---

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
**Sent:** Tuesday, March 06, 2012 7:11 AM  
**To:** Melody K [REDACTED]  
**Subject:** Re: [REDACTED]

[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

**2012-2013 school year**

1 message

---

James R [REDACTED]  
Reply-To: [REDACTED]  
To: MartinSchoppmeyer@haashall.org

Wed, Mar 28, 2012 at 3:46 PM

Dear Dr. Schoppmeyer,

Thank you for taking the time to talk to [REDACTED] and me and show us around your campus. I especially appreciate your taking the time to do this on March 13, just before your spring break. When we got home, I explained to [REDACTED] more about what you said. He became quite excited about the possibility of attending Haas Hall, even talking it up with his friends in Rogers. I believe it will be a perfect match for him, for he has had past problems being challenged. Then too, he's especially interested in science and engineering, even at this early age.

If for some reason [REDACTED] does not get in on the first lottery, we would very much appreciate being added to a waiting list.

Thanks for all your help.

All the best,

James

James [REDACTED]  
video producer

Dynamic Videos, Inc.  
15135 Dutchmans Dr.  
Rogers, AR 72756 USA

(479)925-6273  
www.dynamicvideos.net







Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

**Re: Thank you**

3 messages

---

**Fernando Ca** [REDACTED] >  
To: martinschoppmeyer@haashall.org

Fri, Jun 15, 2012 at 12:39 PM

Dr. Schoppmeyer,

Just want to touch base with you and learn when the lottery will happen. I just checked your web page and believe the enrollment phase is done. Also please note [REDACTED] has just received the President Award for his academic performance. Please see attached for more details

Best Regards  
Fernando

---

From: Fernar [REDACTED]  
To: martinschoppmeyer@haashall.org  
Date: 05/17/2012 11:41 AM  
Subject: Thank you

---

Dr Schoppmeyer,

I want to thank you again for your time yesterday. It was a very productive trip for us, specially for [REDACTED] and we enjoyed getting to know you and the Academy. We are definitely interested in your school and committed to provide [REDACTED] with highest academic option.

We have already applied on-line. Hopefully [REDACTED] will have a good luck on the lottery and will be able to join the 9th grade at Haas Hall Academy

Best regards

Fernando &amp; Andrea C [REDACTED]

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2012 [REDACTED] Award.pdf  
115K

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Fri, Jun 15, 2012 at 1:44 PM

To: Fernando [REDACTED]

Dear Fernando:

Not to worry. The statement on the website is to reduce the 30 or so phone calls a day about registration. We will have additional slots open.

Call me at the end of July. Please tell [REDACTED] congratulations! We are extremely pleased to hear this great news.

Sincerely,

Martin

Dr. S.

[Quoted text hidden]

<2012 [REDACTED] Award.pdf>

---

**Fernando Ca** [REDACTED] >

Tue, Jun 19, 2012 at 7:40 AM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Dear Martin,  
Thank you for clarification. I'll call you back at the end of July.

Regards  
Fernando

---

From: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

To: Fernando Ca [REDACTED]

Date: 06/15/2012 01:44 PM

Subject: Re: Thank you

[Quoted text hidden]



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

**Transferring Home**

3 messages

---

Delena R [REDACTED]  
Reply-To: Delena R [REDACTED]  
To: "Dr. Martin Schoppmeyer" <MartinSchoppmeyer@haashall.org>

Tue, Jul 3, 2012 at 9:23 AM

Dear Dr. Schoppmeyer,

Haas Hall was a great experience for our daughter, [REDACTED] (9th grade) this past year. She was challenged in many ways and it truly made a difference! We've noticed that [REDACTED] is much more intentional and focused in regards to her education now! She has asked to be homeschooled again and wants to take a full course load including Spanish and Bible. So, after many months of prayer and debate, we've decided to transfer [REDACTED] back home at this time. She is curious, however, if it would be possible to come back to Haas Hall in the future. I told her I would ask about your procedure, but she realizes there is a long line of students waiting already. Please know that we are thankful for your dedication and leadership. You are making a big impact in NWA and we wish you all the best!

Sincerely,  
Delena R [REDACTED]

---

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Jul 3, 2012 at 9:27 AM

To: Delena [REDACTED]

Dear Delena:

Thank you for contacting me. I am sorry to hear that [REDACTED] will not be returning this fall to Haas Hall Academy. You will want to register her again if and when she decides she would like to return. We have to use an anonymous lottery system because of the demand for spots in the school.

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
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---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>  
To: Christina Barton <christinabarton@haashall.org>

Tue, Jul 3, 2012 at 9:27 AM

[Quoted text hidden]

[Quoted text hidden]



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

[REDACTED]  
1 messageRebecca C [REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Jul 3, 2012 at 1:31 PM

Dr. Schoppmeyer,

I recently spoke with [REDACTED] about the possibility of both he and [REDACTED] coming to Haas Hall. I wanted to just take this opportunity to let you know what a positive experience I have had with both of them. My son, [REDACTED], went to school with [REDACTED] for a year at Ramay. [REDACTED] has played ball with my son and has been over to my house after school. On each occasion, he has always been such a pleasure to be around. [REDACTED] was my son's baseball coach this past year here at White River Baseball League. My son had previously played competitive baseball all over the tri-state area on teams where the coaches were said to be great coaches. Although the team was considered successful, the lessons and examples of life that I want for my son were definitely not those that were being taught by those coaches. [REDACTED] not only reinforced good fundamentals of playing the sport, but also that of being a good person and making a commitment to a team and doing the right thing even when others are not. Don't get me wrong, our boys wanted to win and so did [REDACTED] but he expected them to be good sports and not to have a negative attitude. Their team lost their first four games and came back to win the last 8 in row. [REDACTED] did not let them get down on themselves or to slack up on practice. To me, that is a great coach, one that cares about character and learning the game and not just winning. Those are the lessons that will make our children successful in business and in life, in my opinion.

I am so happy my son is a scholar at Haas Hall Academy first and foremost because of the excellent academics that is provides. My son will not be a professional athlete, nor is it his desire to be one. He does, however, love to play sports as a pastime and I'm happy when he has the opportunity to learn from men and women of integrity and extensive knowledge of the sport.

In summation, I feel [REDACTED] and [REDACTED] would both be a great fit with Haas Hall Academy. I know the school is set up on a lottery system for scholars, but I felt compelled to tell you what a great experience I have had with the entire [REDACTED] family should [REDACTED] and/or [REDACTED] be offered the opportunity to join our Haas Hall family.

I appreciate you taking your time reading my e-mail. See you next month!

Sincerely,  
Rebecca [REDACTED] CCR, CVR-M  
Carroll Court Reporting  
nwacourtreporter@cox.net  
(479) 238-3780



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Haas Hall Academy

2 messages

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Fri, Jul 6, 2012 at 10:38 AM

To: ddraper@uark.edu

Dear Donna:

Great to hear from you! I remember those days too. Good times! I think [REDACTED] will be fine. We use a random anonymous lottery. You will most likely receive a phone call from us in March of 2013 that she has been accepted to attend. I would highly recommend that you arrange a day for [REDACTED] to shadow in the late fall of 2012. If you have any additional questions feel free to email me or give me a call on my cell ([REDACTED]).

I hope all is well with you and your family. It was really nice to hear from you!

Sincerely,

Marty

--

Dr. Martin W. Schoppmeyer, Jr.  
 Founder and Superintendent of Schools  
 Haas Hall Academy  
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Donna Bell Draper <ddraper@uark.edu>

Fri, Jul 6, 2012 at 10:58 AM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Draper, Mark" <mark.draper@tyson.com>

Thanks, Marty! I appreciate the quick reply. I'll be sure to call the school this fall to arrange a day/time for [REDACTED] to shadow a scholar.

Most appreciatively,

Donna B. Draper, Assistant to the Dean  
J. William Fulbright College of Arts & Sciences  
525 MAIN  
University of Arkansas  
Fayetteville, AR 72701  
ddraper@uark.edu  
479-575-3701

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
**Sent:** Friday, July 06, 2012 10:39 AM  
**To:** Donna Bell Draper  
**Subject:** Haas Hall Academy

[Quoted text hidden]





Martin Schoppmeyer <martinschoppmeyer@haashall.org>

2 messages

Mon, Jul 9, 2012 at 12:16 PM

To: martinschoppmeyer@haashall.org

My name is Kenny G [REDACTED] me and my son [REDACTED] just moved to the Fayetteville area this summer. Moved from Huntsville. I have heard nothing but good things about your school and would like to tour and to talk about maybe getting Matthew enrolled.

[REDACTED] has not been doing very good since he got in high school. (he got in with the wrong crowd in my opinion) we have had a very long talk about his education and I got in his head he will finish school. [REDACTED] has a problem remembering what he has learned and I couldn't get much help from Huntsville high with this.

I have a good friend Sherry Sp [REDACTED]. She has her to boys enrolled in HAAS Hall and told me it made all the difference in the world when they made their change. This is what I would really like to see with my son..

Please I would love to set down and see what I can do to get my son in your school.

you can contact me at

cell [REDACTED]

[REDACTED].com

Christina Barton <christinabarton@haashall.org>

Mon, Jul 9, 2012 at 12:40 PM

To: [REDACTED]

Cc: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Mr. G [REDACTED]

Thank you for your email. Currently we are full for next year. If that changes we will fill any open spots by lottery. Filling out the application online is all that is needed at this time.

Sincerely,

Christina Barton

[Quoted text hidden]

--

Christina Barton

Head of College Planning & Academic Scheduling

Haas Hall Academy

3155 North College Avenue, Suite 108

Fayetteville, AR 72703

(479) 966.4930

(479) 966.4932 - fax

<http://haashall.org>

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REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## Thank you for [REDACTED] visit last week

1 message

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Jennie Sh[REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: "Michael P. Popp" <mpopp@uark.edu>, [REDACTED]

Sun, Nov 4, 2012 at 1:07 PM

Dear Dr. Schoppmeyer,

I wanted to thank you for giving [REDACTED] the opportunity to visit the school last week. He had a wonderful time. We talked at length about his day. His experience was exactly the type of thing we hoped would happen. We are definitely still very interested in sending [REDACTED] to Haas in the Fall. I know we're low on the list (last fall you told me 82) but I am hoping for the best. Therefore, please let us know if there is anything that [REDACTED] should be doing this year to prep for a possible entry in the Fall. We want him to be prepared. Also, if there is anything Mike/I should be doing/attending, please let us know.

Thanks again!

Jennie P [REDACTED]

Jennie P [REDACTED].

Professor and Graduate Program Coordinator, Department of Agricultural Economics and Agribusiness

Area Director, Center for Agricultural and Rural Sustainability

217 Agriculture Building

1 University of Arkansas

Fayetteville, AR 72701

479-575-2279 (p)

479-575-5306 (f)

jhpopp@uark.edu

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
**Sent:** Wednesday, October 05, 2011 3:14 PM  
**To:** Jennie Sheerin [REDACTED]  
**Subject:** Re: Thank you for meeting with me on Monday

Dear Jennie:

I think Haas Hall Academy would be a wonderful academic experience for both of your scholars. [REDACTED] application is for the fall of 2018. I will delete that application and wait until you submit another one for the fall of 2017. During the interim if you have any additional questions or if your husband would like to visit with me please feel free to contact me.

Sincerely,

Marty

On Wed, Oct 5, 2011 at 2:00 PM, Jennie Sheerin [REDACTED] wrote:

Dear Dr. Schoppmeyer,

I want to thank you again for taking the time to meet with me unexpectedly on Monday morning. I found our meeting very informative and I left the school very impressed. My husband and I have had the opportunity to discuss it further and we definitely are interested in our older son, [REDACTED] joining the school in Fall 2013. I understand, as you told me when I pre-registered in your office, that [REDACTED] is #82. I am hopeful he will be selected during the lottery process. I know he would excel in the environment offered at Haas Hall.

This afternoon I pre-registered our younger son, Ian, for admission in **Fall 2017**. At least this is what I hope I did- I fear I may have hit 2018 instead. Is it possible to verify the year and to let me know what number he is?

Please do keep us posted of events happening at the school that would be of interest to a perspective student and his parents. We are eager to learn as much as we can. The best ways to reach me are by email [REDACTED] or by phone (479-387-2906).

Thanks you again.

Sincerely,

Jennie P [REDACTED]

Jennie [REDACTED]

Professor, Agricultural Economics and Agribusiness

Area Director, Center for Agricultural and Rural Sustainability

Department of Agricultural Economics and Agribusiness

217 Agriculture Building

University of Arkansas

Fayetteville, AR 72701

479-575-2279 (office)

479-575-5306 (fax)

jhpopp@uark.edu

--

Dr. Martin W. Schoppmeyer, Jr.

Founder and Superintendent of Schools

Haas Hall Academy

3155 North College Avenue, Suite 108

Fayetteville, AR 72703

(479) 966.4930

(479) 966.4932 - fax

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

**[REDACTED] Application for 8th Grade Fall 2013; Architect Selection for New Campus**

4 messages

---

Richard We [REDACTED] <[REDACTED]>

Tue, Jan 15, 2013 at 2:23 PM

To: "martinschoppmeyer@haashall.org" <martinschoppmeyer@haashall.org>

Dr. Schoppmeyer,

My daughter, [REDACTED], has completed the preregistration and shadowing process at Haas Hall Academy and my wife met with you separately. Our family is very impressed with your program and my daughter has made it clear that if offered admission she will readily accept. I'm certain that all the names and faces of prospective students and their parents tend to run together, but my wife Christi is the mechanical engineer turned middle school math teacher at St. Joseph Catholic School. I only had the brief opportunity to introduce myself to you while dropping [REDACTED] off for her day of shadowing.

I understand that offers of admission for incoming 8<sup>th</sup> graders will be extended during March. Please let me know if there is anything in the meantime that our daughter needs to do as she waits with much anticipation to learn of the selection process results.

On a separate matter, I understand that you are currently working through a totally different selection process: choosing an Architect for your new campus. My structural engineering firm has been contacted by several architects about joining their teams to provide design for the new campus. Most recently, we received a call from Marlon Blackwell's office about joining their design team as part of the Statement of Qualifications. We've worked with Marion numerous times with the most recent school project being the new Fayetteville High School. Best of luck on the architect selection process- it sounds like you have a talented group of candidates to choose from.

Regards,

Richard

**Richard M. [REDACTED]**

Vice President & Principal | Tatum-Smith Engineers, Inc.

Adjunct Faculty | Civil Engineering

University of Arkansas

rmw@tatumsmith.com

P.O. Box 756

Rogers, Arkansas 72757-0756

479.621.6128 (P) / 479.621.6985 (F) / 479.644.6727 (C)

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Tue, Jan 15, 2013 at 2:38 PM

To: Richard We [REDACTED]

Dear Richard:

Great to hear from you! We will pull the lottery in early February. If a potential scholar is on the list to shadow that will suffice for the lottery. Hopefully you will receive a call during the week of February 11, 2013.

Sincerely,

Marty

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930  
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**Richard We** [REDACTED]  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Jan 15, 2013 at 2:48 PM

Thanks for the quick response Dr. Schoppmeyer. [REDACTED] shadowed in the fall with [REDACTED] - great kid and [REDACTED] made her feel welcome. Please pass along our compliments and appreciation to [REDACTED]. Also, your administrative assistant Karen was very helpful throughout the entire process.

Looking forward,

Richard



**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

**Sent:** Tuesday, January 15, 2013 2:38 PM

**To:** Richard [REDACTED]

[REDACTED] Application for 8th Grade Fall 2013; Architect Selection for New Campus

[Quoted text hidden]

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Tue, Jan 15, 2013 at 3:22 PM

To: Stacy Keenan <StacyKeenan@haashall.org>

Dear Stacy:

FYI. Looks like Marlon is going to submit too!

Sincerely,

Marty

[Quoted text hidden]

[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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**RE: Question re: Potential Additional 8th Grade Class for Fall 2014 / 2nd Lottery**

1 message

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Shannon W [REDACTED]@arvest.com>

Thu, May 29, 2014 at 1:32 PM

To: Christina Barton <christinabarton@haashall.org>, "martinschoppmeyer@haashall.org" <martinschoppmeyer@haashall.org>

Mrs. Barton,

I'd stopped by the campus this morning as suggested below to check on status/availability of a slot for our daughter [REDACTED] this fall, but missed you. Is there any change in status on your end? We are still very interested.

Dr. Schoppmeyer

I apologize that your lunch was interrupted today. I had told the gentleman I was supposed to ask for Mrs. Barton, but he misunderstood and came to get you instead. If you check our file, we had originally visited with you in 2011 about our daughter [REDACTED] White attending Haas Hall starting this fall as an entering 8<sup>th</sup> grader. We went through the scholar shadow process and 1<sup>st</sup> lottery and unfortunately were not selected. We are still very interested in Reagan attending this fall. Are there any remaining unexplored avenues we could pursue to have her attend Haas Hall beginning this fall? If so, we'd be happy to visit with you again this summer. Please just let us know.

Thanks,

Shannon [REDACTED]

Regional Finance Manager

Arvest Bank

**From:** Christina Barton [mailto:christinabarton@haashall.org]

**Sent:** Tuesday, April 22, 2014 2:35 PM

**To:** Shannon W [REDACTED]

**Subject:** Re: Question re: Potential Additional 8th Grade Class for Fall 2014 / 2nd Lottery

Shannon,

Thank you for your continued interest. We just do not have any openings yet. We are waiting to hear which of our current scholars will not return. At that point we will fill spots. Feel free to check back again in late May.

Christina

On Mon, Apr 21, 2014 at 4:53 PM, Shannon [REDACTED] wrote:

Mrs. Barton,

I have visited you in person twice during this semester (once in January just prior to initial placement lottery and once in mid-March) on behalf of my daughter [REDACTED]. During our most recent conversation, you had mentioned that Haas Hall was considering an additional class for 8<sup>th</sup> graders this fall, which would require a 2<sup>nd</sup> lottery for placement in that class. You had recommended I touch base with you again in late April to check on status/time line, as preparation for mid-April exams was the focus at that time. Is there any additional information you can provide re: a potential additional class & 2<sup>nd</sup> lottery? We are very interested in our daughter attending Haas Hall, and at the time of the 1<sup>st</sup> lottery, you had indicated you would place our daughter on a sticky note on your computer if something came open. I appreciate in advance any info you might have that you could share.

Thanks,

Shannon Wh [REDACTED] CFA, CPA

Regional Finance Manager

Arvest Bank

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**\*\*\* Arvest Confidential \*\*\***

--

**Christina Barton**

Director of College & Academic Advising

*Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930 x14  
(479) 966.4932 - fax  
<http://haashall.org>*

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**\*\*\* Arvest Confidential \*\*\***



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

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**Admissions questions from a passionate parent**1 message

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Delandra Cuce &lt;delandra.brewer@walmart.com&gt;

Tue, Jun 17, 2014 at 12:07 PM

To: "martinschoppmeyer@haashall.org" &lt;martinschoppmeyer@haashall.org&gt;

Dr. Schoppmeyer,

Our family is looking ahead to consider the best educational opportunities for our 3 year old daughter, [REDACTED]. We have researched your school and are very impressed with Haas Hall's passion for excellence, as it matches our own aspirations for our child. We have spoken with the school and scoured the website, but still have questions regarding the lottery process for which we are not yet able to find answers.

Our dedication to [REDACTED] education is such that we are considering options for moving out of state to find the best opportunities for her as she gets older. Our family must make some difficult decisions very soon which will be largely dependent upon what we learn about her chances of future admission to Haas Hall. We are very much hoping someone at your school can help us with this information. Our questions are as follows:

- \* How exactly does the lottery system work?
- \* How early can [REDACTED] be entered into the lottery?
- \* Would she have an opportunity to be chosen each year, or only once?
- \* If she is submitted into the lottery early, do odds increase that she may secure a position by 8th grade?
- \* Statistically speaking, is it possible to estimate her chances of securing a position in your school if she is entered into the lottery as soon as possible?
- \* We have completed the online application. Considering her young age, when should the next steps in the application process be taken?

If this information is listed on your website, would it be possible to point us to the correct link?

Thank you very much for your time. We sincerely appreciate your help.

All the best,  
Jason and Delandra Cuce

Delandra Cuce | Senior Manager, Design  
Private Label Packaging – Apparel and Seasonal  
Phone 479-204-8785 | Fax 479-273-8175  
Delandra.Brewer@wal-mart.com

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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## charter lottery procedures

10 messages

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**Cindy Hogue (ADE)** <Cindy.Hogue@arkansas.gov>  
To: "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>

Wed, Dec 31, 2014 at 2:10 PM

Dear Charter Leaders,

The State Board of Education has asked the charter office to gather some information and to develop a monitoring tool. I want to start by gathering information about your lottery process. Please return the requested information to me by Jan 19, 2015. I will get a copy of the monitoring tool to each of you when it is completed. I do appreciate your help.

Cindy M Hogue, Director  
Office of Educational Options  
Division of Learning Services  
Arkansas Department of Education  
(501) 683-5780

Information to return by email to cindy.hogue@arkansas.gov :

1. Who runs your lottery. If it is not done by the charter school please include the organization, name and contact information of the person in charge of the process, and the reason it is not done by the school.
2. The procedures and process of the lottery.
3. The dates and location of the lottery.
4. If the applications and registration are not handled by the school please give the information of the group handling this and why it is not done by the school.

---

 winmail.dat  
6K

---

REDACTED

REDACTED

REDACTED



REDACTED

REDACTED



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

**Application and Lottery Information-Due December 9, 2013**13 messages

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**Sky Bledsoe (ADE)** <Sky.Bledsoe@arkansas.gov>

Tue, Nov 19, 2013 at 10:41 AM

To: ADE Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

Cc: "Mary Perry (ADE)" &lt;Mary.Perry@arkansas.gov&gt;, "Keisha Mattox (ADE)" &lt;Keisha.Mattox@arkansas.gov&gt;

Dr. Schoppmeyer,

As was discussed in the Charter Conference Call on September 24, 2013, by Mary Perry with the Arkansas Department of Education and Gary Ritter with the University of Arkansas, you are being requested to provide information about students who applied for admission to Academics during the 2012-2013 school year. As you recall, this information will be used in the annual evaluations of charter schools. Please complete the attached spreadsheet, designed for Haas Hall Academy, but do not return it until you receive another email from me on Monday, December 9, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.

A description of the way in which you conducted your lottery for the 2012-2013 school year is also needed. Be sure to include the following:

- The dates of the enrollment period;
- The date and time of the lottery;
- The process for selecting students for admission –
  - Providing the positions of those who oversee the lottery;
  - Drawing numbers associated with students or using a computer program (name the program) to randomly select;
  - Dealing with siblings of those selected in the lottery;
  - Creating the waiting list for those not chosen in the lottery;
- The way in which parents and students are notified about lottery results;
- Other information pertinent to the lottery process.

The description of the lottery process should be sent by replying to this email by Wednesday, December 11.

Please contact me with any questions. I may be reached by phone at (501) 682-2130 or by email at sky.bledsoe@arknsas.gov.

*Sky Bledsoe, Public School Program Advisor- Charter Schools*

*Charter and Home Schools Office*

*Arkansas Department of Education*

*Four Capitol Mall*


*Little Rock, Arkansas 72201*

*(501) 682-2130 – phone*

[sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)

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 **Haas Hall Academy-Application and Lottery Information.xlsx**  
30K

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REDACTED

REDACTED

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Mon, Dec 2, 2013 at 1:48  
PM

To: "Sky Bledsoe (ADE)" <Sky.Bledsoe@arkansas.gov>

Dear Sky:

I am in receipt of your email dated Tuesday, November 19, 2013 requesting information as part of the annual charter school evaluation this year conducted by Dr. Gary Ritter of the University of Arkansas. I have deep reservations about providing personally identifiable information to Dr. Ritter regarding applicants who merely applied to a charter school and remain on a waiting list.

This would seem to be an invasion of these persons' privacy rights under FERPA and does not seem to be for any valid purpose.

Would you please be so kind as to inform me how this is not a violation of FERPA and how this information may be used to evaluate the success of the charter school movement in this great state? I will be happy to supply the information once these concerns are resolved.

Sincerely,

Martin

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org>

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---

**Mary Perry (ADE)** <Mary.Perry@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: "Sky Bledsoe (ADE)" <Sky.Bledsoe@arkansas.gov>

Thu, Dec 5, 2013 at 3:42 PM

Dr. Schoppmeyer,

Sky forwarded your email to me for response. I understand and appreciate your concern and can assure you that compliance with FERPA is a responsibility taken very seriously by staff in this office and throughout the Arkansas Department of Education (ADE). It was a primary consideration as ADE legal staff developed the charter evaluation memorandum of understanding (MOU) between the ADE and the University of Arkansas at Fayetteville.

As outlined in the MOU, Dr. Ritter and his staff will contact charters directly for information and assistance to complete parent and student surveys, and ADE staff has contacted you for information about students on your waiting lists. Information about the performance of wait list students who attend other public schools will be compiled by ADE staff, and Dr. Ritter and his staff will receive data after all student identifiable information redacted.

We anticipate that the comparison of this student performance will provide information relevant to the success of Arkansas charters.

Please feel free to call me if you would like to discuss this matter in greater detail.

Mary

Mary Perry, Coordinator  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall

Little Rock, Arkansas 72201  
(501) 683-5312 - phone  
Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>

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From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
Sent: Monday, December 02, 2013 1:48 PM  
To: Sky Bledsoe (ADE)  
Subject: Re: Application and Lottery Information-Due December 9, 2013

Dear Sky:

I am in receipt of your email dated Tuesday, November 19, 2013 requesting information as part of the annual charter school evaluation this year conducted by Dr. Gary Ritter of the University of Arkansas. I have deep reservations about providing personally identifiable information to Dr. Ritter regarding applicants who merely applied to a charter school and remain on a waiting list. This would seem to be an invasion of these persons' privacy rights under FERPA and does not seem to be for any valid purpose.

Would you please be so kind as to inform me how this is not a violation of FERPA and how this information may be used to evaluate the success of the charter school movement in this great state? I will be happy to supply the information once these concerns are resolved.

Sincerely,

Martin

On Tue, Nov 19, 2013 at 10:41 AM, Sky Bledsoe (ADE)  
<Sky.Bledsoe@arkansas.gov<mailto:Sky.Bledsoe@arkansas.gov>> wrote:  
Dr. Schoppmeyer,

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  - \* Providing the positions of those who oversee the lottery;
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  - \* Creating the waiting list for those not chosen in the lottery;
- \* The way in which parents and students are notified about lottery results;

\* Other information pertinent to the lottery process.

The description of the lottery process should be sent by replying to this email by Wednesday, December 11.

Please contact me with any questions. I may be reached by phone at (501) 682-2130<tel:%28501%29%20682-2130> or by email at sky.bledsoe@arknsas.gov<mailto:sky.bledsoe@arknsas.gov>.

Sky Bledsoe, Public School Program Advisor- Charter Schools  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201  
(501) 682-2130<tel:%28501%29%20682-2130> - phone  
sky.bledsoe@arkansas.gov<mailto:sky.bledsoe@arkansas.gov>  
[Quoted text hidden]

 winmail.dat  
31K

---

REDACTED



REDACTED

REDACTED

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Wed, Dec 11, 2013 at 1:45  
PM

To: "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>

Dear Mary:

Thank you for your response. I do appreciate the efforts the Charter School Office took in preparation for this research project. However, as I have stated before, we are concerned that if Haas Hall Academy were to provide this information without the required notices and/or releases, we would be violating FERPA. It is our opinion (and that of our attorney) that a Memorandum of Understanding (MOU) between the Charter School Office and an individual (in this case, Gary Ritter) will not insulate Haas Hall Academy from potential FERPA violations which would occur were Haas Hall Academy to provide this information without the required notices and/or releases.

In all fairness, this process has not been transparent to charter school leaders, their respective School Boards or to those persons on a waiting list, who will be used, without their consent, for research purposes. To compound that problem, Haas Hall Academy was never provided with a copy of the MOU for our input, review or signature, despite request. As stated previously, Haas Hall Academy is willing to provide this information, but only upon assurance that all FERPA requirements have been satisfied.

Sincerely,

Martin

[Quoted text hidden]

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REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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## FW: Application and Lottery Information-Deadline Extension 12.10.13

2 messages

Sky Bledsoe (ADE) <Sky.Bledsoe@arkansas.gov>

Mon, Dec 9, 2013 at 10:47 AM

Cc: "Keisha Mattox (ADE)" <Keisha.Mattox@arkansas.gov>, "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>

Due to the recent inclement weather and school closures the deadline for submitting the application and lottery information spreadsheet has been extended to Tuesday 12.10.13. Please do not return the spreadsheet until you receive another email from me on Monday, December 16, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.

Let me know if you have any questions.

Thank you,

*Sky Bledsoe, Public School Program Advisor- Charter Schools*

*Charter and Home Schools Office*

*Arkansas Department of Education*

*Four Capitol Mall*

*Little Rock, Arkansas 72201*

*(501) 682-2130 -- phone*

[sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)

-  
*This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.*

As was discussed in the Charter Conference Call on September 24, 2013, by Mary Perry with the Arkansas Department of Education and Gary Ritter with the University of Arkansas, you are being requested to provide information about students who applied for admission to Academics during the 2012-2013 school year. As you recall, this information will be used in the annual evaluations of charter schools. Please complete the attached spreadsheet, designed for Little Rock Preparatory Academy, but do not return it until you receive another email from me on Monday, December 9, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.

A description of the way in which you conducted your lottery for the 2012-2013 school year is also needed. Be sure to include the following:

- The dates of the enrollment period;
- The date and time of the lottery;
- The process for selecting students for admission –
  - Providing the positions of those who oversee the lottery;
  - Drawing numbers associated with students or using a computer program (name the program) to randomly select;
  - Dealing with siblings of those selected in the lottery;
  - Creating the waiting list for those not chosen in the lottery;
- The way in which parents and students are notified about lottery results;
- Other information pertinent to the lottery process.

The description of the lottery process should be sent by replying to this email by Wednesday, December 11.

Please contact me with any questions. I may be reached by phone at (501) 682-2130 or by email at [sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov).

*Sky Bledsoe, Public School Program Advisor- Charter Schools*

*Charter and Home Schools Office*

*Arkansas Department of Education*

*Four Capitol Mall*

*Little Rock, Arkansas 72201*

*(501) 682-2130 – phone*

[sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)

-

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**Little Rock Preparatory Academy -Application and Lottery Information.xlsx**  
36K

REDACTED

REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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## Recall: Application and Lottery Information-Deadline Extension 12.10.13

1 message

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**Sky Bledsoe (ADE)** <Sky.Bledsoe@arkansas.gov>

Mon, Dec 9, 2013 at 10:48 AM

Cc: "Keisha Mattox (ADE)" <Keisha.Mattox@arkansas.gov>, "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>

Sky Bledsoe (ADE) would like to recall the message, "Application and Lottery Information-Deadline Extension 12.10.13".



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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## DATE CORRECTION: Application and Lottery Information-Deadline Extension 12.17.13

6 messages

Sky Bledsoe (ADE) <Sky.Bledsoe@arkansas.gov>

Mon, Dec 9, 2013 at 10:49 AM

Cc: "Keisha Mattox (ADE)" <Keisha.Mattox@arkansas.gov>, "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>

Due to the recent inclement weather and school closures the deadline for submitting the application and lottery information spreadsheet has been extended to Tuesday 12.17.13. Please do not return the spreadsheet until you receive another email from me on Monday, December 16, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.

Let me know if you have any questions.

Thank you,

*Sky Bledsoe, Public School Program Advisor- Charter Schools*

*Charter and Home Schools Office*

*Arkansas Department of Education*

*Four Capitol Mall*

*Little Rock, Arkansas 72201*

*(501) 682-2130 – phone*

[sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)

-

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As was discussed in the Charter Conference Call on September 24, 2013, by Mary Perry with the Arkansas Department of Education and Gary Ritter with the University of Arkansas, you are being requested to provide information about students who applied for admission to Academics during the 2012-2013 school year. As you recall, this information will be used in the annual evaluations of charter schools. Please complete the attached spreadsheet, designed for Little Rock Preparatory Academy, but do not return it until you receive another email from me on Monday, December 9, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.



A description of the way in which you conducted your lottery for the 2012-2013 school year is also needed. Be sure to include the following:

- The dates of the enrollment period;
- The date and time of the lottery;
- The process for selecting students for admission –
  - Providing the positions of those who oversee the lottery;
  - Drawing numbers associated with students or using a computer program (name the program) to randomly select;
  - Dealing with siblings of those selected in the lottery;
  - Creating the waiting list for those not chosen in the lottery;
- The way in which parents and students are notified about lottery results;
- Other information pertinent to the lottery process.

The description of the lottery process should be sent by replying to this email by Wednesday, December 11.

Please contact me with any questions. I may be reached by phone at (501) 682-2130 or by email at [sky.bledsoe@arknsas.gov](mailto:sky.bledsoe@arknsas.gov).

*Sky Bledsoe, Public School Program Advisor- Charter Schools*

*Charter and Home Schools Office*

*Arkansas Department of Education*

*Four Capitol Mall*

*Little Rock, Arkansas 72201*

*(501) 682-2130 –phone*

[sky.bledsoe@arkansas.gov](mailto:sky.bledsoe@arkansas.gov)

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**Little Rock Preparatory Academy -Application and Lottery Information.xlsx**

36K

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Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

## Application and Lottery Information

6 messages

Thu, Dec 12, 2013 at 5:40 PM

Jeremy Lasiter (ADE) &lt;Jeremy.Lasiter@arkansas.gov&gt;

To: ADE Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

Cc: "Megan Witonski (ADE)" &lt;Megan.Witonski@arkansas.gov&gt;, "Mary Perry (ADE)" &lt;Mary.Perry@arkansas.gov&gt;

Dr. Schoppmeyer:

Ms. Perry forwarded me your e-mail and asked my assistance in responding to some of your concerns. I hope you and your students are doing well. The MOU is attached for your review. It is a public document and a matter of public record. If you can let me know who might have denied your request to see the MOU, I will look into it. The MOU process began with a public RFP process. The terms of the RFP were clearly publicized. I do, however, understand your concerns about FERPA, because the law has always been, and will continue to be, of the utmost importance to our work at the ADE. Like you, we take our obligations under FERPA very seriously.

The MOU is not between the ADE Charter Schools Office and Gary Ritter. It is between the ADE Charter Schools Office and the University of Arkansas. The University of Arkansas will not receive any information from the ADE that will allow University of Arkansas personnel to identify individual, prospective students on the Haas Hall waiting list. Prior to providing the waiting list data to the University of Arkansas, we will de-identify the data. Once we de-identify the data, we have no problem destroying the waiting list provided by Haas Hall so that those records are not even maintained by our agency.

I reviewed the Haas Hall handbook on your website. In the handbook, your institution correctly notified parents of your school's policy to release directory information without parental consent. That policy appears to be in full compliance with FERPA. We don't seek anything beyond directory information on your waiting list. I do not imagine that your waiting list includes much more specific data concerning a particular student. For instance, if your waiting list just includes the student's name, address, telephone number, date and place of birth, current school and classification, that is all directory information that can be released without consent. I don't think we need much more than that from you for the purposes of the study.

State law requires the ADE to cause to be conducted an annual evaluation of open-enrollment public charter schools. A charter school evaluation is also a required component of the federal Charter School Program Grant awarded by the U.S. Department of Education to the ADE. FERPA allows the ADE to disclose even personally-identifiable information to organizations conducting studies for or on behalf of educational agencies or institutions to improve instruction, and to assist in the evaluation of federal and state-supported education programs and ensuring compliance with federal legal requirements related to such programs. Through the RFP process, the ADE selected the University of Arkansas to perform the required evaluation, but here, we will not disclose personally-identifiable information from your waiting list to the University of Arkansas.

The ADE Charter School Rules require public charter schools to furnish information, records and reports requested by the ADE unless the disclosure is prohibited by court order or by federal or state law. If, despite this explanation, you or your counsel believe that disclosure of Haas Hall waiting list data would violate state or federal law, please let me know the reasons and I will be happy to look into them. As I mentioned, I do understand the justifiable concern of every educator when it comes to matters that could fall under FERPA. I want to be able to address your concerns, if possible.

Respectfully,

Jeremy Lasiter

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

Sent: Wednesday, December 11, 2013 1:46 PM

To: Mary Perry (ADE)

Subject: Re: Application and Lottery Information-Due December 9, 2013

Dear Mary:

Thank you for your response. I do appreciate the efforts the Charter School Office took in preparation for this research project. However, as I have stated before, we are concerned that if Haas Hall Academy were to provide this information without the required notices and/or releases, we would be violating FERPA. It is our opinion (and that of our attorney) that a Memorandum of Understanding (MOU) between the Charter School Office and an individual (in this case, Gary Ritter) will not insulate Haas Hall Academy from potential FERPA violations which would occur were Haas Hall Academy to provide this information without the required notices and/or releases.

In all fairness, this process has not been transparent to charter school leaders, their respective School Boards or to those persons on a waiting list, who will be used, without their consent, for research purposes. To compound that problem, Haas Hall Academy was never provided with a copy of the MOU for our input, review or signature, despite request. As stated previously, Haas Hall Academy is willing to provide this information, but only upon assurance that all FERPA requirements have been satisfied.

Sincerely,

Martin

On Thu, Dec 5, 2013 at 3:42 PM, Mary Perry (ADE) <Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>> wrote:  
Dr. Schoppmeyer,

Sky forwarded your email to me for response. I understand and appreciate your concern and can assure you that compliance with FERPA is a responsibility taken very seriously by staff in this office and throughout the Arkansas Department of Education (ADE). It was a primary consideration as ADE legal staff developed the charter evaluation memorandum of understanding (MOU) between the ADE and the University of Arkansas at Fayetteville.

As outlined in the MOU, Dr. Ritter and his staff will contact charters directly for information and assistance to complete parent and student surveys, and ADE staff has contacted you for information about students on your waiting lists. Information about the performance of wait list students who attend other public schools will be compiled by ADE staff, and Dr. Ritter and his staff will receive data after all student identifiable information redacted.

We anticipate that the comparison of this student performance will provide information relevant to the success of Arkansas charters.

Please feel free to call me if you would like to discuss this matter in greater detail.

Mary

Mary Perry, Coordinator  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201  
(501) 683-5312<tel:%28501%29%20683-5312> - phone  
Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov><mailto:Mary.Perry@arkansas.gov><mailto:Mary.Perry@arkansas.gov>>

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From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org>]

Sent: Monday, December 02, 2013 1:48 PM

To: Sky Bledsoe (ADE)

Subject: Re: Application and Lottery Information-Due December 9, 2013

Dear Sky:

I am in receipt of your email dated Tuesday, November 19, 2013 requesting information as part of the annual charter school evaluation this year conducted by Dr. Gary Ritter of the University of Arkansas. I have deep reservations about providing personally identifiable information to Dr. Ritter regarding applicants who merely applied to a charter school and remain on a waiting list. This would seem to be an invasion of these persons' privacy rights under FERPA and does not seem to be for any valid purpose.

Would you please be so kind as to inform me how this is not a violation of FERPA and how this information may be used to evaluate the success of the charter school movement in this great state? I will be happy to supply the information once these concerns are resolved.

Sincerely,

Martin

On Tue, Nov 19, 2013 at 10:41 AM, Sky Bledsoe (ADE)  
<Sky.Bledsoe@arkansas.gov<mailto:Sky.Bledsoe@arkansas.gov><mailto:Sky.Bledsoe@arkansas.gov><mailto:Sky.Bledsoe@arkansas.gov>>>  
wrote:  
Dr. Schoppmeyer,

As was discussed in the Charter Conference Call on September 24, 2013, by Mary Perry with the Arkansas Department of Education and Gary Ritter with the University of Arkansas, you are being requested to provide information about students who applied for admission to Academics during the 2012-2013 school year. As you recall, this information will be used in the annual evaluations of charter schools. Please complete the attached spreadsheet, designed for Haas Hall Academy, but do not return it until you receive another email from me on Monday, December 9, 2013. It is imperative that you wait to attach the waiting list information and reply to that email within 24 hours of receiving the email. That will encrypt the data.

A description of the way in which you conducted your lottery for the 2012-2013 school year is also needed. Be sure to include the following:

- \* The dates of the enrollment period;
- \* The date and time of the lottery;
- \* The process for selecting students for admission -
  - \* Providing the positions of those who oversee the lottery;
  - \* Drawing numbers associated with students or using a computer program (name the program) to randomly select;
  - \* Dealing with siblings of those selected in the lottery;
  - \* Creating the waiting list for those not chosen in the lottery;
- \* The way in which parents and students are notified about lottery results;
- \* Other information pertinent to the lottery process.





REDACTED

REDACTED



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

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**Application and Lottery Information**9 messages

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**Charles M. Kester** <cmkester@nwark.com>  
To: Jeremy.Lasiter@arkansas.gov

Tue, Dec 17, 2013 at 2:26 PM

Mr. Lassiter:

As I believe you are already aware, this firm represents Haas Hall Academy. Dr. Schoppmeyer and I have spoken on several occasions about this situation. My understanding of the facts is that ADE is requesting HHA to voluntarily produce personally identifiable student/applicant information. As far as Dr. Schoppmeyer and I are aware, there is no requirement in HHA's charter or the governing statutes for the reporting of such information. By my reading of FERPA, such a release of information would require HHA to engage in the rather burdensome notice and review process under FERPA. Other "academic" lawyers that I have discussed this with share my view. For this reason, HHA is not willing to incur this expense and intrude upon the privacy of persons whose only association with HHA was as a non-scholar applicant unless you can satisfy us with a specific citation to one of the following:

1. A specific legal requirement that HHA provide the information, or
2. A specific statutory provision (or case) under FERPA that permits such a voluntary disclosure without notice.

I do not believe that either of those exists, but we are willing to keep an open mind.

Charles M. Kester  
KESTER LAW FIRM  
P.O. Box 184  
1160 N. College Ave.  
Fayetteville, AR 72702-0184  
Phone: 479-582-4600  
Fax: 479-571-1671

This email is covered by the Electronic Communications Privacy Act §§ 2510-2521 and is legally privileged. The information contained in this email is intended only for the use of the individual or entity named above. If you are not the intended recipient, you must not review, retransmit, convert to hard copy, copy, use or disseminate this email or any attachments to it. If you have received this email in error, please immediately notify us by return email or by telephone and delete this message.

Internal Revenue Service Circular 230 Disclosure: As provided for in Treasury regulations, advice

(if any) relating to federal taxes that is contained in this communication (including attachments) is not intended or written to be used, and cannot be used, for the purpose of (1) avoiding penalties under the Internal Revenue Code or (2) promoting, marketing or recommending to another party any transaction or matter addressed herein.

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**Charles M. Kester** <cmkester@nwark.com>  
To: "Jeremy Lasiter (ADE)" <Jeremy.Lasiter@arkansas.gov>

Wed, Dec 18, 2013 at 9:21 AM

Mr. Lassiter:

Thank you for your email. I am leaving town tomorrow to visit my family (out of state) for the Christmas holiday, and won't be back until after New Year's, but will review this when I get back.

Charles M. Kester  
KESTER LAW FIRM  
P.O. Box 184  
1160 N. College Ave.  
Fayetteville, AR 72702-0184  
Phone: 479-582-4600  
Fax: 479-571-1671

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**From:** Jeremy Lasiter (ADE) [mailto:Jeremy.Lasiter@arkansas.gov]  
**Sent:** Wednesday, December 18, 2013 9:08 AM

**To:** cmkester@nwark.com

**Subject:** RE: Application and Lottery Information

Mr. Kester:

Thank you for your e-mail. I am glad to have the opportunity to address your questions. As I mentioned in my e-mail to Dr. Schoppmeyer, we should all be concerned about the potential release of student information and ensure that such a release is in accordance with applicable laws. The sensitivity we all share about the release of such information is justified. As an initial note, there is some question about whether FERPA even applies to our request. As you are aware, FERPA governs education records of students. The information we seek from the Haas Hall waiting list does not apply to any "student" of Haas Hall as that term is defined by FERPA and therefore would not be considered "education records." (20 USC § 1232g(a)(4) and (a)(6)).

In any event, assuming that the records are considered "education records," they would fall under the category of "directory information." FERPA allows Haas Hall to release directory information without parental consent. Page 4 of the 2013-2014 Haas Hall Parent/Scholar Handbook recognizes as much. The handbook lists Haas Hall's obligations under FERPA and presumably serves as Haas Hall's statutorily required notice to parents. That policy correctly notes the types of directory information that may be released under FERPA without consent. We do not request any information that would go beyond what is considered directory information under FERPA.

State law requires the ADE to cause to be conducted an annual evaluation of open-enrollment public charter schools. (Ark. Code Ann. § 6-23-404). A charter school evaluation is also a required component of the federal Charter School Program Grant awarded by the U.S. Department of Education to the ADE. (20 U.S.C § 7221 et seq.). The evaluation to be conducted by the University of Arkansas on behalf of the Arkansas Department of Education will satisfy those requirements. With those statutory requirements in mind, FERPA allows the release of even personally-identifiable information without consent to State educational authorities (the ADE is an SEA); organizations conducting studies for, or on behalf of, educational agencies or institutions for the purposes of validating, or administering predictive tests, administering student aid programs, and improving instruction; and to SEAs in connection with the audit and evaluation of Federally-supported education programs. (20 U.S.C. § 1232g(b)). As I mentioned in my e-mail to Dr. Schoppmeyer, the ADE would de-identify the information prior to providing it to the University of Arkansas and destroy the information in our possession after the evaluation is complete.

If this information is insufficient to address your concerns or if you are aware of any specific legal authority that would prevent the disclosure of charter school waiting list information to the Arkansas Department of Education, please let me know and I will be happy to review it.

Respectfully,

Jeremy Lasiter

**From:** Charles M. Kester [mailto:cmkester@nwork.com]  
**Sent:** Tuesday, December 17, 2013 2:26 PM  
**To:** Jeremy Lasiter (ADE)  
**Subject:** Application and Lottery Information

[Quoted text hidden]

**Charles M. Kester** <cmkester@nwork.com>  
 To: Jeremy.Lasiter@arkansas.gov

Tue, Jan 14, 2014 at 1:28 PM

Mr. Lassiter:

Thank you for the reminder. Between the holidays and the abysmal weather, I have been running a little behind.

As for FERPA, the term "student" includes "any person with respect to whom an educational agency or institution maintains education records or personally identifiable information, but does not include a person who has not been in attendance at such agency or institution." 20 U.S.C. § 1232g(a)(6). 34 C.F.R. § 99.3 defines "attendance" very broadly - including, but not limited to, any attendance in person, or by paper or electronic correspondence. Because the breadth of the definition of attendance under 34 C.F.R. § 99.3, the exception ("but does not include") in 20 U.S.C. § 1232g(a)(6) is extremely narrow, and on these definitions, all persons regarding whom Haas Hall has responsive information will during the application process have "attended" the campus either in person, or by written or electronic correspondence in order to participate in the lottery.

I reviewed the spreadsheet that was provided earlier, and the information that is requested goes well beyond "directory information" and includes SSNs which are expressly excluded from the definition of "directory information" by 34 C.F.R. § 99.3. Additionally, the information regarding "status" goes well beyond directory information and is a substantive "education record." I have pasted the headers from the spreadsheet upon which I am basing these comments:

Student Name	Grade level seeking for 2012-2013	Social Security or identification number 000-00-000	Date of Bith [sic] mm/dd/yy	Resident School District	District LEA# 00-00-000	School attended in PRIOR school year (2011-2012)	*Status (Choose one)
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I understand your comments regarding 20 U.S.C. § 1232g(b). However, my concerns regarding this section are twofold based upon your email. First, the list of permissible reasons for disclosure that you provide in your email do not include an "annual evaluation." Indeed, they appear to be narrower, and related to testing and financial aid (see subsection (b)(1)(F)). Second, assuming that

the list of permissible reasons for disclosure does include "annual evaluation," it imposes conditions precedent upon the release of the information to the SEA, which (and I have seen the MOU) are not currently satisfied in this case. 20 U.S.C. § 1232g(b)(1)(F) & (b)(3).

Haas Hall is willing to work with you regarding this information, provided that our concerns about privacy can be adequately addressed.

Charles M. Kester  
KESTER LAW FIRM  
P.O. Box 184  
1160 N. College Ave.  
Fayetteville, AR 72702-0184  
Phone: 479-582-4600  
Fax: 479-571-1671

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**From:** Jeremy Lasiter (ADE) [mailto:Jeremy.Lasiter@arkansas.gov]  
**Sent:** Tuesday, January 14, 2014 9:43 AM  
**To:** Charles M. Kester  
**Subject:** RE: Application and Lottery Information

Mr. Kester:

I hope this e-mail finds you well and that you had a pleasant holiday season. Have you had the opportunity to further review this matter?

Respectfully,

Jeremy Lasiter

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**From:** Charles M. Kester [mailto:cmkester@nwark.com]  
**Sent:** Wednesday, December 18, 2013 9:22 AM  
**To:** Jeremy Lasiter (ADE)

[Quoted text hidden]

[Quoted text hidden]

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REDACTED

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**From:** Jeremy Lasiter (ADE) [mailto:Jeremy.Lasiter@arkansas.gov]  
**Sent:** Tuesday, January 14, 2014 3:50 PM  
**To:** cmkester@nwark.com  
**Subject:** RE: Application and Lottery Information

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=mary%20perry%20...> 6/22/2016



Mr. Kester:

Thank you for your reply. I realize that you are busy and I appreciate your response. How do you propose that the concerns of Haas Hall can be adequately addressed?

I just confirmed again with Mary Perry, our Charter School Coordinator, that the ADE will not provide any waiting list information to the University of Arkansas that would allow the University of Arkansas to identify any student or parent. We have not provided any student-identifiable information to the University of Arkansas from any charter school's waiting list. The MOU already reflects that the University of Arkansas will destroy any information they do receive once the project is complete. With regard to the waiting list information, it is perhaps easiest to describe the process in three steps. The first step would be for Haas Hall to provide the information reflected in the tabs below to the Arkansas Department of Education. The second step would be for the Arkansas Department of Education to de-identify the waiting list information. The third step would be for the Arkansas Department of Education to send the de-identified waiting list information to the University of Arkansas. We would be happy to copy Haas Hall on that communication so that Haas Hall could confirm that no student-identifiable waiting list information is provided to the University of Arkansas. This process should address your concerns under 20 USC 1232g(b)(1)(F) and (b)(3).

FERPA allows the release of student records to the ADE in connection with the audit and evaluation of federally-supported education programs. 20 U.S.C. § 1232g. Charter schools in Arkansas are federally-supported education programs. It is my understanding that Haas Hall may have been a beneficiary of federal grants provided by the United States Department of Education to the Arkansas Department of Education. The federal charter school law requires the ADE, as a priority condition of receiving the federal grants, to evaluate charter schools at least once every five years unless more frequently required by State law. 20 U.S.C. 7221A. As noted in my previous correspondence, Arkansas state law requires the evaluation to be conducted annually. Ark. Code Ann. § 6-23-404.

I hope that this information addresses your concerns. If this information does not address your concerns and if you have any suggestions on how your concerns can be addressed, please let me know and we will be happy to consider any information you provide. If it is the position of Haas Hall that the Arkansas Department of Education is not entitled to Haas Hall's waiting list information under any circumstance, please let me know that as well. Thank you again for your time.

Respectfully,

Jeremy Lasiter

---

**From:** Charles M. Kester [mailto:cmkester@nwark.com]  
**Sent:** Tuesday, January 14, 2014 1:29 PM  
**To:** Jeremy Lasiter (ADE)

[Quoted text hidden]

[Quoted text hidden]

---

REDACTED

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**From:** Jeremy Lasiter (ADE) [mailto:Jeremy.Lasiter@arkansas.gov]  
**Sent:** Tuesday, January 14, 2014 3:50 PM  
**To:** cmkester@nwark.com  
**Subject:** RE: Application and Lottery Information

Mr. Kester:

Thank you for your reply. I realize that you are busy and I appreciate your response. How do you propose that the concerns of Haas Hall can be adequately addressed?

I just confirmed again with Mary Perry, our Charter School Coordinator, that the ADE will not provide any waiting list information to the University of Arkansas that would allow the University of Arkansas to identify any student or parent. We have not provided any student-identifiable information to the University of

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=mary%20perry%20...> 6/22/2016

Arkansas from any charter school's waiting list. The MOU already reflects that the University of Arkansas will destroy any information they do receive once the project is complete. With regard to the waiting list information, it is perhaps easiest to describe the process in three steps. The first step would be for Haas Hall to provide the information reflected in the tabs below to the Arkansas Department of Education. The second step would be for the Arkansas Department of Education to de-identify the waiting list information. The third step would be for the Arkansas Department of Education to send the de-identified waiting list information to the University of Arkansas. We would be happy to copy Haas Hall on that communication so that Haas Hall could confirm that no student-identifiable waiting list information is provided to the University of Arkansas. This process should address your concerns under 20 USC 1232g(b)(1)(F) and (b)(3).

FERPA allows the release of student records to the ADE in connection with the audit and evaluation of federally-supported education programs. 20 U.S.C. § 1232g. Charter schools in Arkansas are federally-supported education programs. It is my understanding that Haas Hall may have been a beneficiary of federal grants provided by the United States Department of Education to the Arkansas Department of Education. The federal charter school law requires the ADE, as a priority condition of receiving the federal grants, to evaluate charter schools at least once every five years unless more frequently required by State law. 20 U.S.C. 7221A. As noted in my previous correspondence, Arkansas state law requires the evaluation to be conducted annually. Ark. Code Ann. § 6-23-404.

I hope that this information addresses your concerns. If this information does not address your concerns and if you have any suggestions on how your concerns can be addressed, please let me know and we will be happy to consider any information you provide. If it is the position of Haas Hall that the Arkansas Department of Education is not entitled to Haas Hall's waiting list information under any circumstance, please let me know that as well. Thank you again for your time.

Respectfully,

Jeremy Lasiter

---

**From:** Charles M. Kester [mailto:cmkester@nwark.com]

**Sent:** Tuesday, January 14, 2014 1:29 PM

**To:** Jeremy Lasiter (ADE)

[Quoted text hidden]

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REDACTED

REDACTED



Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

---

**Information on Waiting List - CONFIDENTIAL**

6 messages

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**Mark Henry** <mark@henrylawfirm.net>

Thu, May 22, 2014 at 4:57 PM

To: Mary.Perry@arkansas.gov

Cc: Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

Dear Mary,

Attached in .xlsx is a spreadsheet that we believe to be fully responsive to the data request made by the University Researcher regarding waiting list information for prospective students for the 2012-2013 school year. If you need additional information, then please let me know.

Given the string of emails as between prior counsel and your department, we accept the assurances of your department as having adequate procedures and policies in place to preserve confidentiality of this information. We also understand your department will use the data for research purposes.

My client's concern, predictably, is that we do not affirmatively declare on our website to give notice to the applicant that his or her information will be shared beyond the confines of Haas Hall Academy. Most people - whether they live in the school district or even in Arkansas, would believe themselves to have a reasonable expectation of privacy as to this information.

In order to maintain the confidentiality of this information, we password protected the file while in transit to you over the un-secure Internet. Please confirm this spreadsheet is the best form to provide you this information; if you prefer a different format, then kindly let me know. Please call me to confirm receipt and I will of course provide you with the password to open the data.

I note that we do not collect SSN or District LEA # information at the time of application and we do not have the information on many of these applicants. The information we provide you with this spreadsheet is compiled from the form on my client's website.

Thank you for all of your help. Please also let me know if there is a possibility the hearing will be cancelled in June.

In the event there is no interest in canceling the hearing in June, then please let me know the date of any rescheduled hearing.

Have a good evening and a safe holiday weekend,

Mark Henry

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)

mark@henry.us



**2012-2013 Haas Hall Academy-Application and Lottery Information - 2.xlsx**  
47K

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REDACTED

REDACTED

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**Mark Henry** <mark@henrylawfirm.net>  
To: "Cindy Hogue (ADE)" <cindy.hogue@arkansas.gov>  
Cc: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Thu, Nov 6, 2014 at 3:11 PM

Cindy,

Please see below relative to Haas Hall's compliance in providing you with the information that you requested. Please confirm this is what you need.

Mark

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.lawyer

Begin forwarded message:

**From:** Mark Henry <mark@henrylawfirm.net>  
**Subject:** Information on Waiting List - CONFIDENTIAL  
**Date:** May 22, 2014 at 4:57:12 PM CDT  
**Cc:** Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
**To:** Mary.Perry@arkansas.gov  
[Quoted text hidden]



---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.us



2012-2013 Haas Hall Academy-Application and Lottery Information - 2.xlsx  
47K

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**Cindy Hogue (ADE)** <Cindy.Hogue@arkansas.gov>

Fri, Nov 7, 2014 at 11:23 AM

To: Mark Henry <mark@henrylawfirm.net>

Cc: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Debbie Jones (ADE)" <Debbie.Jones@arkansas.gov>

Mark,

I received the report and reviewed it. I don't know if you had a chance to look at it but it was not completed correctly. I am not sure what was meant by the asterisk in the status column. Some were marked with appropriate choices but the majority were not. Please have Dr. Schoppmeyer correct these and resubmit. Thank you.

Cindy M Hogue, Director  
Office of Educational Options  
Division of Learning Services  
Arkansas Department of Education  
(501) 683-5780

From: Mark Henry <mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>  
Date: Thu, 6 Nov 2014 15:42:01 -0600  
To: Cindy Hogue <cindy.hogue@Arkansas.gov<mailto:cindy.hogue@Arkansas.gov>>  
Subject: Fwd: Information on Waiting List - CONFIDENTIAL

Here's the list with updated password.  
thanks,  
Mark

Begin forwarded message:

From: Mark Henry <mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>  
Subject: Fwd: Information on Waiting List - CONFIDENTIAL  
Date: November 6, 2014 at 3:11:32 PM CST  
Cc: Martin Schoppmeyer <martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org>>  
To: "Cindy Hogue (ADE)" <cindy.hogue@arkansas.gov<mailto:cindy.hogue@arkansas.gov>>

Cindy,

Please see below relative to Haas Hall's compliance in providing you with the information that you

requested. Please confirm this is what you need.

Mark

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.lawyer<mailto:mark@henry.lawyer>

Begin forwarded message:

From: Mark Henry <mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>  
Subject: Information on Waiting List - CONFIDENTIAL  
Date: May 22, 2014 at 4:57:12 PM CDT  
Cc: Martin Schoppmeyer <martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org>>  
To: Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>

Dear Mary,

Attached in .xlsx is a spreadsheet that we believe to be fully responsive to the data request made by the University Researcher regarding waiting list information for prospective students for the 2012-2013 school year. If you need additional information, then please let me know.

Given the string of emails as between prior counsel and your department, we accept the assurances of your department as having adequate procedures and policies in place to preserve confidentiality of this information. We also understand your department will use the data for research purposes.

My client's concern, predictably, is that we do not affirmatively declare on our website to give notice to the applicant that his or her information will be shared beyond the confines of Haas Hall Academy. Most people - whether they live in the school district or even in Arkansas, would believe themselves to have a reasonable expectation of privacy as to this information.

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I note that we do not collect SSN or District LEA # information at the time of application and we do not have the information on many of these applicants. The information we provide you with this spreadsheet is compiled from the form on my client's website.

Thank you for all of your help. Please also let me know if there is a possibility the hearing will be cancelled in June.

In the event there is no interest in canceling the hearing in June, then please let me know the date of any rescheduled hearing.

Have a good evening and a safe holiday weekend,

Mark Henry

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.us<mailto:mark@henry.us>

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13K

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**Mark Henry** <mark@henrylawfirm.net> Fri, Nov 7, 2014 at 11:40 AM  
To: "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>  
Cc: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Debbie Jones (ADE)"  
<Debbie.Jones@arkansas.gov>

Cindy - Marty is more than happy to discuss this with you so that the issue is completely resolved this week.  
Please call him at (479) 966.4930.

Thank you,  
Mark  
[Quoted text hidden]



## ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood  
Commissioner

January 30, 2015

State Board  
of Education

Sam Ledbetter  
Little Rock  
Chair

Toyce Newton  
Crossell  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Kim Davis  
Fayetteville

Alice Mahony  
El Dorado

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Dr. Martin W. Schoppmeyer, Jr., Superintendent  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703

Dear Dr. Schoppmeyer:

I would like to inform you of a visit to your public charter school by Public Charter School Program Advisor Alexandra Boyd from the Charter and Home Schools Office at the Arkansas Department of Education (ADE).

The visit to Haas Hall Academy will consist of two parts on **Friday, February 6, 2015**. Ms. Boyd will be on campus at **1:00 p.m.** to have a brief meeting with the principal and tour of the facilities. Ms. Boyd will return at **5:00 p.m.** to observe your lottery procedures.

In regards to the lottery observation, please be prepared to produce all completed lottery application forms, and a list of all students who have applied for the lottery, including their name, grade seeking and contact information should Ms. Boyd request to see them.

If you have questions, please contact Ms. Boyd at (501) 682-5865, or [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

Cindy Hogue, Director  
Office of Educational Options

cc: Ms. Marilyn Schoppmeyer, Principal

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4476  
[ArkansasEd.org](http://ArkansasEd.org)

An Equal Opportunity  
Employer



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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## Bentonville Campus Lottery

12 messages

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Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Tue, Mar 3, 2015 at 10:10 AM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "marilynschoppmeyer@haashall.org" <marilynschoppmeyer@haashall.org>, "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>, "Sky Bledsoe (ADE)" <Sky.Bledsoe@arkansas.gov>

Dr. Schoppmeyer,

I hope that you are having a great start to your month. I was just wondering when you plan to have your lottery for your Bentonville campus. I want to make sure that I am present.

Thanks for your time and partnership,

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov  
Telephone: 501-682-5665  
Fax: 501-371-3514

This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

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 winmail.dat  
7K

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REDACTED

REDACTED

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Tue, Mar 3, 2015 at 2:11  
PM

To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>, Mark Henry <Mark@henry.us>

Dear Alexandra:

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=Alexandra.Boyd%4...> 6/22/2016

Due to the significant change of inclement weather both in NWA and Central Arkansas this week, we would like to hold the lottery on Tuesday, March 10, 2015 at 4:00 p.m. We look forward to seeing you again! The date change is posted to our website. [http://haashall.org/index\\_home.htm](http://haashall.org/index_home.htm)

Sincerely,

Marty

On Tue, Mar 3, 2015 at 10:10 AM, Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov> wrote:

[Quoted text hidden]

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org>

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---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Mar 3, 2015 at 3:05 PM

Thank you for the update!

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
Sent: Tuesday, March 03, 2015 2:12 PM  
To: Alexandra Boyd (ADE); Mark Henry  
Subject: Re: Bentonville Campus Lottery

Dear Alexandra:

Due to the significant change of inclement weather both in NWA and Central Arkansas this week, we would like to hold the lottery on Tuesday, March 10, 2015 at 4:00 p.m. We look forward to seeing you again! The date change is posted to our website. [http://haashall.org/index\\_home.htm](http://haashall.org/index_home.htm)

Sincerely,

Marty

On Tue, Mar 3, 2015 at 10:10 AM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov> wrote:  
Dr. Schoppmeyer,

I hope that you are having a great start to your month. I was just wondering when you plan to have your lottery for your Bentonville campus. I want to make sure that I am present.

Thanks for your time and partnership,

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
Telephone: 501-682-5665<tel:501-682-5665>  
Fax: 501-371-3514<tel:501-371-3514>  
[Quoted text hidden]

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9K

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**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov> Wed, Mar 4, 2015 at 1:27 PM  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: "Stacy Smith (ADE)" <Stacy.Smith@arkansas.gov>, "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>

Dr. Schoppmeyer,

I hope you are staying warm and safe in the inclement weather. Unfortunately, I will not be able to attend your lottery that you plan to hold next Tuesday. However, Stacy Smith (cc'd), a director here at the ADE, will be attending the lottery in my place. Could you please confirm that your lottery will be held on Tuesday, March 10, 2015 at 4:00 PM in your current facility at 3155 North College Avenue, Suite 108 in Fayetteville. If there are any changes in this information, please contact us both as soon as possible.

Thank you for keeping us updated on your progress,  
Alexandra

From: Alexandra Boyd (ADE)  
Sent: Tuesday, March 03, 2015 3:05 PM  
To: ADE Martin Schoppmeyer  
Subject: RE: Bentonville Campus Lottery

Thank you for the update!

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
Sent: Tuesday, March 03, 2015 2:12 PM  
To: Alexandra Boyd (ADE); Mark Henry  
Subject: Re: Bentonville Campus Lottery

Dear Alexandra:

Due to the significant change of inclement weather both in NWA and Central Arkansas this week, we would like to hold the lottery on Tuesday, March 10, 2015 at 4:00 p.m. We look forward to seeing you again! The date change is posted to our website. [http://haashall.org/index\\_home.htm](http://haashall.org/index_home.htm)

Sincerely,

Marty

On Tue, Mar 3, 2015 at 10:10 AM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>> wrote:  
Dr. Schoppmeyer,



I hope that you are having a great start to your month. I was just wondering when you plan to have your lottery for your Bentonville campus. I want to make sure that I am present.

Thanks for your time and partnership,

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
Telephone: 501-682-5665<tel:501-682-5665>  
Fax: 501-371-3514<tel:501-371-3514>  
[Quoted text hidden]

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REDACTED

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org> Thu, Mar 5, 2015 at 12:12 PM  
To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>  
Cc: "Stacy Smith (ADE)" <Stacy.Smith@arkansas.gov>, "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>  
Bcc: mark@henry.us

Dear Alexandra:

We look forward to seeing Stacy at the date, time and location confirmed below. Have a pleasant afternoon.

Sincerely,

Marty

Dr. S. iPhone

[Quoted text hidden]  
> <winmail.dat>



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

**available seats**

12 messages

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**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Thu, Mar 26, 2015 at 1:55 PM

Dr. Schoppmeyer,

I hope you are having a great day. When you get a chance, could you tell me how many available spots you had for each grade at your Bentonville campus prior to the lottery? How many spots do you have available for 7th graders in Fayetteville? Have you scheduled that lottery yet?

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov  
Telephone: 501-682-5665  
Fax: 501-371-3514

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REDACTED

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**Susan** <susanbendure@haashall.org>  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Thu, Mar 26, 2015 at 3:01 PM

Have we decided on the numbers yet?

Susan  
[Quoted text hidden]

<winmail.dat>

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>  
To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Fri, Mar 27, 2015 at 6:25 AM

Dear Alexandra:

I've been in the French Riviera for the past week. Once I return to Fayetteville I will give you some solid numbers.

Sincerely,

Marty

Dr. S. iPhone  
[Quoted text hidden]  
> <winmail.dat>

---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Fri, Mar 27, 2015 at 8:38 AM

Thank you! Enjoy your break!

[Quoted text hidden]

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5K

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REDACTED

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REDACTED

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Wed, Apr 1, 2015 at 7:48  
AM

To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Dear Alexandra:

Thank you for your email. We are in the process of notifying scholars and working through the lottery list as drawn.

As for the Bentonville campus, prior to the lottery our goal was to offer 320 spots for scholars across the six grade levels. To date, we have notified and have received acknowledgement of attendance according to the listing, below:

7th - 53

8th - 66

9th - 55

10th - 55

11th - 26

12th - 2

---

Total - 257

Understanding these numbers do not represent fulfillment of our goal of 320 scholars, we are resolving some remaining issues before we notify additional scholars. For example, we have extended the offer for Fayetteville campus scholars who live closer to the Bentonville campus the one-time opportunity to transfer and await on the final tally on those. We want to give them enough time to make this important decision. We are also hiring new faculty and must complete that puzzle.

Relative to the Fayetteville 7th Grade lottery, we set our deadline for this upcoming Friday to receive applications. Our cumulative listing of applicants for 7th Grade, as of today, is 84 applicants.

We will hold two informal orientation sessions scheduled for Monday, April 9 and Monday, April 16, 2015. This is an opportunity for new scholars and their parents to meet other families and become part of our academic community. Scholars will join clubs and athletics that will meet during the summer months.

We will be conducting a lottery process at a time convenient to you if you would like to attend. Please let me know when you or a representative is available to attend. We would prefer to do it within two weeks from this Friday.

Thank you,

Martin

[Quoted text hidden]

---

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703

(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org>

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---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Thu, Apr 2, 2015 at 8:51 AM

Dr. Schoppmeyer,

Thank you for getting back to me with such detailed information. I definitely appreciate the time and care that you are taking with this process. I will actually be in town on the 15th and 16th for another lottery and school visit.

I have to be in Springdale at 7PM on the 15th. So we could do it before that. Or depending on when your event takes place on the 16th, we could maybe do it before or after that. If neither of these days works for you, please let me know, and we can go back to the drawing board.

Thanks again,  
Alexandra

---

From: Martin Schoppmeyer [martinschoppmeyer@haashall.org]  
Sent: Wednesday, April 01, 2015 7:48 AM  
To: Alexandra Boyd (ADE)  
Subject: Re: avaialbe seats

Dear Alexandra:

Thank you for your email. We are in the process of notifying scholars and working through the lottery list as drawn.

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---

Total - 257

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Thank you,

Martin

On Thu, Mar 26, 2015 at 1:55 PM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>> wrote:  
Dr. Schoppmeyer,

I hope you are having a great day. When you get a chance, could you tell me how many available spots you had for each grade at your Bentonville campus prior to the lottery? How many spots do you have available for 7th graders in Fayetteville? Have you scheduled that lottery yet?

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
Telephone: 501-682-5665<tel:501-682-5665>



Fax: 501-371-3514<tel:501-371-3514>  
[Quoted text hidden]

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REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Request to Postpone

3 messages

Mark Henry <mark@henrylawfirm.net>

Thu, Apr 3, 2014 at 11:08 AM

To: mary.perry@arkansas.gov


Cc: tom.kimbrell@arkansas.gov, tony.wood@arkansas.gov, kendra.clay@arkansas.gov, Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Ms. Perry,

I left a voice message for you yesterday and wanted to follow up with this letter requesting that you reschedule the appearance of Haas Hall to the next regularly scheduled meeting due to the unexpected death of Mr. Charles Kester, the attorney for Haas Hall.

Thank you,  
Mark Henry

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.us

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Mary Perry (ADE) <Mary.Perry@arkansas.gov>

Thu, Apr 3, 2014 at 2:13 PM

To: Mark Henry <mark@henrylawfirm.net>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Tom Kimbrell (ADE)" <Tom.Kimbrell@arkansas.gov>, "Tony Wood (ADE)" <Tony.Wood@arkansas.gov>, "Kendra Clay (ADE)" <Kendra.Clay@arkansas.gov>, "Jeremy Lasiter (ADE)" <Jeremy.Lasiter@arkansas.gov>

Mr. Henry and Dr. Schoppmeyer,

I am very sorry to hear about Mr. Kester's death. The Haas Hall agenda item will be postponed until the May meeting of the Charter Authorizing Panel, scheduled for Wednesday, May 14, 2014.

Mary Perry, Coordinator  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201  
(501) 683-5312 - phone

Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>

This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

From: Mark Henry [mailto:mark@henrylawfirm.net]  
Sent: Thursday, April 03, 2014 11:09 AM  
To: Mary Perry (ADE)  
Cc: Tom Kimbrell (ADE); Tony Wood (ADE); Kendra Clay (ADE); ADE Martin Schoppmeyer  
Subject: Request to Postpone  
[Quoted text hidden]

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
mark@henry.us<mailto:mark@henry.us>

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**Mark Henry** <mark@henrylawfirm.net> Thu, Apr 3, 2014 at 2:14 PM  
To: "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>  
Cc: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Tom Kimbrell (ADE)" <Tom.Kimbrell@arkansas.gov>, "Tony Wood (ADE)" <Tony.Wood@arkansas.gov>, "Kendra Clay (ADE)" <Kendra.Clay@arkansas.gov>, "Jeremy Lasiter (ADE)" <Jeremy.Lasiter@arkansas.gov>

Thank you very much for your consideration.

Mark

On Apr 3, 2014, at 2:13 PM, Mary Perry (ADE) <Mary.Perry@arkansas.gov> wrote:

Mr. Henry and Dr. Schoppmeyer,

I am very sorry to hear about Mr. Kester's death. The Haas Hall agenda item will be postponed until the May meeting of the Charter Authorizing Panel, scheduled for Wednesday, May 14, 2014.

Mary Perry, Coordinator  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201  
(501) 683-5312 – phone  
[Mary.Perry@arkansas.gov](mailto:Mary.Perry@arkansas.gov)

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---

**From:** Mark Henry [<mailto:mark@henrylawfirm.net>]  
**Sent:** Thursday, April 03, 2014 11:09 AM  
**To:** Mary Perry (ADE)  
**Cc:** Tom Kimbrell (ADE); Tony Wood (ADE); Kendra Clay (ADE); ADE Martin Schoppmeyer  
**Subject:** Request to Postpone

Ms. Perry,

I left a voice message for you yesterday and wanted to follow up with this letter requesting that you reschedule the appearance of Haas Hall to the next regularly scheduled meeting due to the unexpected death of Mr. Charles Kester, the attorney for Haas Hall.

Thank you,  
Mark Henry

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
[mark@henry.us](mailto:mark@henry.us)



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Fayetteville 7th Grade Lottery

4 messages

Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Apr 14, 2015 at 8:40 AM

To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Dear Alexandra:

I hope this message finds you doing well. Would you prefer to visit Haas Hall Academy on the 15th before your other lottery at 7:00 p.m. or would you prefer the 16th? I want to make it convenient for you. Our 7th grade lottery should not take long.

Sincerely,

Marty

---

Dr. Martin W. Schoppmeyer, Jr.  
 Founder and Superintendent of Schools  
 Haas Hall Academy  
 3155 North College Avenue, Suite 108  
 Fayetteville, AR 72703  
 (479) 966.4930  
 (479) 966.4932 - fax  
<http://haashall.org>

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Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Tue, Apr 14, 2015 at 8:43 AM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Marty,

Thank you for following up. I think I should be able to make it to Fayetteville by 5:00PM tomorrow. What time between 5:00 and 7:00, would you like to start?

-Alexandra

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
 Sent: Tuesday, April 14, 2015 8:41 AM  
 To: Alexandra Boyd (ADE)  
 Subject: Fayetteville 7th Grade Lottery  
 [Quoted text hidden]

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>  
To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Tue, Apr 14, 2015 at 8:45 AM

Dear Alexandra:

We will start when you get here! 5 would be great but take your time getting to NWA!

Sincerely,

Marty

[Quoted text hidden]

---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Apr 14, 2015 at 9:04 AM

Thanks! I will try to get there by 5PM. I will let you know when I leave. Hopefully, I won't run into any traffic delays.

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
Sent: Tuesday, April 14, 2015 8:46 AM  
To: Alexandra Boyd (ADE)  
Subject: Re: Fayetteville 7th Grade Lottery

Dear Alexandra:

We will start when you get here! 5 would be great but take your time getting to NWA!

Sincerely,

Marty

On Tue, Apr 14, 2015 at 8:43 AM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>> wrote:  
Marty,

Thank you for following up. I think I should be able to make it to Fayetteville by 5:00PM tomorrow. What time between 5:00 and 7:00, would you like to start?

-Alexandra

From: Martin Schoppmeyer  
[mailto:martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org>]  
Sent: Tuesday, April 14, 2015 8:41 AM  
To: Alexandra Boyd (ADE)  
Subject: Fayetteville 7th Grade Lottery

Dear Alexandra:

I hope this message finds you doing well. Would you prefer to visit Haas Hall Academy on the 15th before your other lottery at 7:00 p.m. or would you prefer the 16th? I want to make it convenient for you. Our 7th grade lottery should not take long.

Sincerely,

Marty

--

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703  
(479) 966.4930<tel:%28479%29%20966.4930>  
(479) 966.4932<tel:%28479%29%20966.4932> - fax  
[Quoted text hidden]

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## Lottery Visit

1 message

---

**Sharon Rodgers (ADE)** <Sharon.Rodgers@arkansas.gov>  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Wed, Apr 15, 2015 at 1:48 PM

Mr. Schoppmeyer,

Ms. Alexandra Boyd, Charter School Advisor is scheduled to attend your scheduled Lottery for today. She will be arriving around 5:00 pm.

IF you have any questions or concerns please feel free to contact me at (501)683-5313.

Thank you,  
Sharon Rodgers  
Admin. Specialist II  
Charter & Home School

---

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Registration Form: ADE Charter Schools Conference

2 messages

Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Wed, May 20, 2015 at 1:10 PM

To: "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>, "Alyse Mattox (ADE)" <Alyse.Mattox@arkansas.gov>  
Cc: "Shannon Nuckols (shannonnuckols@rockbridgemonteressori.org)" <shannonnuckols@rockbridgemonteressori.org>, Christine Silano <ozarkcca@gmail.com>, "Jody Wiggins (Jody.Wiggins@sssd.k12.ar.us)" <Jody.Wiggins@sssd.k12.ar.us>, "Clayton Williams (cwilliams@farmcards.org)" <cwilliams@farmcards.org>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charles Clark <cclark@prs.k12.ar.us>, "Dr. Lance Arbuckle" <larbuckle@rps.k12.ar.us>, Heather Bottoms <hbottoms@lincolnnewtech.com>, Marilyn Johnson <marilyn.johnson@warrensd.org>, Sara Weaver <sara.weaver@warrensd.org>, Shantele Raper <sraper@osd1.org>, Stephen Prince <stephen.prince@crosscountyschools.com>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, Tyler Tarver <tarver@bauxiteminers.org>, Bobby Ashley <bashley@blythevilleschools.net>, Dan Henderson <dhenderson@wmsd.net>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Ellouise Tubbs <etubbs@osd1.org>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Keith Madden <keith.madden@badger.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, MaryAnn Spears <mspears@lincolncsd.com>, Michele Evans <michele.evans@cps.k12.ar.us>, Regina Scroggins <regina.scroggins@warrensd.org>, Shirley Taylor <shirley.taylor@fcsd.grsc.k12.ar.us>, Wanda Ruffins <wanda.ruffins@lrdsd.org>, Becky Kesler <becky.kesler@tasd7.net>, Darin Beckwith <dbeckwith@flcobras.com>, Dexter Suggs <dexter.suggs@lrdsd.org>, Frank Mitchell <frank.mitchell@viloniaschools.org>, Jerrod Williams <williams@bauxiteminers.org>, Jon Collins <collins@wmsd.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, Michael Cox <mcox@osd1.org>, Richard Atwill <ratwill@blythevilleschools.net>, Rick Neal <rneal@prs.k12.ar.us>, ADE William Thurman <tony.thurman@cps.k12.ar.us>, Ben Lindquist <blindquist@lrprep.org>, Chris Baumann <cbaumann@responsived.com>, Edwin Strickland <estrickland@responsived.com>, "John Bacon (jbacon@estemlr.net)" <jbacon@estemlr.net>, ADE Judy Warren <classact102@yahoo.com>, Katie Tatum <katie.tatum@siatech.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, Mary Ley <mley@arkansasartsacademy.org>, Robert McGill <rob.mcgill@academicsplus.org>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@arva.org>, "Sonja Taylor-Larkowski (stlarkowski@exaltededucation.org)" <stlarkowski@exaltededucation.org>, "Timm Petersen (tpetersen@responsived.com)" <tpetersen@responsived.com>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, Virginia Perry <vperry@responsived.com>, "Barb Padgett (bpadgett@bcsa.k12.ar.us)" <bpadgett@bcsa.k12.ar.us>, Christopher Stevens <cstevens@responsived.com>, "Cindy Barton (cbarton@estemlr.net)" <cbarton@estemlr.net>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Ersin Demirci <ersin@lisaacademy.org>, "emcgrew@lhacs.org" <emcgrew@lhacs.org>, Heather Saunders <heather.saunders@kipdelta.org>, Ibrahim Soykan <soykan@lisaacademy.org>, Jennifer McMahan <jharris@lrprep.org>, John Bennetts <john.bennetts@kipdelta.org>, Kasey Porchia <kporchia@responsived.com>, Kimberly Willis <kimberly.willis@academicsplus.org>, "Lisa Williams (lwilliams@k12.com)" <lwilliams@k12.com>, "Maise Wright (maise.wright@kipdelta.org)" <maise.wright@kipdelta.org>, Marilyn Schoppmeyer <marilynschoppmeyer@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Tina Long <tina.long@exaltededucation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Athan Ekin <ekin@lisaacademy.org>, Ilker Fidan <ifidan@lisaacademy.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Luanne Baroni <baroni@lisaacademy.org>, Bethany Ratermann <ratermann@lisaacademy.org>, "pnicholsanderson@lhacs.org" <pnicholsanderson@lhacs.org>, Lenisha Broadway <lbroadway@lhacs.org>, "ccarter@lhacs.org" <ccarter@lhacs.org>, "nwhitfield@lhacs.org" <nwhitfield@lhacs.org>.

"cwilliam@farmcards.org" <cwilliam@farmcards.org>, "roger.rich@southsideschools.org" <roger.rich@southsideschools.org>, "jody.wiggins@sssd.k12.ar.us" <jody.wiggins@sssd.k12.ar.us>, "bsullivan@flcobras.com" <bsullivan@flcobras.com>, "Schoolboard@rockbridgemonterossi.org" <Schoolboard@rockbridgemonterossi.org>, "cshack@responsived.com" <cshack@responsived.com>, "Dee Bass (dbass@arkansasartsacademy.org)" <dbass@arkansasartsacademy.org>

Charter Leaders,

The ADE Charter Schools Unit is hosting a conference which will provide important information to all charter operators in the state on Thursday, June 11th and Friday, June 12th. This conference will mainly focus on providing orientation to new charter operators and updated information to all charter operators, as many policies and procedures have been revamped in recent years. Only leaders of newly approved charter schools are required to have representatives at this conference, but we strongly encourage all schools to have representation present. The tentative agenda includes presentations on Developing & Incorporating Innovative Practices, Getting Waivers & Curriculum Coding Right, Federal Programs, Running Efficient & Transparent Lotteries, Federal & Private Funding, Digital Learning, School Letter Grades, APSRC, Student Health Services, and Tracking Student Progress. To complete the registration form for the conference, please click the following link:  
[https://docs.google.com/forms/d/1heD5RFR9XfNdnKuffZt2pO6F3QNeD4PwgiHuMOQHwS8/viewform?usp=send\\_form](https://docs.google.com/forms/d/1heD5RFR9XfNdnKuffZt2pO6F3QNeD4PwgiHuMOQHwS8/viewform?usp=send_form)

The conference will be held in Little Rock at the Holiday Inn West located at 10920 Financial Centre Parkway. Some guest rooms have been set aside for those traveling from around the state. If you require lodging, please book your room by May 29th to ensure that you receive the conference rate of \$89/night. The booking link will be forwarded to you in a separate email at a later date.

Please note that breakfast and lunch will be provided for all conference attendees. However, everyone will be on their own for dinner.

If you have any additional comments or question, please feel free to email me or our office at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov).

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov) <<mailto:alexandra.boyd@arkansas.gov>>  
Telephone: 501-682-5665  
Fax: 501-371-3514

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REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Date Change: ADE Charter Schools Conference

9 messages

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Thu, May 28, 2015 at 12:21 PM

To: "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov>, "Alyse Mattox (ADE)" <Alyse.Mattox@arkansas.gov>

Cc: "Shannon Nuckols (shannonnuckols@rockbridgemonessori.org)"

<shannonnuckols@rockbridgemonessori.org>, Christine Silano <ozarkcca@gmail.com>, "Jody Wiggins (Jody.Wiggins@sssd.k12.ar.us)" <Jody.Wiggins@sssd.k12.ar.us>, "Clayton Williams (cwilliams@farmcards.org)" <cwilliams@farmcards.org>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charles Clark <cclark@prs.k12.ar.us>, "Dr. Lance Arbuckle" <larbuckl@rps.k12.ar.us>, Heather Bottoms <hbottoms@lincolnewtech.com>, Marilyn Johnson <marilyn.johnson@warrensd.org>, Sara Weaver <sara.weaver@warrensd.org>, Shantele Raper <sraper@osd1.org>, Stephen Prince <stephen.prince@crosscountyschools.com>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, Tyler Tarver <tarver@bauxiteminers.org>, Bobby Ashley <bashley@blythevilleschools.net>, Dan Henderson <dhenderson@wmsd.net>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Ellouise Tubbs <etubbs@osd1.org>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Keith Madden <keith.madden@badger.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, MaryAnn Spears <mspears@lincolncsd.com>, Michele Evans <michele.evans@cps.k12.ar.us>, Regina Scroggins <regina.scroggins@warrensd.org>, Shirley Taylor <shirley.taylor@fcsd.grsc.k12.ar.us>, Wanda Ruffins <wanda.ruffins@lrdsd.org>, Becky Kesler <becky.kesler@tasd7.net>, Darin Beckwith <dbeckwith@flcobras.com>, Dexter Suggs <dexter.suggs@lrdsd.org>, Frank Mitchell <frank.mitchell@viloniaschools.org>, Jerrod Williams <williams@bauxiteminers.org>, Jon Collins <collins@wmsd.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, Michael Cox <mcox@osd1.org>, Richard Atwill <ratwill@blythevilleschools.net>, Rick Neal <rneal@prs.k12.ar.us>, ADE William Thurman <tony.thurman@cps.k12.ar.us>, Ben Lindquist <blindquist@lrprep.org>, Chris Baumann <cbaumann@responsived.com>, "cshack@responsived.com" <cshack@responsived.com>, "John Bacon (jbacon@estemlr.net)" <jbacon@estemlr.net>, ADE Judy Warren <classact102@yahoo.com>, Katie Tatum <katie.tatum@siatech.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, Mary Ley <mley@arkansasartsacademy.org>, Robert McGill <rob.mcgill@academicsplus.org>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@arva.org>, "Sonja Taylor-Larkowski (stlarkowski@exaltededucation.org)" <stlarkowski@exaltededucation.org>, "Timm Petersen (tpetersen@responsived.com)" <tpetersen@responsived.com>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, Virginia Perry <vperry@responsived.com>, "Barb Padgett (bpadgett@bcsa.k12.ar.us)" <bpadgett@bcsa.k12.ar.us>, Christopher Stevens <cstevens@responsived.com>, "Cindy Barton (cbarton@estemlr.net)" <cbarton@estemlr.net>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Ersin Demirci <ersin@lisaacademy.org>, "emcgrew@lhacs.org" <emcgrew@lhacs.org>, Heather Saunders <heather.saunders@kipdelta.org>, Ibrahim Soykan <soykan@lisaacademy.org>, Jennifer McMahan <jharris@lrprep.org>, John Bennetts <john.bennetts@kipdelta.org>, Kasey Porchia <kporchia@responsived.com>, Kimberly Willis <kimberly.willis@academicsplus.org>, "Lisa Williams (lwilliams@k12.com)" <lwilliams@k12.com>, "Maisie Wright (maisie.wright@kipdelta.org)" <maisie.wright@kipdelta.org>, Marilyn Schoppmeyer <marilynschoppmeyer@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Tina Long <tina.long@exaltededucation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Atnan Ekin <ekin@lisaacademy.org>, Ilker Fidan <ifidan@lisaacademy.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Luanne Baroni <baroni@lisaacademy.org>, Bethany Ratermann <ratermann@lisaacademy.org>, "pnicholsanderson@lhacs.org" <pnicholsanderson@lhacs.org>, Lenisha Broadway <lbroadway@lhacs.org>, "ccarter@lhacs.org" <ccarter@lhacs.org>, "nwhitfield@lhacs.org" <nwhitfield@lhacs.org>.

"cwilliam@farmcards.org" <cwilliam@farmcards.org>, "roger.rich@southsideschools.org" <roger.rich@southsideschools.org>, "jody.wiggins@sssd.k12.ar.us" <jody.wiggins@sssd.k12.ar.us>, "bsullivan@flicobras.com" <bsullivan@flicobras.com>, "Schoolboard@rockbridgemonessori.org" <Schoolboard@rockbridgemonessori.org>, "Dee Bass (dbass@arkansasartsacademy.org)" <dbass@arkansasartsacademy.org>, "sylvia.wynn@exaltdeducation.org" <sylvia.wynn@exaltdeducation.org>, "blindquist@exaltdeducation.org" <blindquist@exaltdeducation.org>

Charter Leaders,

Due to several conflict issues with scheduling speakers for the ADE Charter Schools Conference, we have decided it best to change the dates for the conference. The conference will now be held on Tuesday, June 16th from 8AM to 4:30 PM and on Wednesday, June 17th from 8AM to 3:00PM. Hopefully, this meeting change does not come as a huge inconvenience to you. The location of the conference will remain the same. If you have already registered and your attendance is unaffected by the date change, you do not have to register again. However, if the date change does affect your ability to attend, then please click on the link below and complete the registration as if it were your first time registering.

Please remember that this conference will mainly focus on providing orientation to new charter operators and updated information to all charter operators, as many policies and procedures have been revamped in recent years. Only leaders of newly approved charter schools are required to have representatives at this conference, but we strongly encourage all schools to have representation present. The tentative agenda includes presentations on Developing & Incorporating Innovative Practices, Getting Waivers & Curriculum Coding Right, Federal Programs, Running Efficient & Transparent Lotteries, Federal & Private Funding, Digital Learning, School Letter Grades, APSRC, Student Health Services, and Tracking Student Progress. To complete the registration form for the conference, please click the following link:

[https://docs.google.com/forms/d/1heD5RFR9XfNdnKuffZt2pO6F3QNeD4PwgiHuMOQHwS8/viewform?usp=send\\_form](https://docs.google.com/forms/d/1heD5RFR9XfNdnKuffZt2pO6F3QNeD4PwgiHuMOQHwS8/viewform?usp=send_form)

The conference will be held in Little Rock at the Holiday Inn West located at 10920 Financial Centre Parkway. Some guest rooms have been set aside for those traveling from around the state. If you require lodging, please wait to book via a booking link that will be sent in a separate email to ensure that you receive the conference rate of \$89/night.

Please note that breakfast and lunch will be provided for all conference attendees. However, everyone will be on their own for dinner.

If you have any additional comments or question, please feel free to email me or our office at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov) <<mailto:ade.charterschools@arkansas.gov>>.

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov) <<mailto:alexandra.boyd@arkansas.gov>>  
Telephone: 501-682-5665  
Fax: 501-371-3514

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**Cindy Hogue (ADE)** <Cindy.Hogue@arkansas.gov> Thu, Jun 4, 2015 at 11:20 AM  
 To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>, "Alyse Mattox (ADE)" <Alyse.Mattox@arkansas.gov>  
 Cc: "Shannon Nuckols (shannonnuckols@rockbridgemonterossi.org)" <shannonnuckols@rockbridgemonterossi.org>, Christine Silano <ozarkcca@gmail.com>, "Jody Wiggins (Jody.Wiggins@sssd.k12.ar.us)" <Jody.Wiggins@sssd.k12.ar.us>, "Clayton Williams (cwilliams@farmcards.org)" <cwilliams@farmcards.org>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charles Clark <cclark@prs.k12.ar.us>, "Dr. Lance Arbuckle" <larbuckl@rps.k12.ar.us>, Heather Bottoms <hbottoms@lincolnnewtech.com>, Marilyn Johnson <marilyn.johnson@warrensd.org>, Sara Weaver <sara.weaver@warrensd.org>, Shantele Raper <sraper@osd1.org>, Stephen Prince <stephen.prince@crosscountyschools.com>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, Tyler Tarver <tarver@bauxiteminers.org>, Bobby Ashley <bashley@blythevilleschools.net>, Dan Henderson <dhenderson@wmsd.net>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Ellouise Tubbs <etubbs@osd1.org>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Keith Madden <keith.madden@badger.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, MaryAnn Spears <mspears@lincolncsd.com>, Michele Evans <michele.evans@cps.k12.ar.us>, Regina Scroggins <regina.scroggins@warrensd.org>, Shirley Taylor <shirley.taylor@fcsd.grsc.k12.ar.us>, Wanda Ruffins <wanda.ruffins@lrds.org>, Becky Kesler <becky.kesler@tasd7.net>, Darin Beckwith <dbeckwith@flcobras.com>, Dexter Suggs <dexter.suggs@lrds.org>, Frank Mitchell <frank.mitchell@viloniaschools.org>, Jerrod Williams <jwilliams@bauxiteminers.org>, Jon Collins <collins@wmsd.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, Michael Cox <mcox@osd1.org>, Richard Atwill <ratwill@blythevilleschools.net>, Rick Neal <meal@prs.k12.ar.us>, ADE William Thurman <tony.thurman@cps.k12.ar.us>, Ben Lindquist <blindquist@lrprep.org>, Chris Baumann <cbaumann@responsived.com>, "cshack@responsived.com" <cshack@responsived.com>, "John Bacon (jbacon@estemlr.net)" <jbacon@estemlr.net>, ADE Judy Warren <classact102@yahoo.com>, Katie Tatum <katie.tatum@siatech.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, Mary Ley <mley@arkansasartsacademy.org>, Robert McGill <rob.mcgill@academicsplus.org>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@arva.org>, "Sonja Taylor-Larkowski (stlarkowski@exaltededucation.org)" <stlarkowski@exaltededucation.org>, "Timm Petersen (tpetersen@responsived.com)" <tpetersen@responsived.com>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, Virginia Perry <vperry@responsived.com>, "Barb Padgett (bpadgett@bcsa.k12.ar.us)" <bpadgett@bcsa.k12.ar.us>, Christopher Stevens <cstevens@responsived.com>, "Cindy Barton (cbarton@estemlr.net)" <cbarton@estemlr.net>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross



<diane.gross@academicsplus.org>, Ersin Demirci <ersin@lisaacademy.org>, "emcgrew@lhacs.org" <emcgrew@lhacs.org>, Heather Saunders <heather.saunders@kipppdelta.org>, Ibrahim Soykan <soykan@lisaacademy.org>, Jennifer McMahan <jharris@lrprep.org>, John Bennetts <john.bennetts@kipppdelta.org>, Kasey Porchia <kporchia@responsived.com>, Kimberly Willis <kimberly.willis@academicsplus.org>, "Lisa Williams (lwilliams@k12.com)" <lwilliams@k12.com>, "Maisie Wright (maisie.wright@kipppdelta.org)" <maisie.wright@kipppdelta.org>, Marilyn Schoppmeyer <marilynschoppmeyer@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Tina Long <tina.long@exalteseducation.org>, Todd Dixon <todd.dixon@kipppdelta.org>, Atnan Ekin <ekin@lisaacademy.org>, Ilker Fidan <ifidan@lisaacademy.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Luanne Baroni <baroni@lisaacademy.org>, Bethany Ratermann <ratermann@lisaacademy.org>, "pnicholsanderson@lhacs.org" <pnicholsanderson@lhacs.org>, Lenisha Broadway <lbroadway@lhacs.org>, "ccarter@lhacs.org" <ccarter@lhacs.org>, "nwhitfield@lhacs.org" <nwhitfield@lhacs.org>, "cwilliam@farmcards.org" <cwilliam@farmcards.org>, "roger.rich@southsideschools.org" <roger.rich@southsideschools.org>, "jody.wiggins@sssd.k12.ar.us" <jody.wiggins@sssd.k12.ar.us>, "bsullivan@flcobras.com" <bsullivan@flcobras.com>, "Schoolboard@rockbridgemonessori.org" <Schoolboard@rockbridgemonessori.org>, "Dee Bass (dbass@arkansasartsacademy.org)" <dbass@arkansasartsacademy.org>, "sylvia.wynn@exalteseducation.org" <sylvia.wynn@exalteseducation.org>, "blindquist@exalteseducation.org" <blindquist@exalteseducation.org>

Due to the many June activities, the ADE Charter Schools Meeting is postponed and will be rescheduled at a later date.

Thank you for your understanding.

Cindy M Hogue, Director  
Office of Educational Options  
Division of Learning Services  
Arkansas Department of Education  
(501) 683-5780

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## lottery 2013-14

5 messages

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov> Fri, Jul 31, 2015 at 10:39 AM  
 To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "marilyschoppmeyer@haashall.org" <marilyschoppmeyer@haashall.org>

Dr. Schoppmeyer and Mrs. Schoppmeyer,

Did you all hold a lottery for any of your school in 2013-14?

I am just fact checking for a report.

Alexandra Boyd, Program Advisor  
 Charter and Home Schools Office  
 Arkansas Department of Education  
 Division of Learning Services  
 Four Capitol Mall, Mail Slot #3  
 Little Rock, Arkansas 72201  
 E-mail: alexandra.boyd@arkansas.gov  
 Telephone: 501-682-5665  
 Fax: 501-371-3514

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Fri, Jul 31, 2015 at 10:41 AM

To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>  
 Cc: "marilyschoppmeyer@haashall.org" <marilyschoppmeyer@haashall.org>

Dear Alexandra:

Yes we did.

Sincerely,

Marty

[Quoted text hidden]

--  
 Dr. Martin W. Schoppmeyer, Jr.  
 Founder and Superintendent of Schools  
 Haas Hall Academy

Fayetteville Campus

Bentonville Campus

Starr Scholar Center  
3880 N. Front Street  
Fayetteville, AR 72703  
(479) 966.4930  
(479) 966.4932 - fax  
<http://haashall.org>

2600 SE J Street  
Bentonville, AR 72712  
(479) 268.3424  
(479) 250.9292 - fax  
<http://haashall.org>

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**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Fri, Jul 31, 2015 at 10:42 AM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "marilynschoppmeyer@haashall.org" <marilynschoppmeyer@haashall.org>

Thank you! Also, I tried to call your front office to ask, but I got a message that it was disconnected. 479-966-4930

Do you all have a new number?

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=Alexandra.Boyd%4...> 6/22/2016

Sent: Friday, July 31, 2015 10:41 AM  
To: Alexandra Boyd (ADE)  
Cc: marilynschoppmeyer@haashall.org  
Subject: Re: lottery 2013-14

Dear Alexandra:

Yes we did.

Sincerely,

Marty

On Fri, Jul 31, 2015 at 10:39 AM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>> wrote:  
Dr. Schoppmeyer and Mrs. Schoppmeyer,

Did you all hold a lottery for any of your school in 2013-14?

I am just fact checking for a report.

Alexandra Boyd, Program Advisor  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
Telephone: 501-682-5665<tel:501-682-5665>  
Fax: 501-371-3514<tel:501-371-3514>  
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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>  
To: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov>

Fri, Jul 31, 2015 at 10:54 AM

Dear Alexandra:

The number is the same. We have a problem with our new phone system. They will be out this afternoon.  
Thank you for heads up! Have a good weekend!!

Sincerely,

Marty

[Quoted text hidden]



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Lottery

5 messages

Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Wed, Jan 20, 2016 at 11:44 AM

To: Alison Branch <abranch@k12.com>, Anitra Rogers <arogers@lrprep.org>, Arnold Robertson <arobertson@responsived.com>, Atnan Ekin <ekin@lisaacademy.org>, "Barb Padgett (bpadgett@artsk12.org)" <bpadgett@artsk12.org>, Ben Lindquist <blindquist@lrprep.org>, Bethany Ratermann <ratermann@lisaacademy.org>, Brent Mitchell <bmmitchell@lhacs.org>, Chris Givens <chris.givens@rbmlr.com>, Christine Silano <ozarkcca@gmail.com>, Christopher Stevens <cstevens@responsived.com>, Cindy Barton <cbarton@estemlr.net>, Curtis Shack <cshack@responsived.com>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Eric Dailey <edailey@lhacs.org>, Evan McGrew <emcgrew@lhacs.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Heather Saunders <heather.saunders@kipdelta.org>, Hollie Gumm <hgumm@arva.org>, Ilker Fidan <ifidan@lisaacademy.org>, "Inger Kent (ikent@artsk12.org)" <ikent@artsk12.org>, John Bacon <jbacon@estemlr.net>, John Bennetts <john.bennetts@kipdelta.org>, Judy Warren <jwarren@iacs.k12.ar.us>, Katie Tatum <katie.tatum@siatech.org>, Kimberly Willis <kimberly.willis@academicsplus.org>, Lenisha Broadway <lbroadway@lhacs.org>, Luanne Baroni <baroni@lisaacademy.org>, Maisie Wright <maisie.wright@kipdelta.org>, Marcus Nelson <marcus.nelson@kipdelta.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Mary Ley (mley@artsk12.org)" <mley@artsk12.org>, Mitzi Bingaman <mbingaman@arva.org>, Norman Achin <nachin@responsived.com>, Norman Whitfield <nwhitfield@lhacs.org>, Robert McGill <rob.mcgill@academicsplus.org>, "Rod Wittenberg (rodwittenberg@haashall.org)" <rodwittenberg@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@k12.com>, "Shannon Nuckols shannon.nuckols@rbmlr.com" <shannon.nuckols@rbmlr.com>, Susan Provenza <sprovenza@responsived.com>, Tina Long <tina.long@exaliteducation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Tracy Ragen <tragen@k12.com>, Trish Flanagan <trish@fsfuture.org>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, William Felton <wfelton@lhacs.org>, "Arkansas Connections Academy (arkansasconnectionsacademy@gmail.com)" <arkansasconnectionsacademy@gmail.com>  
Cc: Dee Bass <dbass@artsk12.org>, Marquita Hill <MJ.Hill@arkansas.gov>, Lori Clancy <Lori.Clancy@arkansas.gov>, Matthew Wells <mwells@iacs.k12.ar.us>, Sylvia Wynn <swynn@lrprep.org>

Charter Leaders,

Please let me know if you are having a lottery this year and when and where you plan to have that lottery by **Wednesday, January 27, 2016 at 4PM**. If you have not scheduled your lottery yet, please let me know when you expect to make that decision.

Lottery Date:

Lottery Time:

Lottery Location:

*Alexandra Boyd, Program Coordinator*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: alexandra.boyd@arkansas.gov

Telephone: 501-682-5665

Fax: 501-371-3514

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**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Tue, Jan 26, 2016 at 2:12 PM

To: "Alexandra Boyd (ADE)" &lt;Alexandra.Boyd@arkansas.gov&gt;, Mark Henry &lt;Mark@henry.us&gt;

Dear Alexandra:

The date for our lotteries will be dependent upon the Charter Authorizing Panel and State Board of Education approving our request to invoke the sibling clause. A decision will be made after that time.

Sincerely,

Marty

[Quoted text hidden]

---



**Dr. Martin W. Schoppmeyer, Jr.**  
 Founder and Superintendent of Schools  
 MartinSchoppmeyer@haashall.org

**Haas Hall Academy**  
 Office: 479-966-4930 / Fax: 479-966-4932  
 3880 N Front Street, Fayetteville, Arkansas 72703  
 2600 SE J Street, Bentonville, Arkansas 72712  
 haashall.org

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**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Tue, Jan 26, 2016 at 2:16 PM

To: ADE Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;, Mark Henry &lt;Mark@henry.us&gt;

Thank you! I will follow up with you after the decision is confirmed by the State Board of Education.

From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]

Sent: Tuesday, January 26, 2016 2:12 PM

To: Alexandra Boyd (ADE); Mark Henry

Subject: Re: Lottery

Dear Alexandra:

The date for our lotteries will be dependent upon the Charter Authorizing Panel and State Board of Education approving our request to invoke the sibling clause. A decision will be made after that time.

Sincerely,

Marty

On Wed, Jan 20, 2016 at 11:44 AM, Alexandra Boyd (ADE)  
 <Alexandra.Boyd@arkansas.gov> wrote:  
 Charter Leaders,

Please let me know if you are having a lottery this year and when and where you plan to have that lottery by Wednesday, January 27, 2016 at 4PM. If you have not scheduled your lottery yet, please let me know when you expect to make that decision.

Lottery Date:

Lottery Time:

Lottery Location:

Alexandra Boyd, Program Coordinator  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
Telephone: 501-682-5665<tel:501-682-5665>  
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[Image removed by sender.]

Dr. Martin W. Schoppmeyer, Jr.  
Founder and Superintendent of Schools  
MartinSchoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org>

Haas Hall Academy  
Office: 479-966-4930<tel:479-966-4930> / Fax: 479-966-4932<tel:479-966-4932>  
3880 N Front Street, Fayetteville, Arkansas 727032600 SE J Street, Bentonville, Arkansas 72712  
haashall.org<<http://haashall.org/>>  
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#### 4 attachments

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Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

## Lottery Webinar

2 messages

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Tue, Feb 9, 2016 at 10:58 AM

To: ADE Jimmy Rollins <jrollins@sdaled.org>, Becky Kesler <becky.kesler@tasd7.net>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Bobby Ashley <bashley@blythevilleschools.net>, Brad Sullivan <bsullivan@flicobras.com>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Bryan Cornish <bryan.cornish@warrensd.org>, Bryan Law <blaw@farmcards.org>, Carla Wardlaw <carla.wardlaw@warrensd.org>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charley Clark <cclark@prs.k12.ar.us>, Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>, Chrystal Smith <csmith@osd1.org>, Courtney Jones <cjones@lincolncsd.com>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Darin Beckwith <dbeckwith@flicobras.com>, "donaghym@bauxiteminers.org" <donaghym@bauxiteminers.org>, Donald Westerman <dwesterman@flicobras.com>, "Dr. Barrett" <drbarrett@gentrypioneers.com>, "Dr. Mike Hernandez" <Hernandezm@hssd.net>, Frank Janaskie <fjanaskie@flicobras.com>, "Gary Jackson (gjackson@wmsd.net)" <gjackson@wmsd.net>, Holly Johnson <holly.johnson@fayar.net>, Jason Jones <Jason.Jones@sssd.k12.ar.us>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Jody Wiggins <jody.wiggins@sssd.k12.ar.us>, Jon Collins <collins@wmsd.net>, Jon Purifoy <jpurifoy@farmcards.org>, Joseph Rollins <jrollins2@sdaled.org>, Josh Harrison <harrisonj@bauxiteminers.org>, Judy Winslett <jwinslett@gentrypioneers.com>, Kathy Cornish <kathy.cornish@warrensd.org>, Keith Madden <keith.madden@badger.k12.ar.us>, Kendall Ramey <ken.ramey@sssd.k12.ar.us>, Kim Garrett <kim.garrett@fayar.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lance Arbuckle <larbuckl@rps.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, MaryAnn Spears <mspears@lincolncsd.com>, Matthew Drake <Matthew.Drake@arkansas.gov>, Meagan Witonski <mwitonski@sdaled.org>, Michael Cox <mcox@osd1.org>, Michele Evans <michele.evans@cps.k12.ar.us>, Paul Hewitt <paul.hewitt@fayar.net>, Regina Scroggins <regina.scroggins@warrensd.org>, Richard Atwill <ratwill@blythevilleschools.net>, Rick Neal <rmeal@prs.k12.ar.us>, Roger Ried <roger.ried@southsideschools.org>, Sara Weaver <sara.weaver@warrensd.org>, Stephanie Nehus <nehuss@hssd.net>, Stephen Prince <stephen.prince@crosscountyschools.com>, Steven Green <steven.green@cavecity.ncsc.k12.ar.us>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, ADE William Thurman <tony.thurman@cps.k12.ar.us>, Alison Branch <abranch@k12.com>, Anitra Rogers <arogers@lrprep.org>, ARCA <arkansasconnectionsacademy@gmail.com>, Arnold Robertson <arobertson@responsived.com>, Atnan Ekin <ekin@lisaacademy.org>, "Barb Padgett (bpadgett@artsk12.org)" <bpadgett@artsk12.org>, Ben Lindquist <blindquist@lrprep.org>, Bethany Ratermann <ratermann@lisaacademy.org>, Brent Mitchell <bmmitchell@lhacs.org>, Chris Givens <chris.givens@rbmlr.com>, Christine Silano <ozarkcca@gmail.com>, Christopher Stevens <cstevens@responsived.com>, Cindy Barton <cbarton@estemlr.net>, Curtis Shack <cshack@responsived.com>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Eric Dailey <edailey@lhacs.org>, Evan McGrew <emcgrew@lhacs.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Heather Saunders <heather.saunders@kipdelta.org>, Hollie Gumm <hgumm@arva.org>, Ilker Fidan <ifidan@lisaacademy.org>, John Bacon <jbacon@estemlr.net>, John Bennetts <john.bennetts@kipdelta.org>, Judy Warren <jwarren@iacs.k12.ar.us>, Katie Tatum <katie.tatum@siatech.org>, Kimberly Willis <kimberly.willis@academicsplus.org>, Lenisha Broadway <lbroadway@lhacs.org>, Luanne Baroni <baroni@lisaacademy.org>, Maisie Wright <maisie.wright@kipdelta.org>, Marcus Nelson <marcus.nelson@kipdelta.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Mary Ley (mley@artsk12.org)" <mley@artsk12.org>, Mitzi Bingaman <mbingaman@arva.org>, Norman Achin <nachin@responsived.com>, Norman Whitfield <nwhitfield@lhacs.org>, Paul Stewart <pstewart@artsk12.org>, Robert McGill <rob.mcgill@academicsplus.org>, "Rod Wittenberg (rodwittenberg@haashall.org)" <rodwittenberg@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Scott Shirey

<scott.shirey@kipdelta.org>, Scott Sides <ssides@k12.com>, "Shannon Nuckols shannon.nuckols@rbmlr.com" <shannon.nuckols@rbmlr.com>, Susan Provenza <sprovenza@responsiveed.com>, Tina Long <tina.long@exalteaeducation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Tracy Ragen <tragen@k12.com>, Trish Flanagan <trish@fsfuture.org>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, William Felton <wfelton@lhacs.org>  
Cc: Clayton Williams <cwilliams@farmcards.org>, Debbie Zupan <dzupan@artsk12.org>, Marquita Hill <MJ.Hill@arkansas.gov>, Lori Clancy <Lori.Clancy@arkansas.gov>, Matthew Wells <mwells@iacs.k12.ar.us>, Sylvia Wynn <swynn@lrprep.org>

Charter Leaders,

As lottery season is upon us, the Charter Unit is hosting a webinar about the Lottery Process on Tuesday, February 23<sup>rd</sup> at 1 PM. The University of Arkansas's Office for Education Policy Director Dr. Sarah McKenzie will provide charter leaders with helpful information about conducting transparent, random and anonymous lotteries. Also, we will introduce a document that could be helpful to charters as they conduct their lotteries and maintain lottery records. Provided via ZOOM, you can access the session at <https://zoom.us/j/2119696873>. The link is also included in the Notes section at the bottom of the February calendar.

Remember that the 2016 Charter Events Calendar can be accessed by clicking on 2016 Charter Events Calendar under Related Links on the charter page of the ADE website at <http://www.arkansased.gov/divisions/learning-services/charter-schools>. The purpose of the calendar is to share ADE events and dates of interest to charter leaders and others.

Feel free to share the calendar link with all who are interested and contact me with any questions or suggestions for future webinar topics.

I look forward to hearing from you!

*Alexandra Boyd, Director*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

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Telephone: 501-682-5665

Fax: 501-371-3514

<https://mail.google.com/mail/u/0/?ui=2&ik=3a64226b94&view=pt&q=Alexandra.Boyd%4...> 6/22/2016

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REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

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**Fwd: comments on the upcoming charter panel hearing**

4 messages

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**Mark Henry** <mark@henrylawfirm.net>

Wed, Feb 17, 2016 at 4:14 PM

To: "martinschoppmeyer@haashall.org" <martinschoppmeyer@haashall.org>

REDACTED

Begin forwarded message:

**From:** "Kendra Clay (ADE)" <Kendra.Clay@arkansas.gov>  
**Subject:** FW: comments on the upcoming charter panel hearing  
**Date:** February 17, 2016 at 4:05:52 PM CST  
**To:** Mark Henry <mark@henrylawfirm.net>

Mark:

Here is one more email.

Thank you,

Kendra Clay  
General Counsel  
Arkansas Department of Education  
Four Capitol Mall, Room 404-A  
Little Rock, AR 72201  
(501) 683-0960  
(501) 682-4249 (fax)  
Kendra.Clay@arkansas.gov<mailto:Kendra.Clay@arkansas.gov>

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**From:** "Alexandra Boyd (ADE)"  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>>  
**Date:** Wednesday, February 17, 2016 at 4:00 PM  
**To:** "Jennifer Liwo (ADE)"  
<Jennifer.Liwo@arkansas.gov<mailto:Jennifer.Liwo@arkansas.gov>>, "Ivy Pfeffer (ADE)"  
<Ivy.Pfeffer@arkansas.gov<mailto:Ivy.Pfeffer@arkansas.gov>>, "Greg Rogers (ADE)"

<Greg.Rogers@arkansas.gov<mailto:Greg.Rogers@arkansas.gov>>, Mark Gotcher  
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"Stacy Smith (ADE)" <Stacy.Smith@arkansas.gov<mailto:Stacy.Smith@arkansas.gov>>,  
"Bobby Lester (ADE)" <Bobby.Lester@arkansas.gov<mailto:Bobby.Lester@arkansas.gov>>,  
"Annette Barnes (ADE)"  
<Annette.M.Barnes@arkansas.gov<mailto:Annette.M.Barnes@arkansas.gov>>, "Eric  
Saunders (ADE)" <Eric.Saunders@arkansas.gov<mailto:Eric.Saunders@arkansas.gov>>  
Cc: "Mary Perry (ADE)" <Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>>,  
Kendra Clay <kendra.clay@arkansas.gov<mailto:kendra.clay@arkansas.gov>>, "Jennifer  
Davis (ADE)" <Jennifer.Davis@arkansas.gov<mailto:Jennifer.Davis@arkansas.gov>>  
Subject: FW: comments on the upcoming charter panel hearing

Panel Members:

Please see email below regarding Haas Hall.

Alexandra Boyd, Director

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

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From: Robert Anthony Maranto [mailto:rmaranto@uark.edu]

Sent: Tuesday, February 16, 2016 8:00 PM

To: Deborah.coffman@Arkansas.gov<mailto:Deborah.coffman@Arkansas.gov>

Cc: Alexandra Boyd (ADE)

Subject: comments on the upcoming charter panel hearing

Importance: High

Dear Ms. Coffman (CC Alexandra Boyd),

I'm the 21st Century Chair in Leadership in the Department of Education Reform at the University of Arkansas. I've done fieldwork in more than 200 public schools across the nation, mainly charter schools, and edit the Journal of School Choice. I support both public charter schools and traditional public schools. I currently serve on the unpaid board of Achievement House Cyber Charter School (in Pennsylvania), and recently won election to the Fayetteville School Board. Our kids attend the Fayetteville district schools.

I'm writing chiefly as an education scholar, since part of my job is to advise other public officials as to how to improve public education. I want to make it clear that I support school choice, and am a fan of what Marty Schoppmeyer and his team have achieved at Haas Hall; indeed I ran for school board in part to push our schools to copy some of what works at Haas. That said, I have to report that for years some Fayetteville residents have expressed concerns to me and to others about the admissions process at Haas Hall, and in part for this reason local schools eschew copying successful curricular and personnel practices pioneered at Haas. I have no reason to think that concerns about Haas Hall admissions reflect reality. Even so, all the other Arkansas charter schools I am familiar with have too many applicants for particular grades hold admissions lotteries announced well in advance on school web sites and in local media, and those lotteries are open to the press and public. From my fieldwork in charter schools in nine states, I'm convinced that unless a charter school follows such procedures, its success will be discounted, making other public schools less likely to copy successful innovations from the charter sector.



Accordingly, I believe the charter panel should require that as a condition of Haas Hall's expansion the school must hold publicly announced lotteries open to the press and public in which both lottery winners and those on the waitlist are told their lottery numbers which indicate their rank in the admissions process. My colleagues at the Office for Education Policy at the University of Arkansas/Fayetteville hold these lotteries as a public service. Though I know of no systematic studies, such admissions lotteries seem to be standard practice for charter schools in every state where I have done fieldwork. Holding open and transparent lotteries could dispel concerns that people have raised over the years. Failing this, ADE could undertake a study of who applies to Haas Hall and who attends; this too could dispel concerns. Possibly, the student level data for such a study already exists.

I have reason to believe that the state legislature will again visit this issue in the next legislative session, perhaps invoking financial penalties for charter schools which fail to follow standard, transparent lottery procedures. My own view is that open lotteries are good practice and cost no money, so there is no reason to wait until the state legislature acts.

I thank you for your consideration and your hard work. Please do feel free to call me with any thoughts.

Robert Maranto, Ph.D.

Editor, Journal of School Choice

Fayetteville School Board, Zone 2

21st Century Chair in Leadership

Department of Education Reform, University of Arkansas

201 Graduate Education Building

College of Education and Health Professions

Fayetteville, AR 72701

479-575-3225 (Fax: 3196) or 610-299-3683 (cell);

rmaranto@uark.edu<mailto:rmaranto@uark.edu>

<http://www.uaedreform.org/robert-maranto-phd/>

---

REDACTED

REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## REMINDER: Lottery Webinar TODAY

3 messages

Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Mon, Feb 22, 2016 at 4:19 PM

To: Alison Branch <abranch@k12.com>, Anitra Rogers <arogers@lrprep.org>, ARCA <arkansasconnectionsacademy@gmail.com>, Arnold Robertson <arobertson@responsived.com>, Atnan Ekin <ekin@lisaacademy.org>, "Barb Padgett (bpadgett@artsk12.org)" <bpadgett@artsk12.org>, Ben Lindquist <blindquist@lrprep.org>, Bethany Ratermann <ratermann@lisaacademy.org>, Boyd Logan <boyd@fsfuture.org>, Brent Mitchell <bmmitchell@lhacs.org>, Chris Givens <chris.givens@rbmlr.com>, Christine Silano <ozarkcca@gmail.com>, Christopher Stevens <cstevens@responsived.com>, Cindy Barton <cbarton@estemlr.net>, Curtis Shack <cshack@responsived.com>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Eric Dailey <edailey@lhacs.org>, Evan McGrew <emcgrew@lhacs.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Heather Saunders <heather.saunders@kipdelta.org>, Hollie Gumm <hgumm@arva.org>, Ilker Fidan <ifidan@lisaacademy.org>, John Bacon <jbacon@estemlr.net>, John Bennetts <john.bennetts@kipdelta.org>, Judy Warren <jwarren@iacs.k12.ar.us>, Katie Tatum <katie.tatum@siatech.org>, Kimberly Willis <kimberly.willis@academicsplus.org>, Lenisha Broadway <lbroadway@lhacs.org>, Luanne Baroni <baroni@lisaacademy.org>, Maisie Wright <maisie.wright@kipdelta.org>, Marcus Nelson <marcus.nelson@kipdelta.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Mary Ley (mley@artsk12.org)" <mley@artsk12.org>, Miltz Bingaman <mbingaman@arva.org>, Norman Achin <nachin@responsived.com>, Norman Whitfield <nwhitfield@lhacs.org>, Paul Stewart <pstewart@artsk12.org>, Robert McGill <rob.mcgill@academicsplus.org>, "Rod Wittenberg (rodwittenberg@haashall.org)" <rodwittenberg@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@k12.com>, "Shannon Nuckols shannon.nuckols@rbmlr.com" <shannon.nuckols@rbmlr.com>, Susan Provenza <sprovenza@responsived.com>, Tina Long <tina.long@exaltededucation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Tracy Ragen <tragen@k12.com>, Trish Flanagan <trish@fsfuture.org>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, William Felton <wfelton@lhacs.org>

Cc: Clayton Williams <cwilliams@farmcards.org>, Debbie Zupan <dzupan@artsk12.org>, Marquita Hill <MJ.Hill@arkansas.gov>, Lori Clancy <Lori.Clancy@arkansas.gov>, Matthew Wells <mwells@iacs.k12.ar.us>, Sylvia Wynn <swynn@lrprep.org>, ADE Jimmy Rollins <jrollins@sdale.org>, Becky Kesler <becky.kesler@tasd7.net>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Bobby Ashley <bashley@blythevilleschools.net>, Brad Sullivan <bsullivan@flcobras.com>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Bryan Cornish <bryan.cornish@warrensd.org>, Bryan Law <blaw@farmcards.org>, Carla Wardlaw <carla.wardlaw@warrensd.org>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charley Clark <cclark@prs.k12.ar.us>, Cheryl Bell <cbell@cavacity.ncsc.k12.ar.us>, Chrystal Smith <csmith@osd1.org>, Courtney Jones <cjones@lincolncsd.com>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Darin Beckwith <dbeckwith@flcobras.com>, "donaghym@bauxiteminers.org" <donaghym@bauxiteminers.org>, Donald Westerman <dwesterman@flcobras.com>, "Dr. Barrett" <drbarrett@gentrypioneers.com>, "Dr. Mike Hernandez" <Hernandezm@hssd.net>, Frank Janaskie <fjanaskie@flcobras.com>, "Gary Jackson (gjackson@wmsd.net)" <gjackson@wmsd.net>, Holly Johnson <holly.johnson@fayar.net>, Jason Jones <Jason.Jones@sssd.k12.ar.us>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Jody Wiggins <jody.wiggins@sssd.k12.ar.us>, Jon Collins <collins@wmsd.net>, Jon Purifoy <jpurifoy@farmcards.org>, Joseph Rollins <jrollins2@sdale.org>, Josh Harrison <harrisonj@bauxiteminers.org>, Judy Winslett <jwinslett@gentrypioneers.com>, Kathy Cornish <kathy.cornish@warrensd.org>, Keith Madden <keith.madden@badger.k12.ar.us>, Kendall Ramey <ken.ramey@sssd.k12.ar.us>, Kim Garrett <kim.garrett@fayar.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lance Arbuckle <larbuckle@rps.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, MaryAnn Spears <mspears@lincolncsd.com>, Matthew Drake

<Matthew.Drake@arkansas.gov>, Meagan Witonski <mwitonski@sdale.org>, Michael Cox <mcox@osd1.org>, Michele Evans <michele.evans@cps.k12.ar.us>, Paul Hewitt <paul.hewitt@fayar.net>, Regina Scroggins <regina.scroggins@warrensd.org>, Richard Atwill <ratwill@blythevilleschools.net>, Rick Neal <rneal@prs.k12.ar.us>, Roger Ried <roger.ried@southsideschools.org>, Sara Weaver <sara.weaver@warrensd.org>, Stephanie Nehus <nehuss@hssd.net>, Stephen Prince <stephen.prince@crosscountyschools.com>, Steven Green <steven.green@cavecivcity.ncsc.k12.ar.us>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, ADE William Thurman <tony.thurman@cps.k12.ar.us>

Charter Leaders,

As lottery season is upon us, the Charter Unit is hosting a webinar about the Lottery Process on Tuesday, February 23<sup>rd</sup> at 1 PM. The University of Arkansas's Office for Education Policy Director Dr. Sarah McKenzie will provide charter leaders with helpful information about conducting transparent, random and anonymous lotteries. Also, we will introduce a document that could be helpful to charters as they conduct their lotteries and maintain lottery records. Provided via ZOOM, you can access the session at <https://zoom.us/j/2119696873>. The link is also included in the Notes section at the bottom of the February calendar.

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I look forward to hearing from you!

*Alexandra Boyd, Director*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

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---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Mon, Feb 22, 2016 at 4:38 PM

To: Marilyn Schoppmeyer <marilynschoppmeyer@haashall.org>, Samantha Butler <SamanthaButler@haashall.org>, Susan Bendure <SusanBendure@haashall.org>

FYI. Can the three of you watch this as HHA? I will be in Siloam Springs meeting with John Brown from the Windgate Foundation.

Sincerely,

Marty

[Quoted text hidden]



**Dr. Martin W. Schoppmeyer, Jr.**  
Founder and Superintendent of Schools  
MartinSchoppmeyer@haashall.org

**Haas Hall Academy**  
Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 72703  
2600 SE J Street, Bentonville, Arkansas 72712  
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---

**Susan Bendure** <susanbendure@haashall.org>

Mon, Feb 22, 2016 at 4:44 PM

To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

I can't wait

[Quoted text hidden]



**Susan Bendure**  
Director of APSCN / eSchool  
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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## Lottery Best Practices

2 messages

Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Tue, Feb 23, 2016 at 3:11 PM

To: Alison Branch <abranch@k12.com>, Anitra Rogers <aogers@lrprep.org>, ARCA <arkansasconnectionsacademy@gmail.com>, Arnold Robertson <arobertson@responsived.com>, Atnan Ekin <ekin@lisaacademy.org>, "Barb Padgett (bpadgett@artsk12.org)" <bpadgett@artsk12.org>, Ben Lindquist <blindquist@lrprep.org>, Bethany Ratermann <ratermann@lisaacademy.org>, Boyd Logan <boyd@fsfuture.org>, Brent Mitchell <bmmitchell@lhacs.org>, Chris Givens <chris.givens@rbmlr.com>, Christine Silano <ozarkcca@gmail.com>, Christopher Stevens <cstevens@responsived.com>, Cindy Barton <cbarton@estemlr.net>, Curtis Shack <cshack@responsived.com>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Eric Dailey <edailey@lhacs.org>, Evan McGrew <emcgrew@lhacs.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Heather Saunders <heather.saunders@kipdelta.org>, Hollie Gumm <hgumm@arva.org>, Ilker Fidan <ifidan@lisaacademy.org>, John Bacon <jbacon@estemlr.net>, John Bennetts <john.bennetts@kipdelta.org>, Judy Warren <jwarren@iacs.k12.ar.us>, Katie Tatum <katie.tatum@siatech.org>, Kimberly Willis <kimberly.willis@academicsplus.org>, Lenisha Broadway <lbroadway@lhacs.org>, Luanne Baroni <baroni@lisaacademy.org>, Maisie Wright <maisie.wright@kipdelta.org>, Marcus Nelson <marcus.nelson@kipdelta.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Mary Ley (mley@artsk12.org)" <mley@artsk12.org>, Mitzi Bingaman <mbingaman@arva.org>, Norman Achin <nachin@responsived.com>, Norman Whitfield <nwhitfield@lhacs.org>, Paul Stewart <pstewart@artsk12.org>, Robert McGill <rob.mcgill@academicsplus.org>, "Rod Wittenberg (rodwittenberg@haashall.org)" <rodwittenberg@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@k12.com>, "Shannon Nuckols shannon.nuckols@rbmlr.com" <shannon.nuckols@rbmlr.com>, Susan Provenza <sprovenza@responsived.com>, Tina Long <tina.long@exaltededucation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Tracy Ragen <tragen@k12.com>, Trish Flanagan <trish@fsfuture.org>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, William Felton <wfelton@lhacs.org>, ADE Jimmy Rollins <jrollins@sdale.org>, Becky Kesler <becky.kesler@tasd7.net>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Bobby Ashley <bashley@blythevilleschools.net>, Brad Sullivan <bsullivan@flcobras.com>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Bryan Cornish <bryan.cornish@warrensd.org>, Bryan Law <blaw@farmcards.org>, Carla Wardlaw <carla.wardlaw@warrensd.org>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charley Clark <cclark@prs.k12.ar.us>, Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>, Chrystal Smith <csmith@osd1.org>, Courtney Jones <cjones@lincolnscsd.com>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Darin Beckwith <dbeckwith@flcobras.com>, "donaghym@bauxiteminers.org" <donaghym@bauxiteminers.org>, Donald Westerman <dwesterman@flcobras.com>, "Dr. Barrett" <drbarrett@gentrypioneers.com>, "Dr. Mike Hernandez" <Hernandezm@hssd.net>, Frank Janaskie <fjanaskie@flcobras.com>, "Gary Jackson (gjackson@wmsd.net)" <gjackson@wmsd.net>, Holly Johnson <holly.johnson@fayar.net>, Jason Jones <Jason.Jones@sssd.k12.ar.us>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Jody Wiggins <jody.wiggins@sssd.k12.ar.us>, Jon Collins <collins@wmsd.net>, Jon Purifoy <jpurifoy@farmcards.org>, Joseph Rollins <jrollins2@sdale.org>, Josh Harrison <harrisonj@bauxiteminers.org>, Judy Winslett <jwinslett@gentrypioneers.com>, Kathy Cornish <kathy.cornish@warrensd.org>, Keith Madden <keith.madden@badger.k12.ar.us>, Kendall Ramey <ken.ramey@sssd.k12.ar.us>, Kim Garrett <kim.garrett@fayar.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lance Arbuckle <larbuckle@rps.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, MaryAnn Spears <mspears@lincolnscsd.com>, Matthew Drake <Matthew.Drake@arkansas.gov>, Meagan Witonski <mwitonski@sdale.org>, Michael Cox <mcox@osd1.org>, Michele Evans <michele.evans@cps.k12.ar.us>, Paul Hewitt <paul.hewitt@fayar.net>, Regina Scroggins <regina.scroggins@warrensd.org>, Richard Atwill <rattwill@blythevilleschools.net>, Rick Neal

<rneal@prs.k12.ar.us>, Roger Ried <roger.ried@southsideschools.org>, Sara Weaver <sara.weaver@warrensd.org>, Stephanie Nehus <nehuss@hssd.net>, Stephen Prince <stephen.prince@crosscountyschools.com>, Steven Green <steven.green@cavecity.ncsc.k12.ar.us>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, ADE William Thurman <tony.thurman@cps.k12.ar.us>  
Cc: Clayton Williams <cwilliams@farmcards.org>, Debbie Zupan <dzupan@artsk12.org>, Marquita Hill <M.J.Hill@arkansas.gov>, Lori Clancy <Lori.Clancy@arkansas.gov>, Matthew Wells <mwells@iacs.k12.ar.us>, Slyvia Wynn <swynn@lrprep.org>

Charter Leaders,

Thanks for attending today's webinar on Lottery Best Practices. You will find the PowerPoint, Sample Lottery Worksheet, Charter Lottery Spreadsheet to be used for tracking, and a Sample Parent Explanation of Charter Lottery in the attachment.

Feel free to contact me with any questions or suggestions for future webinar topics.

*Alexandra Boyd, Director*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: alexandra.boyd@arkansas.gov

Telephone: 501-682-5665

Fax: 501-371-3514

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**4 attachments**



**Lottery BP.PPTX**  
3526K



**Sample Lottery Worksheet.xlsx**  
50K



**Charter Lottery Spreadsheet\_final.xlsx**  
37K

 **Sample Parent Explanation of Charter Lottery.docx**  
25K

REDACTED





Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## new Program Advisor

1 message

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Fri, Mar 4, 2016 at 12:36 PM

To: Alison Branch <abranch@k12.com>, Anitra Rogers <arogers@lrprep.org>, ARCA <arkansasconnectionsacademy@gmail.com>, Arnold Robertson <arobertson@responsived.com>, Atnan Ekin <ekin@lisaacademy.org>, "Barb Padgett (bpadgett@artsk12.org)" <bpadgett@artsk12.org>, Ben Lindquist <blindquist@lrprep.org>, Bethany Ratermann <ratermann@lisaacademy.org>, Boyd Logan <boyd@fsfuture.org>, Brent Mitchell <bmtchell@lhacs.org>, Chris Givens <chris.givens@rbmlr.com>, Christine Silano <ozarkcca@gmail.com>, Christopher Stevens <cstevens@responsived.com>, Cindy Barton <cbarton@estemlr.net>, Curtis Shack <cshack@responsived.com>, Darryle Hinton <dhinton@lrprep.org>, Dennis Felton <dfelton@responsived.com>, Diane Gross <diane.gross@academicsplus.org>, Eric Dailey <edailey@lhacs.org>, Evan McGrew <emcgrew@lhacs.org>, Fatih Bogrek <fbogrek@lisaacademy.org>, Heather Saunders <heather.saunders@kipdelta.org>, Hollie Gumm <hgumm@arva.org>, Ilker Fidan <ifidan@lisaacademy.org>, John Bacon <jbacon@estemlr.net>, John Bennetts <john.bennetts@kipdelta.org>, Judy Warren <jwarren@iacs.k12.ar.us>, Katie Tatum <katie.tatum@siatech.org>, Kimberly Willis <kimberly.willis@academicsplus.org>, Lenisha Broadway <lbroadway@lhacs.org>, Luanne Baroni <baroni@lisaacademy.org>, Maisie Wright <maisie.wright@kipdelta.org>, Marcus Nelson <marcus.nelson@kipdelta.org>, ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>, "Mary Ley (mley@artsk12.org)" <mley@artsk12.org>, Mitzi Bingaman <mbingaman@arva.org>, Norman Achin <nachin@responsived.com>, Norman Whitfield <nwhitfield@lhacs.org>, Paul Stewart <pstewart@artsk12.org>, Robert McGill <rob.mcgill@academicsplus.org>, "Rod Wittenberg (rodwittenberg@haashall.org)" <rodwittenberg@haashall.org>, Ruthie Walls <ruthie.walls@estemlr.net>, Scott Shirey <scott.shirey@kipdelta.org>, Scott Sides <ssides@k12.com>, "Shannon Nuckols shannon.nuckols@rbmlr.com" <shannon.nuckols@rbmlr.com>, Susan Provenza <sprovenza@responsived.com>, Tina Long <tina.long@exalteseducation.org>, Todd Dixon <todd.dixon@kipdelta.org>, Trish Flanagan <trish@fsfuture.org>, Valerie Tatum <Valerie.Tatum@arkansas.gov>, William Felton <wfelton@lhacs.org>, ADE Jimmy Rollins <jrollins@sdale.org>, Becky Kesler <becky.kesler@tasd7.net>, Belinda Shook <belinda.shook@badger.k12.ar.us>, Bobby Ashley <bashley@blythevilleschools.net>, Brad Sullivan <bsullivan@flcobras.com>, Brigitte Shipman <bshipman@mtnhome.k12.ar.us>, Bryan Cornish <bryan.cornish@warrensd.org>, Bryan Law <blaw@farmcards.org>, Carla Wardlaw <carla.wardlaw@warrensd.org>, Carolyn Wilson <carolyn.wilson@crosscountyschools.com>, Charley Clark <cclark@prs.k12.ar.us>, Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>, Chrystal Smith <csmith@osd1.org>, Courtney Jones <cjones@lincolncsd.com>, Dana Brown <dbrown@mtnhome.k12.ar.us>, Darin Beckwith <dbeckwith@flcobras.com>, "donaghym@bauxiteminers.org" <donaghym@bauxiteminers.org>, Donald Westerman <dwesterman@flcobras.com>, "Dr. Barrett" <drbarrett@gentrypioneers.com>, "Dr. Mike Hernandez" <Hernandezm@hssd.net>, Frank Janaskie <fjanaskie@flcobras.com>, "Gary Jackson (gjackson@wmsd.net)" <gjackson@wmsd.net>, Holly Johnson <holly.johnson@fayar.net>, Jason Jones <Jason.Jones@sssd.k12.ar.us>, Jennifer McFarland <jennifer.mcfarland@nt.crosscountyschools.com>, Jody Wiggins <jody.wiggins@sssd.k12.ar.us>, Jon Collins <collins@wmsd.net>, Jon Purifoy <jpurifoy@farmcards.org>, Joseph Rollins <jrollins2@sdale.org>, Josh Harrison <harrisonj@bauxiteminers.org>, Judy Winslett <jwinslett@gentrypioneers.com>, Kathy Cornish <kathy.cornish@warrensd.org>, Keith Madden <keith.madden@badger.k12.ar.us>, Kendall Ramey <ken.ramey@sssd.k12.ar.us>, Kim Garrett <kim.garrett@fayar.net>, Kim Wilbanks <kim.wilbanks@jonesboroschools.net>, Lance Arbuckle <larbuckl@rps.k12.ar.us>, Leigh Anne Rainey <leigh.rainey@jonesboroschools.net>, Lonnie Myers <lmyers@mtnhome.k12.ar.us>, Margaret Darr <jdarr@rps.k12.ar.us>, MaryAnn Spears <mspears@lincolncsd.com>, Matthew Drake <Matthew.Drake@arkansas.gov>, Meagan Witonski <mwitonski@sdale.org>, Michael Cox <mcox@osd1.org>, Michele Evans <michele.evans@cps.k12.ar.us>, Paul Hewitt <paul.hewitt@fayar.net>, Regina Scroggins <regina.scroggins@warrensd.org>, Richard Atwill <rattwill@blythevilleschools.net>, Rick Neal <rneal@prs.k12.ar.us>, Roger Ried <roger.ried@southsideschools.org>, Sara Weaver

<sara.weaver@warrensd.org>, Stephanie Nehus <nehuss@hssd.net>, Stephen Prince <stephen.prince@crosscountyschools.com>, Steven Green <steven.green@cavecity.ncsc.k12.ar.us>, Susan Waggener <swaggener@wmsd.net>, Terry Taylor <terry.taylor@tasd7.net>, Teryn Spears <tspears@blythevilleschools.net>, ADE William Thurman <tony.thurman@cps.k12.ar.us>, Clayton Williams <cwilliams@farmcards.org>, Debbie Zupan <dzupan@artsk12.org>, Marquita Hill <MJ.Hill@arkansas.gov>, Lori Clancy <Lori.Clancy@arkansas.gov>, Matthew Wells <mwells@iacs.k12.ar.us>, Sylvia Wynn <swynn@lrprep.org>  
Cc: "Kelly McLaughlin (ADE)" <Kelly.McLaughlin@arkansas.gov>, "Mary Perry (ADE)" <Mary.Perry@arkansas.gov>, "Alyse Mattox (ADE)" <Alyse.Mattox@arkansas.gov>, "Sharon Rodgers (ADE)" <Sharon.Rodgers@arkansas.gov>

Greetings Charter Leaders,

I hope that you all had a great week! The ADE Charter Unit is happy to announce that we have a new Program Advisor, Kelly McLaughlin. You all, if you have not already, will be receiving communication from Kelly regarding site visits, lottery observations, and a number of other charter related components. Her email address is Kelly.McLaughlin@arkansas.gov and her phone number is 501-682-2130.

We are very glad to have Kelly as a part of our team and she is looking forward to working with you all!

*Alexandra Boyd, Director*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: alexandra.boyd@arkansas.gov

Telephone: 501-682-5665

Fax: 501-371-3514

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Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

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**Lottery List**

1 message

**Heather Holaway** <heatherholaway@haashall.org>

Thu, Mar 31, 2016 at 3:37 PM

To: Alexandra Boyd &lt;alexandra.boyd@arkansas.gov&gt;

Cc: Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;, Mark Henry &lt;mark@henrylawfirm.net&gt;

Alexandra, I hope today is going well! My fingers are crossed for a great outcome for you.

Thank you so much for coming up last night- we really appreciate you being there for the lottery drawing. I'd love to hear your feedback for how we can make that even better in the future.

Here is last night's lottery list, complete with scholars names and birthdates. I've also included the master export file. Let me know if you have any questions!

Thanks!  
Heather

**Heather Holaway**Executive Director of Marketing & Communications  
HeatherHolaway@haashall.org**Haas Hall Academy**Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 72703  
2600 SE J Street, Bentonville, Arkansas 72712  
haashall.org

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**2 attachments****LOTTERY-FINAL.xlsx**  
672K**MASTER-Formatted.xlsx**  
415K





Martin Schoppmeyer &lt;martinschoppmeyer@haashall.org&gt;

**Application Information 2017-2018**

3 messages

Heather Holaway <heatherholaway@haashall.org>  
To: Alexandra Boyd <alexandra.boyd@arkansas.gov>  
Cc: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Tue, Apr 5, 2016 at 11:50 AM

Hey Alexandra, I'm working on our application for 2017-2018 and had a question.

Per your suggestion, we're reducing a majority of the information we request on our application going forward, but I noticed on the Charter Lottery Spreadsheet there's a column for Gender- that's not something we've ever asked before, should we add it?

Also, since we didn't ask for that on this year's application data, how should we fill out that column for this year?

Thanks!  
Heather



Heather Holaway  
Executive Director of Marketing & Communications  
HeatherHolaway@haashall.org

Haas Hall Academy  
Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 72703  
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Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>  
To: Heather Holaway <heatherholaway@haashall.org>  
Cc: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Mon, Apr 11, 2016 at 9:38 AM

Heather,

I apologize for the delay. The gender field is a question that we are now encouraging schools to request, because it will help us to identify students and track their academic growth, moving forward. Do not worry about capturing it for the lottery that you just ran.

Please let me know if you need anything else.

-Alexandra

From: Heather Holaway [mailto:heatherholaway@haashall.org]  
Sent: Tuesday, April 05, 2016 11:51 AM  
To: Alexandra Boyd (ADE)  
Cc: ADE Martin Schoppmeyer  
Subject: Application Information 2017-2018

Hey Alexandra, I'm working on our application for 2017-2018 and had a question.

Per your suggestion, we're reducing a majority of the information we request on our application going forward, but I noticed on the Charter Lottery Spreadsheet there's a column for Gender- that's not something we've ever asked before, should we add it?

Also, since we didn't ask for that on this year's application data, how should we fill out that column for this year?

Thanks!  
Heather

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[Image removed by sender. Twitter] <<https://www.twitter.com/haashallacademy>> [Image removed by sender. Facebook]  
<<https://www.facebook.com/haashallacademy>> [Image removed by sender. LinkedIn] <<http://linkedin.com/company/861737>>

[Image removed by sender.]

Heather Holaway  
Executive Director of Marketing & Communications  
HeatherHolaway@haashall.org <<mailto:heatherholaway@haashall.org>>  
Haas Hall Academy  
Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 727032600 SE J Street, Bentonville, Arkansas 72712  
[haashall.org](http://haashall.org/) <<http://haashall.org/>>  
[Quoted text hidden]

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4 attachments

image001.jpg  
1K

image002.jpg  
1K

image003.jpg  
1K

image004.jpg  
1K

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Heather Holaway <[heatherholaway@haashall.org](mailto:heatherholaway@haashall.org)>  
To: "Alexandra Boyd (ADE)" <[Alexandra.Boyd@arkansas.gov](mailto:Alexandra.Boyd@arkansas.gov)>  
Cc: Martin Schoppmeyer <[martinschoppmeyer@haashall.org](mailto:martinschoppmeyer@haashall.org)>

Mon, Apr 11, 2016 at 11:18 AM

Thanks Alexandra!



Heather Holaway  
Executive Director of Marketing & Communications  
[HeatherHolaway@haashall.org](mailto:HeatherHolaway@haashall.org)

Haas Hall Academy  
Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 72703  
2600 SE J Street, Bentonville, Arkansas 72712  
[haashall.org](http://haashall.org)

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On Apr 11, 2016, at 9:38 AM, Alexandra Boyd (ADE) <[Alexandra.Boyd@arkansas.gov](mailto:Alexandra.Boyd@arkansas.gov)> wrote:

Heather,

I apologize for the delay. The gender field is a question that we are now encouraging schools to request, because it will help us to identify students and track their academic growth, moving forward. Do not worry about capturing it for the lottery that you just ran.

Please let me know if you need anything else.

-Alexandra

---

**From:** Heather Holaway [<mailto:heatherholaway@haashall.org>]  
**Sent:** Tuesday, April 05, 2016 11:51 AM  
**To:** Alexandra Boyd (ADE)  
**Cc:** ADE Martin Schoppmeyer  
**Subject:** Application Information 2017-2018

Hey Alexandra, I'm working on our application for 2017-2018 and had a question.

Per your suggestion, we're reducing a majority of the information we request on our application going forward, but I noticed on the Charter Lottery Spreadsheet there's a column for Gender- that's not something we've ever asked before, should we add it?

Also, since we didn't ask for that on this year's application data, how should we fill out that column for this year?

Thanks!  
Heather

  Heather Holaway  
Executive Director of Marketing & Communications  
[HeatherHolaway@haashall.org](mailto:HeatherHolaway@haashall.org)  
  
Haas Hall Academy  
Office: 479-966-4930 / Fax: 479-966-4932  
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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

## FW: Draft Haas Hall Policies

11 messages

Tripp Walter <twalter@apsrc.net>

Tue, May 3, 2016 at 3:43 PM

To: "martinschoppmeyer@haashall.org" <martinschoppmeyer@haashall.org>

Cc: Tyler Barnett <tbarnett@apsrc.net>

Hi, Marty. Please see the email that I just received from the ADE concerning your sibling, transfer, and lottery policies. We all should talk about this tomorrow and discuss possible changes so they can be made before tomorrow's submission deadline. Tripp

-----Original Message-----

From: Jennifer Davis (ADE) [mailto:Jennifer.Davis@arkansas.gov]

Sent: Tuesday, May 03, 2016 3:30 PM

To: Tripp Walter

Cc: Alexandra Boyd (ADE); Mary Perry (ADE)

Subject: Re: Draft Haas Hall Policies

Tripp,

The sibling policy probably needs to be more detailed regarding the admission of siblings. For example, if you have already filled all the 7th grade seats and an 8th grader has a 7th grade sibling, does that sibling go to the top of the waitlist for the next available slot or do they bump an already admitted student out? Also, how are siblings going to be determined - DNA, live in the same household, share a parent, etc?

In regards to the transfer policy, it would be better to state that students in the Fayetteville campus can make a one-time election to transfer to the Springdale campus and if a student does not elect to permanently transfer to Springdale now, they will have to apply for admission (with no preference) later.

Thanks,

Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-4227  
(501) 682-4249 (fax)  
jennifer.davis@arkansas.gov <mailto:jennifer.davis@arkansas.gov>

From: Tripp Walter <twalter@apsrc.net<mailto:twalter@apsrc.net>>

Date: Thursday, April 28, 2016 at 11:34 AM

To: Jennifer Davis <Jennifer.Davis@Arkansas.Gov<mailto:Jennifer.Davis@Arkansas.Gov>>

Cc: "Alexandra Boyd (ADE)" <Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>>, "Mary Perry (ADE)" <Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>>

Subject: Draft Haas Hall Policies

Hi, Jennifer, Alexandra and Mary. I have attached a draft document containing Haas Hall's proposed lottery, sibling admission and transfer policies for its new school. I would appreciate it if you could take a look at the policies and let me know if there are any points of concern and changes that need to be made.



Thanks so much for your help. Tripp

---

REDACTED

REDACTED

-----Original Message-----

From: Jennifer Davis (ADE) [mailto:Jennifer.Davis@arkansas.gov]

Sent: Wednesday, May 04, 2016 2:39 PM

To: Tripp Walter

Cc: Alexandra Boyd (ADE); Mary Perry (ADE)

Subject: Re: Draft Haas Hall Policies

Tripp,

Of course we can't give "approval" for these policies, a thought on the lottery process is that it might need to be made more clear that the shadowing and parent orientation are not mandatory and participation is either is not a factor in student admissions. Also, we aren't certain that 48 hours to complete/return an enrollment package is enough time - some parents may not check email everyday, some may need to go print the documents, and some parents may just need the weekend to complete a lengthy package. Perhaps 7 days may be more appropriate?

Thanks,

Jennifer Davis

Staff Attorney

Arkansas Department of Education

Four Capitol Mall, Room 301-A

Little Rock, AR 72201

(501) 682-4227

(501) 682-4249 (fax)

jennifer.davis@arkansas.gov <mailto:jennifer.davis@arkansas.gov>

On 5/4/16, 8:49 AM, "Tripp Walter" <twalter@apsrc.net> wrote:

> Hi, everyone. Are there any comments about the lottery process? Thanks,

[Quoted text hidden]

---

REDACTED

REDACTED

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Fri, May 6, 2016 at 1:37 PM

To: Tripp Walter <twalter@apsrc.net>

Dear Tripp:

We feel that Haas Hall Academy has been extremely accommodating to any input from either the ADE or APSRC because we believe everyone is on the same page in making our lottery process a model for our state. We have no problem with the extended deadline and feel that we would be better served to provide that change as a handout to the panel the day of the hearing.

I do want to take the time to thank you for all of your assistance! I hope you have a pleasant weekend!

Sincerely,

Marty

[Quoted text hidden]

--

**Dr. Martin W. Schoppmeyer, Jr.**  
Founder and Superintendent of Schools  
MartinSchoppmeyer@haashall.org



**Haas Hall Academy**

Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 72703  
2600 SE J Street, Bentonville, Arkansas 72712  
haashall.org

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---

REDACTED



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

**additional information requested**

1 message

---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Mon, May 9, 2016 at 11:19 AM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Mark Henry (Mark@henry.us)" <Mark@henry.us>, "Mark Henry (mark@henrylawfirm.net)" <mark@henrylawfirm.net>, "Heather Holaway (heatherholaway@haashall.org)" <heatherholaway@haashall.org>

Dr. Schoppmeyer,

I have received a request for additional information to support your amendment request. Could you please provide the following information, in writing, with or before your presentation on May 18<sup>th</sup>?

- The number of students currently enrolled that would qualify for Free and/or Reduced Lunch at your Fayetteville Campus and at your Bentonville Campus if your schools participated in the FRL program.
- Specific efforts made to recruit students from diverse racial and socio-economic backgrounds.
- The demographics (race, FRL status, SPED status) of students who have recently enrolled for the 2016-2017 school year, following your most recent lottery.

Please let me know if you need any further clarification or assistance.

*Alexandra Boyd, Director*

Public Charter Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: alexandra.boyd@arkansas.gov

Telephone: 501-682-5665

Fax: 501-371-3514

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Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## SBE Hearing

1 message

---

Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>

Mon, Jun 6, 2016 at 5:18 PM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Mark Henry (Mark@henry.us)" <Mark@henry.us>, "Mark Henry (mark@henrylawfirm.net)" <mark@henrylawfirm.net>, "Heather Holaway (heatherholaway@haashall.org)" <heatherholaway@haashall.org>

Dr. Schoppmeyer,

Please let this email serve as a reminder that you have an agenda item (A-13) on the upcoming State Board of Education Meeting scheduled for June 9, 2016, beginning at 10:00 AM, located in the ADE Auditorium at Four Capitol Mall in Little Rock, AR 72201.

In the attachment, you will find the document related to your item that appears on the Board Agenda.

Please let me know if you plan to attend the hearing in person or via conference call, and who will be speaking on behalf of the charter, should the Board have questions.

Please let me know if you need any further information.

*Alexandra Boyd, Director*

Public Charter Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: alexandra.boyd@arkansas.gov

Telephone: 501-682-5665

Fax: 501-371-3514



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 **Haas\_Hall\_Packet.pdf**  
5709K



Martin Schoppmeyer <martinschoppmeyer@haashall.org>

---

## decision letter

4 messages

---

**Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Fri, Jun 10, 2016 at 3:57 PM

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Mark Henry (mark@henrylawfirm.net)" <mark@henrylawfirm.net>, "Mark Henry (Mark@henry.us)" <Mark@henry.us>, "Jones, Debbie" <djones@bentonvillek12.org>, Paul Hewitt <paul.hewitt@fayar.net>, ADE Jimmy Rollins <jrollins@sdale.org>

Please see attached.

*Alexandra Boyd, Director*

Public Charter Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201


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 **Haas Hall Decision Letter.pdf**  
264K

---

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Fri, Jun 10, 2016 at 3:59 PM

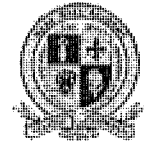
To: Scott Smith <ssmith@apsrc.net>, Tripp Walter <twalter@apsrc.net>

FYI.

[Quoted text hidden]

--

**Dr. Martin W. Schoppmeyer, Jr.**  
Founder and Superintendent of Schools  
MartinSchoppmeyer@haashall.org

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**Haas Hall Decision Letter.pdf**  
 264K

**Martin Schoppmeyer** <martinschoppmeyer@haashall.org>

Fri, Jun 10, 2016 at 3:59 PM

To: Carin Schoppmeyer <carinschoppmeyer@haashall.org>

----- Forwarded message -----

From: **Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>

Date: Fri, Jun 10, 2016 at 3:57 PM

Subject: decision letter

To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Cc: "Mark Henry (mark@henrylawfirm.net)" <mark@henrylawfirm.net>, "Mark Henry (Mark@henry.us)" <Mark@henry.us>, "Jones, Debbie" <djones@bentonvillek12.org>, Paul Hewitt <paul.hewitt@fayar.net>, ADE Jimmy Rollins <jrollins@sdaile.org>

[Quoted text hidden]



**Dr. Martin W. Schoppmeyer, Jr.**  
 Founder and Superintendent of Schools  
 MartinSchoppmeyer@haashall.org

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**Haas Hall Decision Letter.pdf**  
 264K

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**Tripp Walter** <twalter@apsrc.net>  
To: Martin Schoppmeyer <martinschoppmeyer@haashall.org>

Fri, Jun 10, 2016 at 4:25 PM

Thanks, Marty! Tripp

**From:** Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
**Sent:** Friday, June 10, 2016 4:00 PM  
**To:** Scott Smith; Tripp Walter  
**Subject:** Fwd: decision letter

FYI.

----- Forwarded message -----

From: **Alexandra Boyd (ADE)** <Alexandra.Boyd@arkansas.gov>  
Date: Fri, Jun 10, 2016 at 3:57 PM  
Subject: decision letter  
To: ADE Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
Cc: "Mark Henry (mark@henrylawfirm.net)" <mark@henrylawfirm.net>, "Mark Henry (Mark@henry.us)" <Mark@henry.us>, "Jones, Debbie" <djones@bentonvillek12.org>, Paul Hewitt <paul.hewitt@fayar.net>, ADE Jimmy Rollins <jrollins@sdaile.org>

Please see attached.

*Alexandra Boyd, Director*

Public Charter Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201


E-mail: alexandra.boyd@arkansas.gov


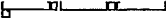
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**HAAS HALL ACADEMY**  
**EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!**



MartinSchoppmeyer@haashall.org

3880 N Front Street  
Fayetteville, Arkansas 72703  
**haashall.org**

## Dr. Martin W. Schoppmeyer, Jr.

Founder and Superintendent, Haas Hall Academy

Founded the first open-enrollment, public charter high school in the state of Arkansas, Haas Hall Academy, in 2004. Today the school boasts two campuses in Northwest Arkansas with over 700 scholars currently enrolled and further expansion plans scheduled for Summer 2016.



## Background

Haas Hall Academy is a small, comprehensive institution promoting an accelerated college preparatory curriculum with over 700 scholars in grades 7 through 12. Haas Hall Academy is the state's only open-enrollment charter high school focusing on rigor and high academic standards.

## Mission

To provide an aggressive alternative to the traditional learning environment for scholars with high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities.

## Vision

Haas Hall Academy produces truly educated graduates ready for the academic challenges that await them in their higher education pursuits.

**Every Scholar, Every Day –  
College Bound!**





### **#1 Public High School in Arkansas**

US News & World Report — 2012, 2013, 2014, 2015 & 2016  
Haas Hall Academy ranks 721 spots above the second-ranked public school district in Arkansas (Bentonville).

Niche Best Schools (K-12) — 2016

Business Insider — 2015



### **#19 Public High School in the United States**

Newsweek's America's Top High Schools — 2015



### **The only Gold Medal Public High School in Arkansas**

US News & World Report

Three consecutive years — 2014, 2015, 2016



### **Ranked one of America's Most Challenging Schools**

Washington Post — 2013, 2014, 2015, 2016

In the top 1% for the fourth consecutive year



### **Earned the letter grade of 'A' with a perfect score of 300/300**

Arkansas Department of Education

Two consecutive years — 2015, 2016



### **School Newspaper received state's top award**

Scholastic Press Association Conference — 2013, 2014, 2015 & 2016

The Haas Hall Herald was inducted into the Arkansas Scholastic Press Association's Hall of Fame in 2016.

Scholars have been accepted to over 180  
Colleges and Universities in the past two years.

## Partial list of Colleges accepting Haas Hall Academy Graduates

American University  
Amherst College  
Auburn University  
Benedictine University  
Bowdoin College  
Brandeis University  
Bucknell University  
Carnegie Mellon University  
Case Western Reserve  
Colby College  
College of William & Mary  
Colorado College  
Colorado School of Mines  
Davidson College  
Emerson College  
Emory University  
Fordham University  
Georgetown University  
George Washington  
Georgia Inst. of Technology  
Gonzaga University  
Grinnell College  
Hendrix College  
Harvey Mudd College  
Johns Hopkins University

McGill University  
Middlebury College  
New York University  
Purdue University  
Rensselaer Polytechnic Inst.  
Rhodes College  
Rice University  
Rochester Inst. of Technology  
Sewanee: University of the South  
Southern Methodist University  
Smith College  
Stanford University  
Swarthmore College  
Texas A & M  
Texas Christian University  
The New School-Eugene Lang  
Trinity University  
Ohio State University  
University of Arkansas  
UC, Berkeley  
UC, Los Angeles  
UC, Santa Barbara  
University of Chicago  
University of CO, Boulder  
University of Connecticut

University of Georgia  
University of Glasgow  
University of Illinois  
University of Iowa  
University of Leeds  
University of MA, Amherst  
University of Michigan  
University of Missouri  
University of NC, Chapel Hill  
University of Notre Dame  
University of Oregon  
University of Rochester  
University of South Florida  
University of Texas, Austin  
UT, Dallas– McDermott  
University of Tulsa  
University of Vermont  
University of WI, Madison  
Washington & Lee University  
Washington University, St. Louis  
Vanderbilt University  
Vassar College

## Fayetteville

New Campus opened  
August 2015 on N Front Street

**CAMPUS EXPANSION: AUGUST 2016**



## Springdale

Newest Campus proposed to open  
August 2016 in  
The Jones Center for Families

**NEW CAMPUS: AUGUST 2016**



## Bentonville

Opened August 2015  
on SE J Street



# Diversity at Haas Hall Academy

**Fayetteville**

Campus

22% of Scholars identify as  
Non-White at Haas Hall  
Academy Fayetteville

**Bentonville**

Campus

30% of Scholars identify as  
Non-White at Haas Hall  
Academy Bentonville.



# THE Jones<sup>TM</sup> CENTER

725

The Jones Center for Families boasts a year-round ice arena, junior-olympic size lap pool, activity pool with a slide, basketball court, indoor track, conference center, and chapel.

The 200,000 square foot campus houses a dozen other non-profit organizations.





# THE Jones<sup>TM</sup> CENTER

726

## Wrap-around services

After school programs, recreational opportunities,  
wellness programs and community outreach.

**Haas Hall Academy  
has developed a  
comprehensive  
outreach plan to  
encourage low-income  
families to participate  
in our lottery system.**



**Apply**

**Enroll**

**Graduate**

**College Bound**





Our partnership with the Cisneros Center for New Americans contemplates enrichment projects such as: NWA School Choice Fair and a GED program.





**Demonstrated  
academic success**

**Has never:**

**Been subject to any disciplinary actions by the Authorizer**

**Been classified as an academic or fiscal distress**

**Had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-'105.**



HeatherHolaway@haashall.org

3880 N Front Street  
Fayetteville, Arkansas 72703  
**haashall.org**

# Heather Holaway

Executive Director of Marketing, Haas Hall Academy

Heather administrated the recent 2016-2017 admissions lottery for the Fayetteville and Bentonville campuses.

Heather's current focus is on refining the admissions system, administering the admissions lotteries, preparing expansions to our existing charters, and coordinating the upcoming district expansions.



# Haas Hall Academy Admissions Lottery Process 2016-2017



WELCOME ▾ SCHOLAR LIFE ▾ ADMISSIONS ▾ FRIENDS ▾ PARENTS ▾ CONTACT | Q

## APPLICATION FOR ADMISSION

Home > Admissions > Application for Admission

Haas Hall Academy is an accelerated, rigorous math and science based college-preparatory open-enrollment charter school serving grades 7-12 for scholars with high intensity of purpose. Haas Hall Academy has been recognized by U.S. News and World Report as one of the finest high schools in the nation!

We would like to thank you for considering Haas Hall Academy as the next step in your child's academic career by joining the exceptional group of individuals who have made the important decision to focus on preparation for college.

The Arkansas Quality Charter Schools Act of 2013 states:

*If there are still more applications for admissions*

## HAAS HALL ACADEMY APPLICATION FOR ADMISSION

If you would like for your child to be considered for the 2016-2017 Haas Hall Academy admissions lottery at more than one campus, a separate application for each campus must be submitted by March 4, 2016.

STEP 1 OF 2

50%

Campus \*

--Select one-- ▾

Grade Level for Admittance Term \*

7th Grade ▾

Scholar's Name \*

First Name

Last Name

FIRST NAME

LAST NAME

Scholar's Date of Birth \*

MM DD YYYY

MM DD YYYY

Home Address

STREET ADDRESS

CITY

Arkansas

STATE



Haas Hall Academy  
To: Heather Holaway  
Your application has been received.

Yesterday at 3:32 PM

149

Campus

Fayetteville

Grade Level for Admittance Term

7th Grade

Scholar's Name

Test Application

Scholar's Date of Birth

08/04/1984

Home Address

3016 N Strawberry Drive  
Fayetteville, Arkansas 72703  
United States  
[Map It](#)

Scholar's current school

Test School

Mathematics course scholar will complete this year

8th Grade Math

Select term for admittance

Fall 2016

Has applicant been expelled from another school?

No

Has applicant ever repeated a grade?

No

Has applicant ever skipped a grade?

No

Parent/Guardian Name

Heather Holaway

Parent/Guardian Email Address

[heatherholaway@haashall.org](mailto:heatherholaway@haashall.org)

Home Phone

(479) 225-4531



## APPLICANT VERIFICATION

[Home](#) > [Admissions](#) > [Applicant Verification](#)

### CONFIRM YOUR SCHOLAR'S APPLICATION

Enter the scholar applicant's date of birth (mm/dd/yyyy) and last name and the parent's/guardian's email address.

**All form fields must be completed.**

Scholar's Date of Birth(mm/dd/yyyy)

08041984

Scholar's Last Name

Application

Parent/Guardian Email Address

heatherholaway@haashall.org

SEARCH

#### SCHOLAR'S NAME TEST APPLICATION

Fayetteville  
Fall 2016  
7th Grade

SCHOLAR'S DATE OF BIRTH  
08/04/1984

CURRENT SCHOOL  
Test School

LAST COMPLETED MATH CLASS  
6th Grade Math

3016 N Strawberry Drive  
Fayetteville, Arkansas 72703  
United States  
(479) 225-4531

Heather Holaway  
[heatherholaway@haashall.org](mailto:heatherholaway@haashall.org)


Displaying 1 - 1 of 1

[VERIFY ANOTHER SCHOLAR](#)

### IMPORTANT DATES

 **March 4, 2016** – Admission Application Deadline

 **March 11, 2016** – Deadline for Application Revisions

 **March 30, 2016** – Admiss

Please confirm that all informa  
campus is correct. If you need  
using our simple online form b

[EDIT YOUR SCHOLAR'S APPL](#)

If you would like for your child  
additional campuses, a new ap  
**March 4, 2016.**

[SUBMIT AN APPLICATION FO](#)

## NAME OF APPLICANT

Scholar's Date of Birth

08/04/1984

Fall 2016

Fayetteville

7th Grade

LOTTERY ID NUMBER

**1234**

Please take note of your scholar's **Lottery ID number**.  
This number will be used to identify your scholar  
during the lottery drawing.

3380 N. Front Street  
Fayetteville, Arkansas 72703  
United States  
(479) 966-4930

Name of Guardian  
[emailaddress@email.com](mailto:emailaddress@email.com)

WELCOME  
ACADEMIC FOCUS  
GRADUATE SUCCESS  
PLAN YOUR VISIT  
OUR GOALS  
ACCREDITATION  
FACULTY  
STATE-REQUIRED  
INFORMATION  
NEWS

SCHOLAR LIFE  
ACADEMICS  
CURRICULUM  
CALENDAR  
TECHNOLOGY  
ACADEMIC ADVISING  
GRADUATION  
CULTURE  
ARTS  
ATHLETICS

ADMISSIONS  
ADMISSION  
APPLICATION  
HOMESCHOOL  
SHADOW A SCHOLAR  
  
FRIENDS  
ANNUAL FUND  
SUPPORT HAAS HALL  
ACADEMY  
MAKE A GIFT

PARENTS  
RESOURCES  
PARENTAL INVOLVEMENT  
PARENT FACULTY COUNCIL  
HANDBOOK  
DRESS CODE  
TECHNOLOGY  
POLICIES  
NEWS

DASHBOARD  
CALENDAR  
ANNOUNCEMENTS  
WEEKLY SCHEDULE  
DIRECTORY  
UNIFORM EXCHANGE  
GRADES  
VOLUNTEER  
LOG OUT

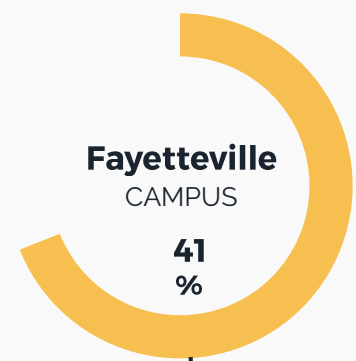
# Lottery Notifications

All applications are assigned an application ID number. The Lottery ID number serves to provide parents/guardians the opportunity to track their child's progress during the lottery drawing while protecting the family's privacy.

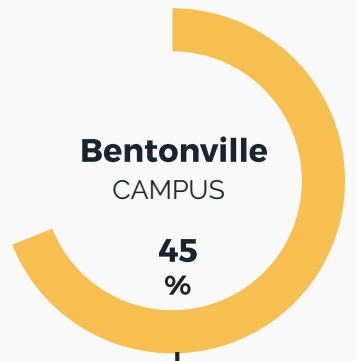
# Shadowing a Scholar

# Purpose & Benefit

- Prospective scholars are immersed in Haas Hall Academy's unique culture for one school day.
- Parents are welcome to tour the campus.
- One-on-one faculty & scholar interaction.
- Suggested, but not required.



41% of prospective scholars chose to shadow at the Fayetteville campus prior to the 2016-2017 lottery drawing.



45% of prospective scholars chose to shadow at the Bentonville campus prior to the 2016-2017 lottery drawing.



# Lottery Notifications





## Lottery Notifications

Multiple emails outlined the lottery process and were sent to all applicants. Topics included: Policies & Procedures, random selection, available seats, location and date, and Lottery ID Number.



## Admissions Lottery Drawing

Haas Hall Academy conducts an anonymous lottery for each campus by grade. Haas Hall Academy utilizes an electronic system which features a random number generator formula that assigns random selection for each applicant. Seats in each grade level are filled according to availability.



# HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

## Welcome to Haas Hall Academy!

Congratulations! Your scholar, **Test Scholar's Name (First) Test Scholar's Name (Last)**, has been accepted to the **Test Grade Level for Admittance Term** at the Haas Hall Academy **Test Campus** campus for the 2016-2017 school year.

Please accept (or decline) your scholar's seat by completing the [Seat Acceptance](#) form no later than **April 9, 2016 at 4PM**.

Simply enter your scholar's [Lottery ID](#), contact information, and sign the form electronically to accept or decline their seat.

Please note that final enrollment is subject to completion of all enrollment requirements. Upon receipt of your scholar's seat acceptance, we will begin the enrollment process. Information concerning important dates and documents necessary for enrollment will be sent via email in the following weeks.

Questions? Send us an email at [admissions@haashall.org](mailto:admissions@haashall.org).

[Seat Acceptance](#)

# Acceptance Notification

Our electronic notification system tracks each time an email is opened, if the recipient clicked any links within the email, or if the email was undeliverable.





## Seat Acceptance

Parents/guardians of accepted scholars will sign an electronic form to accept or deny their scholar's seat. Digital signatures and tracking numbers are used in this process for audit purposes.

# Wait List

The current wait list status is posted on [haashall.org](http://haashall.org) and updates as seats become available. All wait listed scholars will be encouraged to re-apply for the 2017-2018 admissions lottery on August 31, 2016.





A group of students in a classroom setting, some sitting at a desk with a laptop and books, others standing. A world map is visible in the background. The entire image has a warm, orange-toned overlay.

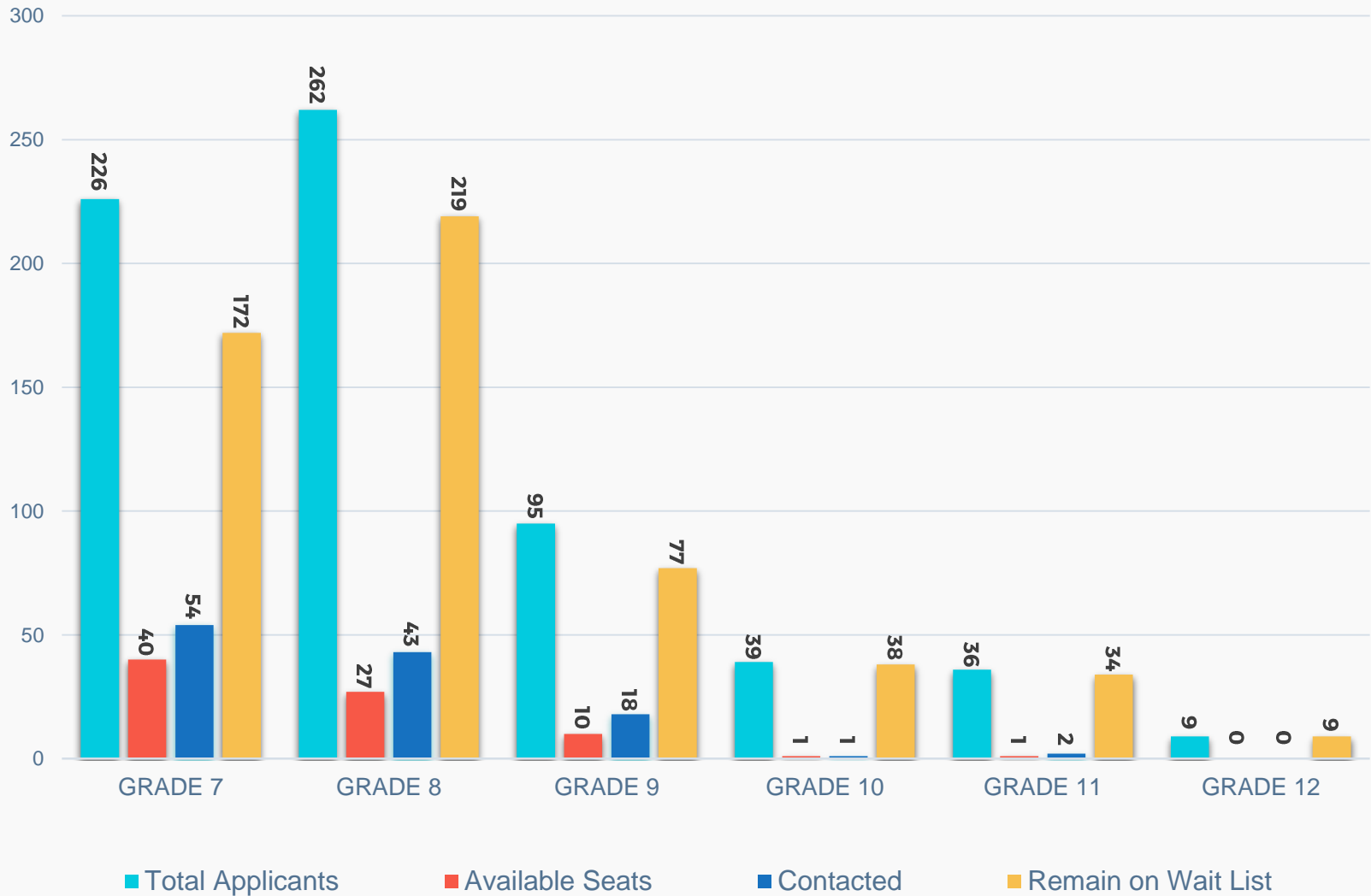
# 2016-2017 Fayetteville & Bentonville Admissions Lottery

March 30, 2016

## 2016-2017 Admissions Lottery – Fayetteville

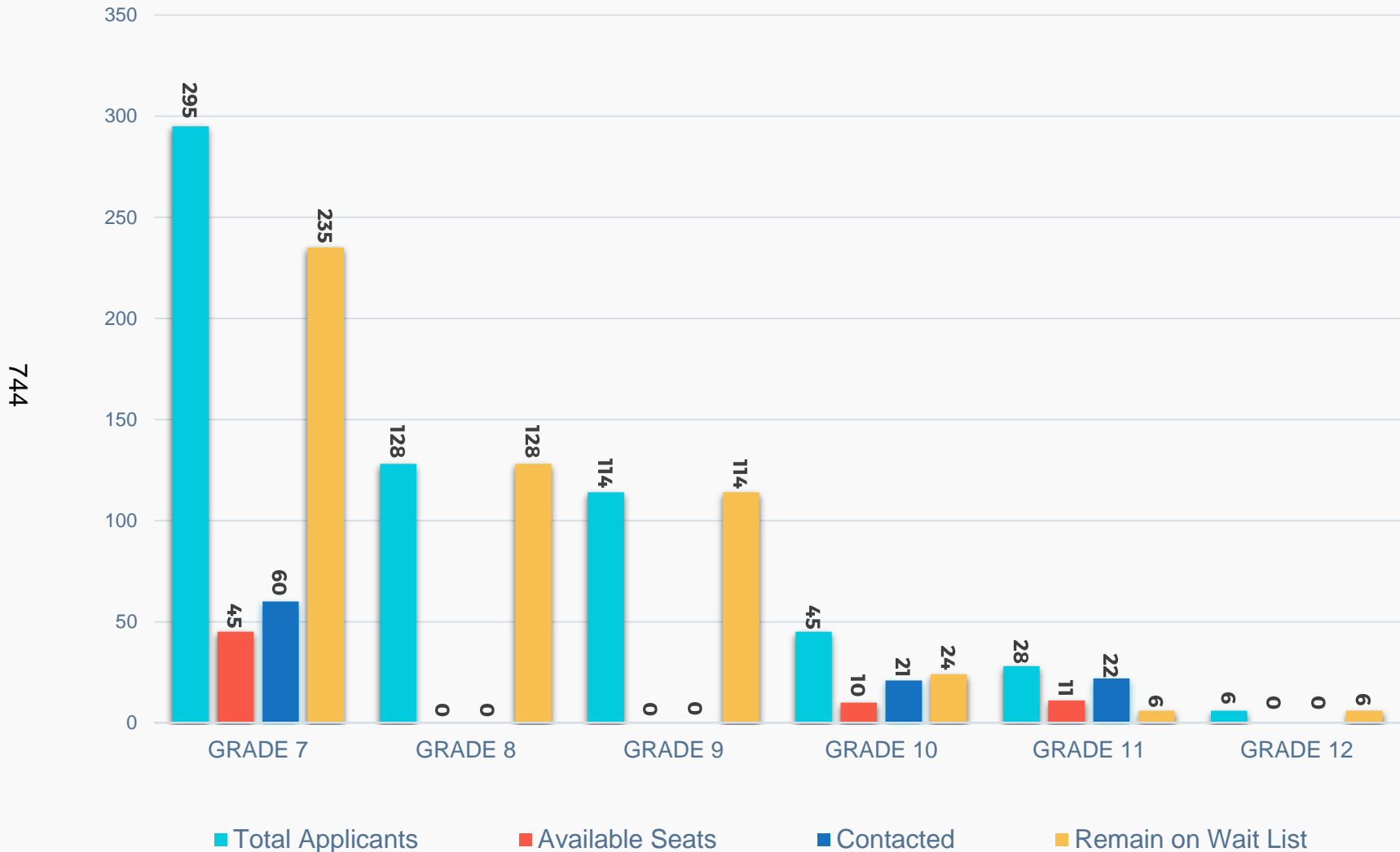
667 applicants in 6 grades

743



## 2016-2017 Admissions Lottery – Bentonville

616 applicants in 6 grades





# Springdale Lottery Timeline

MAY						
SUN	MON	TUES	WED	THUR	FRI	SAT
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	01	02	03	04

JUNE						
SUN	MON	TUES	WED	THUR	FRI	SAT
29	30	31	01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	01	02

JULY						
SUN	MON	TUES	WED	THUR	FRI	SAT
26	27	28	29	30	01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30



Application Deadline



Lottery Drawing



Orientation

## Springdale Lottery Timeline

**May 19** Application window opens for the Springdale campus lottery

**July 5** Application window closes for the Springdale campus lottery

**July 12** Springdale campus lottery drawing

**July 17** Orientation

MAY						
SUN	MON	TUES	WED	THUR	FRI	SAT
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	01	02	03	04

JUNE						
SUN	MON	TUES	WED	THUR	FRI	SAT
29	30	31	01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	01	02

JULY						
SUN	MON	TUES	WED	THUR	FRI	SAT
26	27	28	29	30	01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30



Advertising



Application Deadline



Lottery Drawing



Orientation

- May 20** Email to all 2016-2017 Applicants announcing new campus  
Facebook & Instagram Ad set (Applications open)
- May 26** La Prensa ad (Spanish)
- May 29** Arkansas Democrat Gazette ad
- June 10** Email notification to all Applicants re: State Board approval & important dates  
Facebook & Instagram Ad set (Application deadline)
- June 12** Arkansas Democrat Gazette ad
- June 16** La Prensa ad (Spanish)
- June 21** Email to Applicants, current parents/guardians and general News recipients re: Application Deadline
- July 1** Email to all Applicants re: Application Deadline
- July 8** Email to all Applicants re: Lottery Process



Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Our focus is academics to ensure that we have 100% placement in colleges and universities.

Northwest Arkansas has become one of the fastest-growing parts of the country. Unfortunately, there is little choice in public education for parents and scholars seeking a small, personalized academic environment with an accelerated, college-prep curriculum. With the Haas Hall Academy is building an innovative c

- #1 Public High School in Arkansas  
-U.S. News & World Report  
Five consecutive years: 2012, 2013, 2014, 2015, 2016
- #1 Public High School in Arkansas  
-Niche Best Schools (K-12), 2016
- #1 Public High School in Arkansas  
-Business Insider, 2015
- #19 Public High School in the United States  
-Newsweek's America's Top High Schools, 2015



**HAAS HALL ACADEMY**  
EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND!

Haas Hall Academy es reconocida nacionalmente por múltiples premios demostrando como una escuela puede fortalecer las comunidades. Inspira innovación y es un catalizador para la renovación de las expectativas para la educación pública. Nuestro enfoque es en lo académico para asegurarnos de que tengamos 100% de aceptación en las universidades.

El noroeste de Arkansas se ha convertido en una de las zonas de mayor crecimiento del país. Por desgracia, hay pocas opciones en la educación pública para los padres y los estudiantes que buscan un ambiente pequeño personalizado con un plan de estudios acelerados para la preparación universitaria. Con dos campus en el noroeste de Arkansas y con un plan ambicioso de expansión, Haas Hall Academy está construyendo una comunidad innovadora de jóvenes comprometidos a la educación.

**#1 escuela preparatoria pública en Arkansas**

-U.S. News & World Report  
Cinco años consecutivos: 2012, 2013, 2014, 2015, 2016  
-Niche Best Schools (K-12), 2016  
-Business Insider, 2015

**#19 escuela pública en Los Estados Unidos**

-Newsweek's America's Top High Schools, 2015  
-U.S. News & World Report  
Tres años consecutivos: 2014, 2015, 2016

**La única escuela preparatoria pública con "Gold Medal" en Arkansas**

-U.S. News & World Report  
Tres años consecutivos: 2014, 2015, 2016

**FAYETTEVILLE**  
New Campus August 2015



**FAYETTEVILLE**  
Nuevo campus de agosto del año 2015



**BENTONVILLE**  
El año 2015 se inauguró en agosto



**Clasificada como número uno de las escuelas preparatorias más difíciles de Estados Unidos**

-Washington Post  
Cuatro años consecutivos: 2013, 2014, 2015, 2016

Ha conseguido el grado de la letra de "A" con una puntuación perfecta de 300/300  
-Departamento de Educación de Arkansas  
Dos años consecutivos: 2015, 2016

**SPRINGDALE**  
HAAS HALL ACADEMY

INICIO DE CLASE EN AGOSTO, EL AÑO 2016  
AHORA PUEDEN INSCRIBIRSE DEL GRADO 7 AL 10  
Visitenos en la línea en [haashall.org](http://haashall.org)

**Springdale: Grades 7-10**  
Accelerated S.T.E.A.M. curriculum (Science, Technology, Engineering)  
Open-Enrollment Public Charter  
Admission by random lottery

For more information visit [haashall.org](http://haashall.org)

**Springdale: Grados 7-10**

Acelerada S.T.E.A.M plan de estudios  
(Ciencia, Tecnología, Ingeniería, Artes y Matemáticas)  
Inscripción abierta "Public Charter" = No hay costo  
Admisión es por sorteo. ¡Aplique hoy!

Para más información visite utilizará [haashall.org/springdale](http://haashall.org/springdale)

THE  
**Jones**  
CENTER

Flyers will be distributed in both English and Spanish throughout Northwest Arkansas.

Grocery Stores

Laundromats

Farmer's Markets

Restaurants

Convenience Stores

Youth Centers

Thrift Stores

Pharmacies

Banks

Malls

Libraries

Hotels

College Campuses

City Offices

Real Estate Offices





# Haas Hall Academy Admissions Lottery

**Transparent,  
traceable process**

**Random selection**

**Supervised and  
Audited by ADE**

**Open to the public**



**HAAS HALL ACADEMY**  
**EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!**

## Alexandra Boyd (ADE)

---

**From:** Cindy Hogue (ADE)  
**Sent:** Friday, June 24, 2016 10:46 AM  
**To:** Kelly McLaughlin (ADE)  
**Subject:** FW: Information on Waiting List - CONFIDENTIAL

I am sending the report.

On 11/7/14, 10:55 AM, "Cindy Hogue (ADE)" <Cindy.Hogue@arkansas.gov> wrote:

>Thanks.

>

>On 11/7/14, 10:52 AM, "Mark Henry" <mark@henrylawfirm.net> wrote:

>

>>The password is <sup>3</sup>Arkansas<sup>2</sup>

>>

>>Thanks,

>>Mark

>>

>>> On Nov 7, 2014, at 10:32 AM, Cindy Hogue (ADE)

>>><Cindy.Hogue@arkansas.gov> wrote:

>>>

>>> Mark,

>>>

>>> Thanks for the information but I don't see where you sent the

>>>passwords. You may have to literally spell it out for me. I

>>>appreciate your help.

>>>

>>> Cindy

>>>

>>> From: Mark Henry

>>><mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>

>>> Date: Thu, 6 Nov 2014 15:42:01 -0600

>>> To: Cindy Hogue

>>><cindy.hogue@Arkansas.gov<mailto:cindy.hogue@Arkansas.gov>>

>>> Subject: Fwd: Information on Waiting List - CONFIDENTIAL

>>>

>>> Here's the list with updated password.

>>> thanks,

>>> Mark

>>>

>>>

>>>

>>> Begin forwarded message:

>>>

>>> From: Mark Henry

>>><mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>

>>> Subject: Fwd: Information on Waiting List - CONFIDENTIAL

>>> Date: November 6, 2014 at 3:11:32 PM CST  
>>> Cc: Martin Schoppmeyer  
>>><martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org  
>>>>>  
>>> To: "Cindy Hogue (ADE)"  
>>><cindy.hogue@arkansas.gov<mailto:cindy.hogue@arkansas.gov>>  
>>>  
>>> Cindy,  
>>>  
>>> Please see below relative to Haas Hall's compliance in providing you  
>>>with the information that you requested. Please confirm this is what  
>>>you need.  
>>>  
>>>  
>>> Mark  
>>>  
>>>  
>>> \_\_\_\_\_  
>>>  
>>> Mark Murphey Henry  
>>> HENRY LAW FIRM  
>>> P.O. Box 8850  
>>> Fayetteville, AR 72703  
>>> (479) 695-1330  
>>> (479) 695-1332 (fax)  
>>> mark@henry.lawyer<mailto:mark@henry.lawyer>  
>>>  
>>> Begin forwarded message:  
>>>  
>>> From: Mark Henry  
>>><mark@henrylawfirm.net<mailto:mark@henrylawfirm.net>>  
>>> Subject: Information on Waiting List - CONFIDENTIAL  
>>> Date: May 22, 2014 at 4:57:12 PM CDT  
>>> Cc: Martin Schoppmeyer  
>>><martinschoppmeyer@haashall.org<mailto:martinschoppmeyer@haashall.org  
>>>>>  
>>> To: Mary.Perry@arkansas.gov<mailto:Mary.Perry@arkansas.gov>  
>>>  
>>> Dear Mary,  
>>>  
>>> Attached in .xlsx is a spreadsheet that we believe to be fully  
>>>responsive to the data request made by the University Researcher  
>>>regarding waiting list information for prospective students for the  
>>>2012-2013 school year. If you need additional information, then  
>>>please let me know.  
>>>  
>>> Given the string of emails as between prior counsel and your  
>>>department, we accept the assurances of your department as having  
>>>adequate procedures and policies in place to preserve confidentiality  
>>>of this information. We also understand your department will use the  
>>>data for research purposes.



>>>  
>>> My client's concern, predictably, is that we do not affirmatively  
>>>declare on our website to give notice to the applicant that his or  
>>>her information will be shared beyond the confines of Haas Hall Academy.  
>>>Most people - whether they live in the school district or even in  
>>>Arkansas, would believe themselves to have a reasonable expectation  
>>>of privacy as to this information.  
>>>  
>>> In order to maintain the confidentiality of this information, we  
>>>password protected the file while in transit to you over the  
>>>un-secure Internet. Please confirm this spreadsheet is the best form  
>>>to provide you this information; if you prefer a different format,  
>>>then kindly let me know. Please call me to confirm receipt and I  
>>>will of course provide you with the password to open the data.  
>>>  
>>> I note that we do not collect SSN or District LEA # information at  
>>>the time of application and we do not have the information on many of  
>>>these applicants. The information we provide you with this  
>>>spreadsheet is compiled from the form on my client's website.  
>>>  
>>> Thank you for all of your help. Please also let me know if there is  
>>>a possibility the hearing will be cancelled in June.  
>>> In the event there is no interest in canceling the hearing in June,  
>>>then please let me know the date of any rescheduled hearing.  
>>>  
>>> Have a good evening and a safe holiday weekend,  
>>>  
>>> Mark Henry  
>>>  
>>>  
>>>  
>>>  
>>>  
>>> \_\_\_\_\_  
>>>  
>>> Mark Murphey Henry  
>>> HENRY LAW FIRM  
>>> P.O. Box 8850  
>>> Fayetteville, AR 72703  
>>> (479) 695-1330  
>>> (479) 695-1332 (fax)  
>>> mark@henry.us<mailto:mark@henry.us>  
>>>  
>>>  
>>>  
>>  
>

**Subject:** Haas Hall Lottery Procedures

**Date:** Monday, January 19, 2015 at 3:55:42 PM Central Standard Time

**From:** Mark Henry

**To:** Cindy Hogue (ADE)

**CC:** ADE Martin Schoppmeyer

Dear Cindy,

Below are the responses for Haas Hall Academy.

Please let me or Marty if you have any questions.

Mark

---

*1. Who runs your lottery. If it is not done by the charter school please include the organization, name and contact information of the person in charge of the process, and the reason it is not done by the school.*

**Answer:**

Haas/Hall Academy handles the lottery.

*2. The procedures and process of the lottery.*

**Answer:**

Applying to Haas Hall Academy is a three-step process. (1) Apply on-line or in person; (2) Make an appointment for your scholar to shadow for a day. (3) Take a tour and have your questions answered by Haas Hall Academy staff. During this time all parent(s), guardian(s) and persons in loco parentis are informed of the dates for the lottery and how they will be contacted should their scholar be admitted.

Those scholars who have completed the three-step process are then placed on a list and a number is assigned to each. In mid-February, Haas Hall Academy then utilizes a random number generator software program to select at random those students who are accepted for the next school year. Those scholars who are selected are then contacted by Haas Hall Academy staff to confirm admission. The parents are required to attend a parent meeting at which time all paperwork is completed and transcripts are requested.

All scholars whose number were not selected by the random number generator remain on our wait list for one year, as the same random number generator software program is used to fill any remaining vacancies created by those scholars who elected not to attend. Scholars who have pre-enrolled to attend Haas Hall Academy through 2027 are considered to be on a waiting list.

For additional information, visit <http://www.haashall.org>, or call the Fayetteville campus at (479)

966-4930.

3. *The dates and location of the lottery.*

**Answer:**

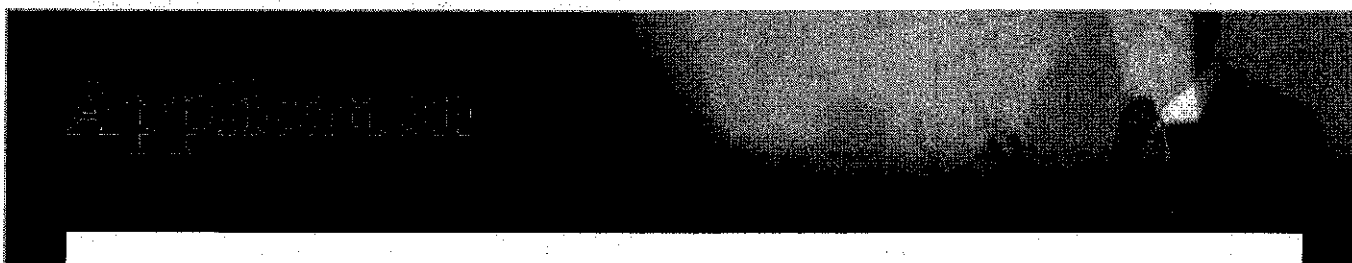
Haas Hall Academy conducts its lottery during the first full week in February at the Fayetteville campus.

4. *If the applications and registration are not handled by the school please give the information of the group handling this and why it id not done by the school.*

Answer: N/A.

---

Mark Murphey Henry  
HENRY LAW FIRM  
P.O. Box 8850  
Fayetteville, AR 72703  
(479) 695-1330  
(479) 695-1332 (fax)  
[mark@henry.lawyer](mailto:mark@henry.lawyer)



Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Haas Hall Academy is the accelerated, rigorous math and science based college-preparatory open-enrollment charter public high school for scholars with high intensity of purpose.

Haas Hall Academy is recognized by *U.S. News and World Report* and *Newsweek* as one of the finest high schools in the nation! Demand for entrance into Haas Hall Academy dramatically exceeds our enrollment cap. Haas Hall Academy utilizes a random anonymous lottery for admission.

Haas Hall Academy does not discriminate on the basis of sex, national origin, race, ethnicity, religion, disability or athletic eligibility. However, a student will be excluded if he or she has been expelled from another school.

A.C.A. § 6-23-306, Arkansas Quality Charter Schools Act of 2013 states "(b) (1) If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission. (2) The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection". In view of this, if your scholar is not accepted in the specific year, then you should reapply each subsequent calendar year.

**Scholar's Name\***

First Name

Last Name

Birth Date\*

Home Address\*

City

State

Zip Code

Current School\*

Select term for admittance consideration\*

Select a Campus\*

Grade level for admittance term\*

Mathematics course your scholar will complete this year\*

Has applicant ever been expelled from another school?\*

Has applicant ever skipped a grade?\*

**Has applicant ever repeated a grade?\***

**Select** 

By submitting this application, I affirm to the best of my knowledge, all information contained herein is complete and accurate. I fully understand any false information, omissions or misrepresentations of facts may result in rejection of this application and/or future dismissal of the applicant.



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Fayetteville, AR 72703.3500 | (479) 966.4930 | (479) 966.4932 - fax





# ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood  
Commissioner

January 30, 2015

State Board  
of Education

Sam Ledbetter  
Little Rock  
Chair

Toyce Newton  
Crossett  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Kim Davis  
Fayetteville

Alice Mahony  
El Dorado

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Dr. Martin W. Schoppmeyer, Jr., Superintendent  
Haas Hall Academy  
3155 North College Avenue, Suite 108  
Fayetteville, AR 72703

Dear Dr. Schoppmeyer:

I would like to inform you of a visit to your public charter school by Public Charter School Program Advisor Alexandra Boyd from the Charter and Home Schools Office at the Arkansas Department of Education (ADE).

The visit to Haas Hall Academy will consist of two parts on **Friday, February 6, 2015**. Ms. Boyd will be on campus at **1:00 p.m.** to have a brief meeting with the principal and tour of the facilities. Ms. Boyd will return at **5:00 p.m.** to observe your lottery procedures.

In regards to the lottery observation, please be prepared to produce all completed lottery application forms, and a list of all students who have applied for the lottery, including their name, grade seeking and contact information should Ms. Boyd request to see them.

If you have questions, please contact Ms. Boyd at (501) 682-5665, or [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

Cindy Hogue, Director  
Office of Educational Options

cc: Ms. Marilyn Schoppmeyer, Principal

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.org](http://ArkansasEd.org)

An Equal Opportunity  
Employer

## Alexandra Boyd (ADE)

---

**From:** Martin Schoppmeyer <martinschoppmeyer@haashall.org>  
**Sent:** Thursday, March 05, 2015 12:13 PM  
**To:** Alexandra Boyd (ADE)  
**Cc:** Stacy Smith (ADE); Cindy Hogue (ADE)  
**Subject:** Re: Bentonville Campus Lottery

Dear Alexandra:

We look forward to seeing Stacy at the date, time and location confirmed below. Have a pleasant afternoon.

Sincerely,

Marty

Dr. S. iPhone

> On Mar 4, 2015, at 1:27 PM, Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov> wrote:  
>  
> Dr. Schoppmeyer,  
>  
> I hope you are staying warm and safe in the inclement weather. Unfortunately, I will not be able to attend your lottery that you plan to hold next Tuesday. However, Stacy Smith (cc'd), a director here at the ADE, will be attending the lottery in my place. Could you please confirm that your lottery will be held on Tuesday, March 10, 2015 at 4:00 PM in your current facility at 3155 North College Avenue, Suite 108 in Fayetteville. If there are any changes in this information, please contact us both as soon as possible.  
>  
> Thank you for keeping us updated on your progress, Alexandra  
>  
>  
> From: Alexandra Boyd (ADE)  
> Sent: Tuesday, March 03, 2015 3:05 PM  
> To: ADE Martin Schoppmeyer  
> Subject: RE: Bentonville Campus Lottery  
>  
> Thank you for the update!  
>  
> From: Martin Schoppmeyer [mailto:martinschoppmeyer@haashall.org]  
> Sent: Tuesday, March 03, 2015 2:12 PM  
> To: Alexandra Boyd (ADE); Mark Henry  
> Subject: Re: Bentonville Campus Lottery  
>  
> Dear Alexandra:  
>  
> Due to the significant change of inclement weather both in NWA and  
> Central Arkansas this week, we would like to hold the lottery on  
> Tuesday, March 10, 2015 at 4:00 p.m. We look forward to seeing you  
> again! The date change is posted to our website.



> [http://haashall.org/index\\_home.htm](http://haashall.org/index_home.htm)  
>  
> Sincerely,  
>  
> Marty  
>  
> On Tue, Mar 3, 2015 at 10:10 AM, Alexandra Boyd (ADE)  
<Alexandra.Boyd@arkansas.gov<mailto:Alexandra.Boyd@arkansas.gov>> wrote:  
> Dr. Schoppmeyer,  
>  
> I hope that you are having a great start to your month. I was just wondering when you plan to have your lottery  
for your Bentonville campus. I want to make sure that I am present.  
>  
> Thanks for your time and partnership,  
>  
> Alexandra Boyd, Program Advisor  
> Charter and Home Schools Office  
> Arkansas Department of Education  
> Division of Learning Services  
> Four Capitol Mall, Mail Slot #3  
> Little Rock, Arkansas 72201  
> E-mail:  
> alexandra.boyd@arkansas.gov<mailto:alexandra.boyd@arkansas.gov>  
> Telephone: 501-682-5665<tel:501-682-5665>  
> Fax: 501-371-3514<tel:501-371-3514>  
>  
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>  
>  
>  
> --  
> Dr. Martin W. Schoppmeyer, Jr.  
> Founder and Superintendent of Schools  
> Haas Hall Academy  
> 3155 North College Avenue, Suite 108  
> Fayetteville, AR 72703  
> (479) 966.4930  
> (479) 966.4932 - fax  
> <http://haashall.org>  
>  
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and may be unlawful. If you have received this communication in error, please notify the sender by return e-mail  
and permanently delete this communication from your computer and network.  
> <winmail.dat>

## Alexandra Boyd (ADE)

---

**From:** Alexandra Boyd (ADE)  
**Sent:** Tuesday, January 26, 2016 2:16 PM  
**To:** ADE Martin Schoppmeyer; Mark Henry  
**Subject:** RE: Lottery

Thank you! I will follow up with you after the decision is confirmed by the State Board of Education.

**From:** Martin Schoppmeyer [<mailto:martinschoppmeyer@haashall.org>]  
**Sent:** Tuesday, January 26, 2016 2:12 PM  
**To:** Alexandra Boyd (ADE); Mark Henry  
**Subject:** Re: Lottery

Dear Alexandra:

The date for our lotteries will be dependent upon the Charter Authorizing Panel and State Board of Education approving our request to invoke the sibling clause. A decision will be made after that time.

Sincerely,

Marty

On Wed, Jan 20, 2016 at 11:44 AM, Alexandra Boyd (ADE) <[Alexandra.Boyd@arkansas.gov](mailto:Alexandra.Boyd@arkansas.gov)> wrote:

Charter Leaders,

Please let me know if you are having a lottery this year and when and where you plan to have that lottery by **Wednesday, January 27, 2016 at 4PM**. If you have not scheduled your lottery yet, please let me know when you expect to make that decision.

**Lottery Date:**

**Lottery Time:**

**Lottery Location:**

*Alexandra Boyd, Program Coordinator*

Charter and Home Schools Office

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

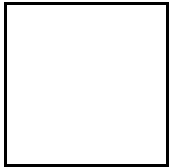
E-mail: [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov)

Telephone: [501-682-5665](tel:501-682-5665)

Fax: [501-371-3514](tel:501-371-3514)

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--



☐ **Dr. Martin W. Schoppmeyer, Jr.**  
Founder and Superintendent of Schools  
[MartinSchoppmeyer@haashall.org](mailto:MartinSchoppmeyer@haashall.org)

**Haas Hall Academy**

Office: [479-966-4930](tel:479-966-4930) / Fax: [479-966-4932](tel:479-966-4932)  
3880 N Front Street, Fayetteville, Arkansas 727032600 SE J  
Street, Bentonville, Arkansas 72712  
[haashall.org](http://haashall.org)

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## Alexandra Boyd (ADE)

---

**From:** Heather Holaway <heatherholaway@haashall.org>  
**Sent:** Thursday, March 31, 2016 3:37 PM  
**To:** Alexandra Boyd (ADE)  
**Cc:** ADE Martin Schoppmeyer; Mark Henry  
**Subject:** Lottery List  
**Attachments:** LOTTERY-FINAL.xlsx; MASTER-Formatted.xlsx

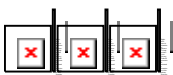
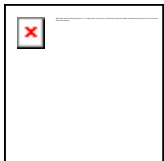
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Alexandra, I hope today is going well! My fingers are crossed for a great outcome for you.

Thank you so much for coming up last night- we really appreciate you being there for the lottery drawing. I'd love to hear your feedback for how we can make that even better in the future.

Here is last night's lottery list, complete with scholars names and birthdates. I've also included the master export file. Let me know if you have any questions!

Thanks!  
Heather



**Heather Holaway**  
Executive Director of Marketing & Communications  
[HeatherHolaway@haashall.org](mailto:HeatherHolaway@haashall.org)

**Haas Hall Academy**  
Office: 479-966-4930 / Fax: 479-966-4932  
3880 N Front Street, Fayetteville, Arkansas 727032600 SE J  
Street, Bentonville, Arkansas 72712  
[haashall.org](http://haashall.org)

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### **Lottery Observation Tool Instructions**

The Lottery Observation Tool (LOT) is a form designed to aid representatives of the Arkansas Department of Education's Charter School Unit in completing successful and meaningful observations of charter school lottery procedures that occur in an effort to fairly distribute grade level classroom seats when the number of students applying for those seats exceeds the number of seats available. Accordingly, the form should be completed with care and accuracy.

After scheduling and confirming lottery observation visits with the appropriate school leaders, the representative will use the LOT as a guide during the site visit. Prior, during, and following the visit, the representative needs to ensure that he/she has paid close attention to the items that require completion on the LOT, making comments of any concerns that arise in the notes sections provided.

Upon completing the LOT, the representative should initial the bottom of the LOT. Also, the representative needs to scan and save the document with any other pertinent documentation gathered during the lottery observation visit. Most importantly, the representative must follow up on concerns or future points of collaboration with the appropriate parties of interest within five (5) business days. Finally, a copy of the completed LOT should be forwarded to all appropriate personnel at the observed school.

# Lottery Observation Tool

## General Information

Name of School: Address of Lottery:

Date of Lottery: Time of Lottery:

## Environment Description

Location of Lottery:

Estimated Number of School Officials Present: Estimated Number of Parents Present:

Estimated Number of Students Present:

Other information that may be important to note:

## Lottery Process Description (when applicable, check all that apply).

Who organized and facilitated the lottery process? Please list all pertinent names and positions/titles/affiliations. Continue on back of page if needed.

How was the random selection conducted? ☐ manually ☐ electronically

Describe:

How was the process described to attendees? ☐ in writing ☐ verbally If written, please attach a copy to this report.

If not included in the written attachment, describe how siblings and students of employees/founders/board members were handled in this process.

Was the process explained and demonstrated to the attendees prior to being officially conducted? ☐ yes ☐ no

Were attendees given the opportunity to ask questions regarding the process? ☐ yes ☐ no

Other information that may be important to note:

## Documentation and Directive Action Required

Please indicate that the following documentation has been attached to this report: ☐ list of all students who applied for the lottery with selected students, unselected students, and waitlist order indicated ☐ a copy of the lottery application

Initial on the line provided to indicate that the school administration has been informed that the school may be required to supply all lottery applications at the request of the ADE at any time. \_\_\_\_\_

# Lottery Observation Tool

## General Information

Name of School:	Address of Lottery:
Date of Lottery:	Time of Lottery:

## Environment Description

Location of Lottery:	
Estimated Number of School Officials Present:	Estimated Number of Parents Present:
	Estimated Number of Students Present:
Other information that may be important to note:	

## Lottery Process Description (when applicable, check all that apply).

Who organized and facilitated the lottery process? Please list all pertinent names and positions/titles/affiliations. Continue on back of page if needed.
How was the random selection conducted? <input type="radio"/> manually <input type="radio"/> electronically
Describe:
How was the process described to attendees? <input type="radio"/> in writing <input type="radio"/> verbally If written, please attach a copy to this report.
If not included in the written attachment, describe how siblings and students of employees/founders/board members were handled in this process.
Was the process explained and demonstrated to the attendees prior to being officially conducted? <input type="radio"/> yes <input type="radio"/> no
Were attendees given the opportunity to ask questions regarding the process? <input type="radio"/> yes <input type="radio"/> no
Other information that may be important to note:

## Documentation and Directive Action Required

Please indicate that the following documentation has been attached to this report: <input type="radio"/> list of all students who applied for the lottery with selected students, unselected students, and waitlist order indicated <input type="radio"/> a copy of the lottery application
Initial on the line provided to indicate that the school administration has been informed that the school may be required to supply all lottery applications at the request of the ADE at any time. _____

# Lottery Observation Tool

## General Information

Name of School:	Address of Lottery:
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Date of Lottery:	Time of Lottery:
------------------	------------------

## Environment Description

Location of Lottery:
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Estimated Number of School Officials Present:	Estimated Number of Parents Present:
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	Estimated Number of Students Present:
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Other information that may be important to note:
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## Lottery Process Description (when applicable, check all that apply).

Who organized and facilitated the lottery process? Please list all pertinent names and positions/titles/affiliations. Continue on back of page if needed.
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How was the random selection conducted? <input type="radio"/> manually <input type="radio"/> electronically
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Describe:
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How was the process described to attendees? <input type="radio"/> in writing <input type="radio"/> verbally If written, please attach a copy to this report.
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If not included in the written attachment, describe how siblings and students of employees/founders/board members were handled in this process.
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Was the process explained and demonstrated to the attendees prior to being officially conducted? <input type="radio"/> yes <input type="radio"/> no
---

Were attendees given the opportunity to ask questions regarding the process? <input type="radio"/> yes <input type="radio"/> no
---

Other information that may be important to note:
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## Documentation and Directive Action Required

Please indicate that the following documentation has been attached to this report: <input type="radio"/> list of all students who applied for the lottery with selected students, unselected students, and waitlist order indicated <input type="radio"/> a copy of the lottery application
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Initial on the line provided to indicate that the school administration has been informed that the school may be required to supply all lottery applications at the request of the ADE at any time. _____
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# Lottery Observation Tool

## General Information

Name of School: Haas Hall	Address of Lottery: 3880 North Front Street
Date of Lottery: 03/30/2016	Time of Lottery: 6:00 p.m.

## Environment Description

Location of Lottery: Cafeteria	
Estimated Number of School Officials Present: 8	Estimated Number of Parents Present: 35
	Estimated Number of Students Present: 27
Other information that may be important to note: They are using a number system, allowing parents to confirm on arrival.	

## Lottery Process Description (when applicable, check all that apply).

Who organized and facilitated the lottery process? Please list all pertinent names and positions/titles/affiliations. Continue on back of page if needed.
Heather Holloway, Susan Penter, Suzanne Butler

How was the random selection conducted? <input type="checkbox"/> manually <input checked="" type="checkbox"/> electronically
--

Describe: <small>Mark Henry attorney directed the database includes the application info on database. Spreadsheet assigns random number. The spreadsheet was acquired through ADE. It's completely unique due to pulling from database. Numbers are assigned from ascending order. The results are posted online. Child of faculty receives preference.</small>
---

How was the process described to attendees? <input type="checkbox"/> in writing <input checked="" type="checkbox"/> verbally If written, please attach a copy to this report.
---

If not included in the written attachment, describe how siblings and students of employees/founders/board members were handled in this process.
---

Employee children are given preference.
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Was the process explained and demonstrated to the attendees prior to being officially conducted? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no
--

Were attendees given the opportunity to ask questions regarding the process? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no
--

Other information that may be important to note: The groups had to be broken into two groups due to technical difficulty. The groups were moved back when the technical problems were resolved.
---

## Documentation and Directive Action Required

Please indicate that the following documentation has been attached to this report: <input checked="" type="checkbox"/> list of all students who applied for the lottery with selected students, unselected students, and waitlist order indicated <input checked="" type="checkbox"/> a copy of the lottery application
---

Initial on the line provided to indicate that the school administration has been informed that the school may be required to supply all lottery applications at the request of the ADE at any time. <u>    Km    </u>
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## HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Haas Hall Academy: Every Scholar, Every Day – College Bound!

Founded in 2004 by Dr. Martin W. Schoppmeyer, Jr., Haas Hall Academy opened its doors with 17 scholars. Today, we have a waiting list of thousands who have pre-enrolled through 2028. Haas Hall Academy is the accelerated, college-preparatory open-enrollment public charter high school in serving scholars grades 7-12 in Northwest Arkansas. In the fall of 2015 we opened our second campus located in the city of Bentonville.



#1 ranked public high school in Arkansas for the fourth consecutive year.

*U.S. News & World Report*, 2012, 2013, 2014 and 2015.

Haas Hall Academy is the only gold medal school in the state and ranked 711 spots above the second-ranked public school district in Arkansas (Bentonville)



#19 ranked public high school in the nation, *Newsweek*, 2015.



Ranked as one of America's most challenging schools.

In the top 1% for the third year in a row. *Washington Post*, 2013, 2014 and 2015



Earned the letter grade of 'A' from the Arkansas Department of Education with a perfect score of 300/300, 2015.

This grade based on academic performance and growth of all of our scholars.



Recipient of the College Readiness Award by the Arkansas ACT Council.

2011, 2012, 2013, 2014



Selected as the best public high school and best public charter school by the readers of the *Northwest Arkansas Democrat-Gazette*, 2015.



"Are You Smarter Than a Haas Hallian?" selected as the best event by the readers of the *Northwest Arkansas Democrat-Gazette*, 2015.



Ranked #1 in Augmented Benchmark (Grade 8) test scores, 2011, 2012, 2013, 2014.

Ranked #1 in Algebra I, Geometry, Biology and Literacy end-of-course test scores, 2011, 2012, 2013, 2014.



Named a higher performing school by National Center Educational Advancement, NCEA | ACT, 2012, 2013 and 2014;



Haas Hall Herald school newspaper recipient of the state's top award at the Arkansas Scholastic Press Association Conference, 2013, 2014 and 2015;

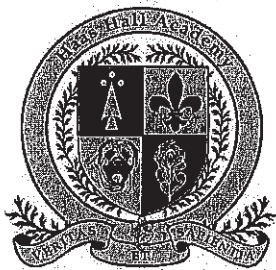


100% graduation rate and a 100% college acceptance rate;



The most recent data shows that Haas Hall Academy receives the lowest per pupil total expenditure (\$6,670) of any public school (traditional or charter) in the state.

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.



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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

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### Haas Hall Academy in Fayetteville, AR Profile 2015.2016

#### The Community

Haas Hall Academy serves the educational needs of Northwest Arkansas scholars from a four county area, representing a wide range of socio-economic and ethnic backgrounds. Although Arkansas's economy is largely driven by agriculture, Northwest Arkansas is home to the headquarters of Tyson Foods (one of the largest meat producing companies in the world), J.B. Hunt (one of the country's largest transportation companies), and Walmart (the global retail giant), and Fayetteville is the home of the University of Arkansas. Additionally, corporate offices of over 1,300 Walmart vendors bring highly educated employees of companies like Coca-Cola, Dell, General Mills, Kellogg's, Pfizer, PepsiCo, Kraft, and Procter & Gamble to the area. In 2014 the US Census Bureau estimated the population of the Fayetteville-Springdale-Rogers Metropolitan Area to be over 501,600 and the current growth rate ranges from 2-4% per year.

#### The School

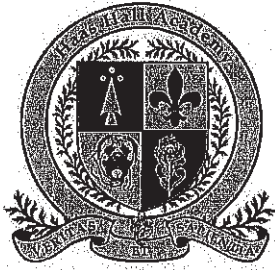
Haas Hall Academy is a small, comprehensive institution promoting an accelerated college preparatory curriculum, and enrolling 360 scholars in grades 7 through 12. Opened in the fall of 2004, it is the state's first, open-enrollment charter high school focusing on rigor and high academic standards. Haas Hall Academy in Fayetteville is accredited by AdvancED and the Arkansas Department of Education, and is the only school in the state of Arkansas to be ranked #1 in all assessment categories.

The mission of Haas Hall Academy is to provide an aggressive alternative to the traditional learning environment for students with a high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities. Many graduates find that their first semester of college is primarily review because of the intensive preparation they received while attending Haas Hall Academy. Haas Hall Academy produces a truly educated graduate.

#### The Curriculum

As a microcosm of a university, Haas Hall Academy's academic schedule is based on a semester block system mirroring the higher educational experience. Scholars are required to take four 90 minute blocks per day, five days a week. Enrolling in four credits in the fall and spring, scholars complete an entire calendar year of each course in only one semester. Classes at Haas Hall Academy are mixed age, and scholars are placed into classes based on their achievement rather than their grade level. A minimum of 22 credits are required to graduate in Arkansas, but most Haas Hall Scholars will graduate with over 32 credits.

All scholars at Haas Hall Academy experience an accelerated curriculum which goes into greater depth than is normally found in similar high school courses. Additionally, AP® classes are available to all scholars. The AP® classes currently offered are: English Literature & Composition, English Language & Composition, Spanish, Calculus AB, Calculus BC, Statistics, Government & Politics: US, Government & Politics: Comparative, Human Geography, World History, European History, Psychology, Biology, Chemistry, Physics C: Mechanics, Art History and Studio Art 2D. (Some classes are offered only on alternate years.) Scholars are required to complete the regular Biology, Chemistry or Physics class before enrolling in the related AP® class. Scholars who take on the most demanding schedules are often able to take ten or more AP® classes before they graduate.



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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy will host a public lottery process for the upcoming enrollment for the 2016-2017 school year. Families who have applied for the lottery are welcome **but are not required to attend** the Haas Hall Academy admissions lottery drawing that will take place for both campuses on March 30, 2016 beginning at 6PM at the Haas Hall Academy Starr Scholar Center located at 3380 N Front Street, Fayetteville, Arkansas 72703.

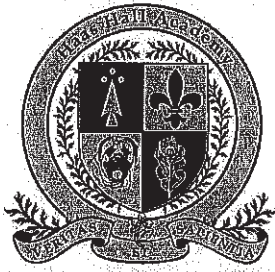
Admission to attend Haas Hall Academy is open to all children grades 7-12 without regard to residency, academic performance, or entrance exams. When the public demand for open seats at the charter school exceeds the number of seats available, Haas Hall Academy follows state law in conducting a random admissions lottery process that is open to the public and Representatives of the Arkansas Department of Education.

**The public lottery process steps are explained below.**

Haas Hall Academy utilizes an automated computerized system whereby the following steps are taken in order to preserve transparency and accountability in the lottery process:

1. Prior to the deadline to apply, Scholar Applicants complete an online computer form available at [www.haashall.org](http://www.haashall.org), signaling a clear desire to attend the upcoming school year and participate in the application lottery process. Additional information is available at [www.haashall.org/admissions](http://www.haashall.org/admissions). As part of this process, Haas Hall Academy obtains minimal information about a Scholar Applicant, which is consistent with the recommendations by the Arkansas Department of Education (ADE).
2. A Computer Program assigns to each Scholar Applicant a Unique Identifying Number, and a notification is sent to the Scholar Applicant prior to the public lottery. This Unique Identifying Number is important because it is how Haas Hall Academy publicly posts the results of a lottery without compromising the identity of a Scholar Applicant. Prior to the deadline to apply, a Scholar Applicant may log into a portal found at [www.haashall.org](http://www.haashall.org) and change or correct data, such as an address.
3. After the deadline to apply, the sum total of Scholar Applicants for each Grade Level is reviewed, de-duplicated, and then exported from the database into a Grade Specific Excel Spreadsheet. The Grade Specific Excel Spreadsheet used by Haas Hall was based on the Arkansas Department of Education for use in Charter School Lotteries.
4. On the day of the lottery process, an ADE Representative first confirms the Grade Specific Lottery Spreadsheet is ready for use. The ADE Representative next actuates the Random Number Generator function programmed into the Grade Specific Lottery Spreadsheet thereby producing the Lottery Results. Such Lottery Results are then immediately posted on a screen at the live lottery draw using the Applicant's Unique Identifying Number. The Lottery Results are then listed using the Applicant's Unique Identifying Number online at [haashall.org](http://haashall.org). Haas Hall also sends an email informing the Scholar Applicant of the specific lottery draw results so that each Scholar Applicant will understand whether their application falls within the allocated number of available slots.





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 EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

### Lottery Identification Number

The Lottery Identification number will identify your scholar during the lottery drawing. In order to protect your family's privacy, each applicant is identified with a unique number. **This number does not indicate your scholar's position on the lottery list.**

Here is a handy guide of what you should see when you enter your scholar's information.

<b>NAME OF APPLICANT</b>	
Scholar's Date of Birth 08/04/1984	
TERM →	Fall 2016
CAMPUS →	Fayetteville
GRADE →	7th Grade
<b>LOTTERY ID NUMBER</b> <div style="font-size: 24pt; font-weight: bold;">1234</div> <p style="font-size: 10pt;">Please take note of your scholar's Lottery ID number. This number will be used to identify your scholar during the lottery drawing.</p>	
GUARDIAN CONTACT →	3380 N. Front Street Fayetteville, Arkansas 72703 United States (479) 966-4930
Name of Guardian emailaddress@email.com	

**Campus** - This is the campus lottery for which your scholar has applied.

**Term** - This is the admittance term for the current lottery cycle.

**Grade** - This is the grade your scholar is entering as of August, 2016.

**Lottery ID Number** - Your Lottery ID number was assigned to your scholar's application to protect your family's privacy during the lottery drawing.

### Lottery Results

Printed copies of the lists will be posted on the school doors of both the Fayetteville and Bentonville campuses. The results of the lottery will be posted online at [haashall.org](http://haashall.org).

The applicant's Lottery ID can be used to determine Admission Status.

	Admission Status	Random Number	Faculty Priority	Lottery ID
1	Admitted	4868	YES	6314
2	Admitted	3778		324
3	Admitted	5042		2407
4	Admitted	4401		2634
5	Admitted	9892		7503
6	Admitted	142		1000
7	Admitted	2080		7866
8	Admitted	8093		958
9	Admitted	6593		7743
10	Wait List 1	2707		7563
11	Wait List 2	3984		8819
12	Wait List 3	1586		420
13	Wait List 4	330		8749
14	Wait List 5	7781		632
15	Wait List 6	2172		8992
16	Wait List 7	418		330

<b>Sample Grade   Haas Hall Academy</b>
Seats Available: 9
Total Enrollment: ____
Total Applicants: 16
1 children of Faculty (Priority)
16 Regular Applicants
Random Number Generator

## Survey Summary

In April 2016 the ADE Charter Office conducted a phone survey of parents. Twenty-four parents of students who participated in the lottery for the 2015-2016 school year but chose not to attend the school were contacted. The Charter Office's interpretation of the responses are as follows:

- 16 of 24 parents provided positive feedback
- 5 of 24 parents provided negative feedback
- 3 of 24 parents provided neutral feedback or stated, "it is improving"

Positive feedback responses often used the following terms and phrases to describe their lottery experience:

- Straightforward
- Positive
- Good Experience

Negative feedback responses often used the following terms and phrases to describe their lottery experience:

- Communication stopped after math assessment
- Only Extraordinary kids admitted
- Not Fair

Neutral feedback responses often used the following terms and phrases to describe their lottery experience:

- Communication has improved
- Getting better
- Don't remember

Questions that were asked:

- I understand you participated in the Spring 2015 lottery at Haas Hall. Could you describe your overall experience?
- Were you ever contacted directly by the school? If so, how?
- Were you offered a seat?
- Do you plan to apply for the Haas Hall lottery again?
- (If no) What made you decide not to continue seeking a seat at Haas Hall?
- Any additional feedback?

### 2015 Contact with parents concerned about the Haas Hall lottery:

- I spoke with [REDACTED] via phone sometime in the week after the lottery. She was concerned, because she knew the lottery had been conducted, but when she called the school they would not tell her where her son was on the generated lottery list. She expressed that she did not trust the system due to a high proportion of private school children being accepted over traditional public school students. Her husband, [REDACTED] followed up with a phone call during the same week, expressing similar concerns.

I informed them that I had been present for the lottery and that I had a copy of the list generated from the lottery. This made them feel at ease, but I told them to call me if they did not get some sort of placement notice within the week or had any future concerns.

#### Phone Number: [REDACTED]

- I spoke with [REDACTED] via phone on February 19<sup>th</sup> (about 2 weeks after the lottery was held). He was concerned that the lottery was not adhering to the law. Specifically, he questioned if the lottery had been random and anonymous and cited the high proportion of students who had attended private school winning the lottery. He stated that he wanted to file a formal grievance.

I informed him that I had been present for the lottery and that I had a copy of the list generated from the lottery. This made him feel at ease; however he was still interested in filing a complaint. It seemed as if he was still concerned that Haas Hall may have rigged their random number generator in some way that went undetected by me. After speaking with Sky and Cindy, I informed him that the best way to file a complaint would be to send an email to the Chairman of the Haas Hall School Board cc'ing the Commissioner of Education. He said he may follow through with this complaint in the future.

#### Phone Number: [REDACTED]

Please let me know if you have any questions or need any clarifications.

*Alexandra Boyd, Program Advisor*  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201  
E-mail: alexandra.boyd@arkansas.gov  
Telephone: 501-682-5665  
Fax: 501-371-3514



# ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key  
Commissioner

State Board  
of Education

Toyce Newton  
Crossett  
Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Dr. Jacob Long, Superintendent  
Mountain Home Public Schools  
2465 Rodeo Drive  
Mountain Home, Arkansas 72653

**RE: Notice of Charter Authorizing Panel Decision  
Mountain Home High School Career Academies Amendment Request**

Dear Dr. Long:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for waivers that will allow a flexible school day (seat time/school day) for Mountain Home High School Career Academies. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

Alexandra Boyd, Director  
Public Charter Schools

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)





# ARKANSAS DEPARTMENT OF EDUCATION

June 10, 2016

Johnny Key  
Commissioner

State Board  
of Education

Toyce Newton  
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Chair

Mireya Reith  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Susan Chambers  
Bella Vista

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Dr. Jacob Long, Superintendent  
Mountain Home Public Schools  
2465 Rodeo Drive  
Mountain Home, Arkansas 72653

**RE: State Board Review- Mountain Home High School Career Academies  
Amendment Request**

Dear Dr. Long:

On May 18, 2016, the Charter Authorizing Panel met and approved the amendment request for waivers that will allow a flexible school day (seat time/school day) for Mountain Home High School Career Academies, requiring a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017. **On Thursday, June 9, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at Board's regularly scheduled meeting on Thursday, July 14, 2016.** The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

<http://www.arkansased.gov/divisions/legal/rules/current>

At its June 9<sup>th</sup> meeting, the State Board requested the following information:

- Rationale for including 9<sup>th</sup> graders in the programming that the amendment request will afford. Please include a discussion of the emotional maturity of 9<sup>th</sup> graders that would participate in this programming.
- Any Arkansas focused research on 9<sup>th</sup> graders, and/or similarly aged students, participating in higher education courses.

**The written responses to the above requests, and an electronic presentation should you choose to provide one, are due to the Charter Office at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov), by 4:00 p.m. on Thursday, June 23, 2016.**

Please keep in mind that the State Board will conduct a full hearing on the entire amendment request and the State Board's discussion of the amendment request may not necessarily be limited only to the areas of concern addressed by the State Board at its June 9, 2016 meeting. Therefore, you should be prepared to discuss the entire amendment request. Any modifications to the amendment request that were approved by the Charter Authorizing Panel, including written materials provided to the State Board in advance of the July 14, 2016 hearing and in the modifications agreed to in oral testimony on May 18, 2016, are considered part of the amendment request. If the applicant wishes to request other modifications, these should be addressed in presentation to the State Board during the hearing. Please attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional amendment

Four Capitol Mall  
Little Rock, AR  
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[ArkansasEd.gov](http://ArkansasEd.gov)

request modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

For your information and reference, the transcripts from the Charter Authorizing Panel meetings are available at:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2016>

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov).

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director  
Public Charter Schools

# Mountain Home High School Career Academies Summary

## MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMIES

### CURRENT DATA

Maximum Enrollment	1,600
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

#### 2015-2016 Enrollment by Race

Two or More Races	34
Asian	6
Black	3
Hispanic	34
Native American/Native Alaskan	2
Native Hawaiian/Pacific Islander	0
White	1120
<b>Total</b>	<b>1199</b>

#### 2015-2016 Enrollment by Grade

9th Grade	304
10th Grade	328
11th Grade	281
12th Grade	284

#### 2015-2016 Student Status Counts

Migrant	2
LEP	6
Gifted & Talented	68
Special Education	91
Title I	1199
Source: School Cycle 4 Report	

#### 2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1,151.61	1,123.56	1,073.56	1,021.57
ADM	1,220.77	1,212.04	1,183.07	1,161.36
%	94.33%	92.70%	90.74%	87.96%

### BACKGROUND

Authorized February 10, 2003  
 Contract Expiration June 30, 2020

#### Renewal Request

February 13, 2006

Charter renewed for four years  
 Amendment approved to add 9th grade

#### Renewal Request

March 8, 2010

Charter renewed for five years  
 Amendment approved to increase enrollment to 1,600

#### Renewal Request

February 18, 2015

Charter renewed for five years

# Amendment Request



# ARKANSAS DEPARTMENT OF EDUCATION

**Johnny Key**  
*Commissioner*

April 18, 2016

**State Board  
of Education**

**Toyce Newton**  
*Crossett  
Chair*

**Mireya Reith**  
*Fayetteville  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Susan Chambers**  
*Bella Vista*

**Charisse Dean**  
*Little Rock*

**Vicki Saviers**  
*Little Rock*

**R. Brett Williamson**  
*El Dorado*

**Diane Zook**  
*Melbourne*

**Jacob Long, Superintendent**  
**Mountain Home Public Schools**  
**2465 Rodeo Drive**  
**Mountain Home, Arkansas 72653**

## **Re: Charter Authorizing Panel-Amendment Request**

Dear Dr. Long:

I received your letter dated April 14, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which sets the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

As you stated in your letter, your amendment is to request additional waivers that you believe will provide a more flexible learning environment for your students. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its May meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

**Johnny Key**  
**Commissioner**

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

*An Equal Opportunity  
Employer*



# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER AMENDMENT REQUEST FORM

**Charter Name:** Mountain Home High School Career Academies  
**LEA Number:** 0303703      **Phone Number:** 870-425-1215      **Submission Date:** 04/19/2016  
**Charter Leader:** Dr. Jake Long, Superintendent    Dr. Dana Brown, Principal  
**Email Address:** jlong@mtnhome.k12.ar.us      dbrown@mtnhome.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Flexible School Day - Request to Waive Seat Time

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

##### Arkansas Code Annotated

- 6-16-102
- 6-18-210(2)
- 6-18-211

##### Standards for Accreditation

- Section 10.01.4 pertaining to planned instructional time
- Rules Governing Mandatory Attendance Requirements student grades 9-12
- Standards 14.03 completing a course in less than 120 clock hours

#### Rationale for Waiver

MHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student- Every Time.



Attachment 1

# Mountain Home Public Schools

**Jake Long, Ed.D.**  
Superintendent



**Leigh Ann Gigliotti, Ed.D.**  
Assistant Superintendent

2465 Rodeo Drive  
Mountain Home, AR 72653  
870-425-1201(phone) 870-425-1316 (fax)

April 25, 2016

ADE Charter Authorization Panel  
Four Capitol Mall  
Little Rock, AR 72201

To Whom It May Concern:

It is our pleasure as the Mountain Home School Board to write a letter in support of the seat time waiver that Mountain Home High School Career Academies has submitted for review by the Charter Authorization Panel.

The request to amend the current waiver will allow for a more flexible learning environment for our students. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, to assist struggling students by providing the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student- Every Time.

In conclusion, the Mountain Home School Board fully supports the efforts of Mountain Home High School Career Academies as they seek support in offering programs designed to create a learning environment that will reach more students' needs.

Sincerely,

Jason Schmeski  
Mountain Home School Board, President

**Committed to Excellence in Education**  
*Every Student - Every Time*







## Attachment 4

## Budget for 2016-2017 Seat Time Waiver

To begin the program, MHHSCA will be utilizing the services of Virtual Arkansas for curriculum within the Flex Paced courses that students will take if classified under the Seat Time Waiver.

Membership Fee for Virtual Arkansas	\$2500.00
Courses for Students per Semester (Total below includes the cost for 2 semesters)	\$1250.00
Textbooks for Student Use (if online text are not an option)	\$2000.00
Total for 2016-2017	\$7000.00
Growth Goals will be established for 2017-2018 to utilize Virtual Arkansas as well as create courses with Mountain Home High School Career Academies Faculty and Administration	

**MOUNTAIN HOME SCHOOL DISTRICT Meal Status Counts****Apr 26, 2016 at 10:22:52 AM**

<b>Grade / Meal Status</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>Summary</b>
<b>01</b>	36	20	111	117	<b>284</b>
<b>02</b>	39	21	130	130	<b>320</b>
<b>03</b>	32	28	123	107	<b>290</b>
<b>04</b>	32	30	130	108	<b>300</b>
<b>05</b>	40	33	152	93	<b>318</b>
<b>06</b>	37	23	131	96	<b>287</b>
<b>07</b>	37	39	147	84	<b>307</b>
<b>08</b>	36	27	166	85	<b>314</b>
<b>09</b>	34	25	142	102	<b>303</b>
<b>10</b>	42	25	158	87	<b>312</b>
<b>11</b>	37	22	140	57	<b>256</b>
<b>12</b>	36	14	165	59	<b>274</b>
<b>EE</b>			2	3	<b>5</b>
<b>KF</b>	39	25	106	105	<b>275</b>
<b>PK</b>	7	8	8	8	<b>31</b>
<b>SS</b>	1		2		<b>3</b>
<b>Summary</b>	<b>485</b>	<b>340</b>	<b>1,813</b>	<b>1,241</b>	<b>3,879</b>

4/26/2016

# Enrollment Statistics Report

Page 1 of 4

Building List: 15, 20  
Date Range: 04/26/2016 - 04/26/2016

Totals		AW,C,D,HS,P,R,RC,S,T		Other Entry Codes		010,011,012,013,014,015,016,		Other Withdrawal Codes	
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15 - Mountain Home High School									
Grade 09									
White 03	1	0	1	0	0	0	0	0	0
White Totals	1	0	1	0	0	0	0	0	0
Grade 09 Totals									
Grade 10									
Asian 03	1	3	4	0	0	0	0	0	0
Asian Totals	1	3	4	0	0	0	0	0	0
Black 03	1	0	1	0	0	0	0	0	0
Black Totals	1	0	1	0	0	0	0	0	0
Native American/Alaskan	0	1	1	0	0	0	0	0	0
Native 04									
Native American/Alaskan	0	1	1	0	0	0	0	0	0
Native Totals									
White 01	20	22	42	0	0	0	0	0	0
White 02	12	13	25	0	0	0	0	0	0
White 03	82	71	153	0	0	0	0	0	0
White 04	44	42	86	0	0	0	0	0	0
White Totals	158	148	306	0	0	0	0	0	0
Grade 10 Totals									
Grade 11									
Asian 03	0	1	1	0	0	0	0	0	0
Asian Totals	0	1	1	0	0	0	0	0	0
Black 03	0	1	1	0	0	0	0	0	0
Black 04	0	1	1	0	0	0	0	0	0
Black Totals	0	2	2	0	0	0	0	0	0



4/26/2016

# Enrollment Statistics Report

Page 2 of 4

Building List: 15, 20

Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T			Other Entry Codes			010,011,012,013,014,015,016,			Other Withdrawal Codes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native 03												
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native Totals												
White 01	20	17	37	0	0	0	0	0	0	0	0	0
White 02	14	8	22	0	0	0	0	0	0	0	0	0
White 03	73	64	137	0	0	0	0	0	0	0	0	0
White 04	23	33	56	0	0	0	0	0	0	0	0	0
White Totals	130	122	252	0	0	0	0	0	0	0	0	0
Grade 11 Totals	130	126	256	0	0	0	0	0	0	0	0	0
Grade 12												
Asian 03	1	1	2	0	0	0	0	0	0	0	0	0
Asian Totals	1	1	2	0	0	0	0	0	0	0	0	0
Black 02	0	1	1	0	0	0	0	0	0	0	0	0
Black 04	0	1	1	0	0	0	0	0	0	0	0	0
Black Totals	0	2	2	0	0	0	0	0	0	0	0	0
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native 01												
Native American/Alaskan	1	0	1	0	0	0	0	0	0	0	0	0
Native 02												
Native American/Alaskan	1	1	2	0	0	0	0	0	0	0	0	0
Native 04												
Native American/Alaskan	2	2	4	0	0	0	0	0	0	0	0	0
Native Totals												
White 01	17	18	35	0	0	0	0	0	0	0	0	0
White 02	5	7	12	0	0	0	0	0	0	0	0	0
White 03	76	87	163	0	0	0	0	0	0	0	0	0
White 04	31	25	56	0	0	0	0	0	0	0	0	0
White Totals	129	137	266	0	0	0	0	0	0	0	0	0

4/26/2016

# Enrollment Statistics Report

Page 3 of 4

Building List: 15, 20  
Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T		Other Entry Codes		010,011,012,013,014,015,016,		Other Withdrawal Codes	
	Male	Female	Male	Female	Male	Female	Male	Female
Grade 12 Totals	132	142	274	0	0	0	0	0
15 - Mountain Home High School	423	420	843	0	0	0	0	0
20 - Mountain Home 9th Grade								
Grade 09								
Asian 03	2	0	2	0	0	0	0	0
Asian Totals	2	0	2	0	0	0	0	0
Black 03	0	1	1	0	0	0	0	0
Black 04	3	1	4	0	0	0	0	0
Black Totals	3	2	5	0	0	0	0	0
Native American/Alaskan	1	0	1	0	0	0	0	0
Native 03								
Native American/Alaskan	0	1	1	0	0	0	0	0
Native 04								
Native American/Alaskan	1	1	2	0	0	0	0	0
Native Totals								
White 01	18	16	34	0	0	0	0	0
White 02	12	13	25	0	0	0	0	0
White 03	76	61	137	0	0	0	0	0
White 04	57	40	97	0	0	0	0	0
White Totals	163	130	293	0	0	0	0	0
Grade 09 Totals	169	133	302	0	0	0	0	0
Grade SS								
White 01	0	1	1	0	0	0	0	0
White Totals	0	1	1	0	0	0	0	0
Grade SS Totals	0	1	1	0	0	0	0	0
20 - Mountain Home 9th Grade	169	134	303	0	0	0	0	0

Concurrent 2000 - 2016 SunGard K-12 Education

4/26/2016

# Enrollment Statistics Report

Page 4 of 4

Building List: 15, 20  
Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T		Other Entry Codes		010,011,012,013,014,015,016,		Other Withdrawal Codes	
	Male	Female	Male	Female	Male	Female	Male	Female
	592	554	1146		0	0	0	0
Report Totals								



# ADE Legal Comments

## Mountain Home Career Academies

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

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

*Information provided by Applicant is in italics.*

## Mountain Home High School Career Academies Waivers Requested in Amendment Application

### **1. School Day/Year/Seat Time**

**Ark. Code Ann. § 6-16-102 School Day**

**Ark. Code Ann. § 6-18-210(2) lanned instructional time**

**Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve**

**ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through 12**

**Standards for Accreditation 10.01.4 (6 hour day)**

**Standards for Accreditation 14.03 (Seat time)**

*MHHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student-Every Time.*

**Legal Comments:** Applicant should provide additional information about how it will implement the flexible time – what will a student do with the rest of their time if they finish both semesters early? Will students be in class for 6 hours a day, 30 hours a week? If so, then all of these waivers are not necessary.

# ESEA Information

## 2015 ESEA SCHOOL REPORT

**District:** MOUNTAIN HOME SCHOOL DISTRICT    **Superintendent:** LONNIE MYERS    **LEA:** 303703  
**School:** MTN HOME HIGH CAREER ACADEMICS    **Principal:** DANA BROWN    **Address:** 500 BOMBER BLVD  
**Grade:** 9 - 12    **Attendance:** 93.46    **Address:** MOUNTAIN HOME, AR 72653  
**Enrollment:** 1226    **Poverty Rate:** 48.78    **Phone:** (870) 425-1215

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	611	613	99.67	505	507	99.61
Targeted Achievement Gap Group	342	344	99.42	302	304	99.34
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2	2	100.00	2	2	100.00
Hispanic	17	18	94.44	17	17	100.00
White	577	578	99.83	471	473	99.58
Economically Disadvantaged	334	336	99.40	295	297	99.33
English Language Learners						
Students with Disabilities	46	47	97.87	37	38	97.37

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	306	581	52.67	21.47
Targeted Achievement Gap Group	141	320	44.06	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	2	50.00	10.44
Hispanic	7	16	43.75	15.49
White	287	549	52.28	26.68
Economically Disadvantaged	141	312	45.19	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	43	2.33	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	113	475	23.79	12.09
Targeted Achievement Gap Group	44	280	15.71	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	2	0.00	4.17
Hispanic	2	16	12.50	10.85
White	106	443	23.93	16.34
Economically Disadvantaged	44	273	16.12	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	34	0.00	3.23

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	242	284	85.21	84.53	94.00
Targeted Achievement Gap Group	92	126	73.02	74.28	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	768	896	85.71	84.53	94.00
Targeted Achievement Gap Group	319	415	76.87	74.28	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	1	1	100.00	33.33	
Hispanic	10	11	90.91	93.33	
White	217	255	85.10	82.95	
Economically Disadvantaged	88	121	72.73	74.45	
English Language Learners	1	1	100.00	33.33	
Students with Disabilities	9	16	56.25	61.91	

## 2015 ESEA SCHOOL REPORT

<b>District:</b> MOUNTAIN HOME SCHOOL DISTRICT	<b>Superintendent:</b> LONNIE MYERS	<b>LEA:</b> 303703
<b>School:</b> MTN HOME HIGH CAREER ACADEMICS	<b>Principal:</b> DANA BROWN	<b>Address:</b> 500 BOMBER BLVD
<b>Grade:</b> 9 - 12	<b>Attendance:</b> 93.46	<b>Address:</b> MOUNTAIN HOME, AR 72653
<b>Enrollment:</b> 1226	<b>Poverty Rate:</b> 48.78	<b>Phone:</b> (870) 425-1215

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	15
Number of enrolled students with completed EOY only:	7

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

## Mountain Home Career Academies

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

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

*Information provided by Applicant is in italics.*

## Mountain Home High School Career Academies Waivers Requested in Amendment Application

### **1. School Day/Year/Seat Time**

**Ark. Code Ann. § 6-16-102 School Day**

**Ark. Code Ann. § 6-18-210(2) Planned instructional time**

**Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve**

**ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through Twelve**

**Standards for Accreditation 10.01.4 (6 hour day)**

**Standards for Accreditation 14.03 (Seat time)**

*MHHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student-Every Time.*

**Legal Comments:** Applicant should provide additional information about how it will implement the flexible time – what will a student do with the rest of their time if they finish both semesters early? Will students be in class for 6 hours a day, 30 hours a week? If so, then all of these waivers are not necessary.

### **Applicant Response:**

- Applicant Response: Provide students flexible learning environment
- Allow students to work through curriculum content at their own pace
- MHPS Strategic Plan introduces learning based learning
- Increase graduation rates
- Assist at-risk students
- Utilize technology within a real world application as provided in most post secondary institutions

### **Implementation of Flexible Time**

- Begin program by utilizing resources from Virtual Arkansas

## Mountain Home Career Academies

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

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

*Information provided by Applicant is in italics.*

- Students would be able to work from any location; however, would have to come on campus for exam administration
- Students would make application based on need to participate in the opportunity to enroll in Flex Paced curriculum
- Students would be allowed to take only classes they need to graduate which would open up Internship opportunities, ASUMH Tech Center courses and Concurrent Credit classes off campus

**Remaining Legal Issues:** None

### Additional Waivers

Request for District Conversion Charter School Amendments: Mountain Home High School Career Academies

### Motion

To approve the amendment request, including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017.

Barnes	Liwo	Saunders
Gotcher-2	Pfeffer-M	Smith
Lester	Rogers	

### Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe the waivers complement the current instructional program and allow for a more realistic actualization of the flexibility in the existing approved charter.
Gotcher	X			Seat time waivers allow for increased flexibility for teachers and students. I do not see any issues supporting these waivers.
Lester				absent
Liwo	X			No concerns with the request exist. The summary report addressing how 9th graders will benefit from the use of waivers will be beneficial. The waivers will help provide opportunities for internships and possibly increase graduation rates.
Pfeffer	X			The amendment request aligns with the already approved charter to provide a flexible learning environment for students. The district agreed to provide data regarding the implementation of flexible attendance and instructional time for 9th grade students.



Rogers	X			I am not concerned, because this allows for flexibility for students learning.
Saunders	X			Flexibility is needed to accommodate for the needs of the individual students.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016



2465 Rodeo Drive  
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State Board of Education and Commissioner Key:

The following is Mountain Home Public Schools' response to the questions raised by the State Board of Education in looking at the flexibility waivers for the district.

1. Rationale for including ninth graders in the programming that the amendment request will afford. Please include a discussion of the emotional maturity of ninth graders that would participate in this programming.
2. Any Arkansas focused research on ninth graders, and/or similarly aged students, participating in higher education courses

Ninth grade students are currently included in our District Conversion Charter. We feel extending this option for students will allow us assistance in personalizing their learning opportunities. Beginning in the 2016-2017 school year, every student in grades 6-12 enrolled at MHPS will have an individual learning plan (Flight Plan) that is developed in the student's Academic Advisory Program. The ninth grade students' flight plans are a critical component in appropriately ensuring personalized planning for those taking courses at a flexible pace.

We have had some students who have been temporarily placed in facilities (medical, psychological, etc.) or special life circumstances that require withdrawal and re-enrollment during the semester. By allowing students in this situation to begin a course in the middle of the semester, ninth grade included, those students would have a better chance of staying on track to graduate on time. An application process will be developed for all students in grades 9-12 to determine if flex paced or concurrent credit courses fit within their Flight Plans. The application will be very similar to the one used for students who choose to take college courses in place of high school credit as allowed by ADE Rules Governing Concurrent Credit (4.01).

Over the years we have had students take advantage of this option; most recently a ninth grade student took four college classes. We feel the emotional maturity of our students must be handled on a case-by-case basis. The district's vision involves providing excellent educational opportunities for every student entrusted to us, and we know every student is unique -- with a unique set of life experiences and gifts. We recognize that ninth grade students are at various levels of maturity. Some are ready, while some are not; however, providing a flexible educational experience will allow us to personalize the learning for individual students based on need.

The focus of our waivers is for students enrolled in Virtual Arkansas courses to accelerate, intervene or supplement, but the ADE rules and regulations already state, "any student

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who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university."

In regards to Arkansas-specific research, as mentioned before, MHPS students in the ninth grade have already successfully taken advantage of the opportunity provided by the ADE to take college courses. District administration and researchers have also visited with the Batesville, Harrison, and Bentonville school districts that have received similar waivers and have seen successes their ninth grade students have had as a result, while some are yet to utilize the programs. The overall consensus is that, with consideration being made through an application process and looking at all interested students on a case-by-case basis, the waiver will benefit ninth graders.

It was agreed upon by the Charter Authorization panel that we present a report in writing following the 2016-2017 school year on how the district utilized the waivers in the ninth grade. We welcome that piece of accountability and look forward to sharing our experiences with the ADE and the State Board of Education in hopes that our efforts to give new learning opportunities to our students will help other districts create similar learning opportunities for their students. It should be noted that the waivers are only amendments to our current conversion charter, which will be up for review in five years. We feel the requested waivers will benefit us educationally, the district fiscally, and our community with the potential for greater partnerships. We are grateful to the districts that allowed us to learn about their use of waivers as we researched this opportunity and will be happy to share the outcomes of our initiative with others.

Thank you for your consideration as we carry out the vision for a student-focused education.

Jake Long

Superintendent

Mountain Home Public Schools

# MHHS Career Academies

## Charter Amendment Request



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**Systematic change requires a willingness to look on change as an opportunity...**  
**- Peter Drucker**

# Rationale

- Allow for Individualized learning
- Allow students to work through curriculum content at their own pace
- MHPS Strategic Plan introduces learning based learning in alignment to ADE strategic plan and vision
- Accelerate learning for our highest achievers
- Increase graduation rates by keeping students engaged
- Assist at-risk students for dropout prevention
- Utilize technology within a real world application as provided in most post secondary institutions

# Implementation

## Implementation of Flexible Time

- Begin program by utilizing resources from Virtual Arkansas
- Students would be able to work from any location but would be required to come to campus for exam administration
- Students would make application based on need to participate in the opportunity to enroll in Flex Paced curriculum
- Students would be allowed to take only classes they need to graduate, which would open up Internship opportunities, ASUMH Tech Center courses and Concurrent Credit classes off campus (10<sup>th</sup>-12<sup>th</sup> and 9<sup>th</sup> grade on case-by-case basis)

# 9<sup>th</sup> Grade Opportunities

- 9<sup>th</sup> Grade Students: Emotional maturity, learning styles, Strengths, motivation, advisor/counselor input, classroom teacher input, parent buy-in, academic status
  - Highest Achieving
    - Encouraging learning at the student's own pace, removing the ceiling for endless opportunities, career exploration, academy preparation
  - Average student
    - Allowing for a safety net for keeping them on track, career exploration, academy preparation
  - At- Risk
    - Credit recovery, dropout prevention, career exploration, academy preparation

# Questions?