

**Arkansas Department of Education
Little Rock Area Public Education Stakeholder Group
Wednesday, June 29, 2016 - 5:00 PM
ADE Auditorium**

AGENDA

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| I. Little Rock Area Public Education Stakeholder Group Meeting Called to Order
Presenter: Chair Tommy Branch | 3 |
| II. Consideration to Approve Minutes - June 6, 2016
The members are requested to approve the minutes for the June 6, 2016,
meeting of the Little Rock Area Stakeholder Group.
Presenter: Deborah Coffman | 6 |
| III. Glossary of Education Terms
Complements of the Arkansas School Boards Association
Presenter: Kendra Clay, General Counsel | 10 |
| IV. Consideration of the Transition from the Elementary and Secondary Education
Act (ESEA) and No Child Left Behind (NCLB) to the Every Student Succeeds
Act (ESSA)
On June 6, 2016, members requested background information on the transition
from ESEA and NCLB to ESSA.
Presenter: Ms. Annette Barnes, Assistant Commissioner of Public School
Accountability | 23 |
| V. Consideration of Data regarding Schools South of the River
On June 6, 2016, members requested briefing papers that included data on
current achievement of schools.
Presenter: Dr. Denise Airola | 26 |
| VI. Consideration of the Little Rock School District Community Advisory Council
Report | 124 |
| VII. Consideration of State Board Committee Boundaries Study
Presenter: Dr. Jay Barth, State Board Member | 170 |
| VIII. Consideration of Perceptions from District Superintendents | |
| 1. Little Rock School District
Presenter: Superintendent Mr. Baker Kurrus | 176 |
| 2. Little Rock School District
Presenter: Future Superintendent Mr. Michael Poore | 209 |
| 3. Pulaski County Special School District
Presenter: Superintendent Dr. Jerry Guess | 215 |
| IX. Charter School Overview
Presenter: Alexandra Boyd | 216 |
| X. Consideration of Perceptions from Open Enrollment Charter School Directors | 310 |
| XI. Consideration of Public Comment
Persons attending the meeting may sign up for public comment on the day of
the meeting. Public comment may be allowed by a majority vote of the Public
Education Stakeholder Group members present at each meeting. If public
comment is allowed, the Chair will outline the procedure for accepting
comments during the meeting, including the length and number of comments. | |

Presenter: Chair Tommy Branch

XII. Consideration of Agenda for Next Meeting - July 11, 2016

Presenter: Chair Tommy Branch

XIII. Adjournment

Presenter: Chair Tommy Branch

XIV. Materials submitted during the meeting

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Title	Civic Advisory Committee	Community Advisory Board	Little Rock Area Public Education Stakeholder Group	Special Committee on Pulaski County Boundaries
Creation	On January 28, 2015, the State Board of Education directed that a formal body of parents, students, community and business leaders, reflective of the Little Rock community and philanthropic organizations serve as a Civic Advisory Committee to aid in improving the performance of students in all schools.	<p><u>Pursuant to Arkansas Code Annotated § 6-15-430</u></p> <p>(2) (A) If the state board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the commissioner, with the approval of the state board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the commissioner.</p> <p>The Commissioner will present the LRSD Community Advisory Board Membership at the July 14 State Board meeting.</p>	On April 14, 2016, the State Board of Education directed the ADE to facilitate the engagement of a research facilitator to review the issues below, with the goal of producing non-binding recommendations that aid the board's decision-making, inform communication among all stakeholders, and identify opportunities for collaboration and coordination among charter schools and traditional schools. The recommendations should lay the groundwork for a multi-function model that can be adapted for use in other areas of the state.	On January 28, 2015, the State Board of Education established a State Board committee charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015, regularly scheduled meeting.

Member ship	<p>Members include individuals from each of the LRSD zones, local philanthropic organizations, and students and teachers from the academically distressed school districts</p> <p>A full list of members can be found on the LRSD website at http://www.lrsd.org/?q=content/lrsd-civic-advisory-committee.</p>	<p>Any resident of the Little Rock School District may complete an application for the LRSD Community Advisory Board. The application is available now online at https://adedata.arkansas.gov/cabas/. The application deadline for submission is June 17, 2016.</p> <p>Local legislators have been asked to submit nominations by May 31, 2016. Anyone nominated will be asked to submit an online application. The application is available now online at https://adedata.arkansas.gov/cabas/. The application deadline for submission is June 17, 2016.</p> <p>The State Board of Education will hold a special meeting so the public may hear from each candidate on Monday, June 27, 2016, at 5:00 p.m. in the Arkansas Department of Education Auditorium. The meeting will be live streamed, recorded, and posted on the ADE website. The meeting is open to the public.</p> <p>The Commissioner will review the applications</p>	<p>Tommy Branch, Chair Jim McKenzie, Vice-Chair Tamika Edwards Ann Brown Marshall Antwan Phillips Leticia Reta Dianna Varady</p>	<p>State Board of Education Members, including the following: Jay Barth Kim Davis Sam Ledbetter Dianne Zook</p>
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		and select members by zones.		
Duration	January 2015-July 2016	July 14, 2016 until LRSD is returned to local control or until the State Board annexes, consolidates, or reconstitutes the school district.	June 6, 2016 until completion of non-binding recommendations	January 28, 2015-June 2015
Purpose	Advisory body to aid in the improvement of student performance in all LRSD schools	Pursuant to Ark. Code Ann. § 6-15-430(d)(2)(D) the Community Advisory Board shall: Meet monthly with superintendent Conduct hearings and make recommendation for student and personnel hearings Build community capacity Submit quarterly reports to State Board and Commissioner	To submit non-binding recommendations to the State Board regarding quality education for all students south of the Arkansas River	To study the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base
Reports	Report submitted to State Board of Education in June 2016	Quarterly to State Board and Commissioner	Non-bonding recommendations to State Board upon completion	Report submitted to State Board of Education in June 2015

**Minutes
Little Rock Area Public Education Stakeholder Group Meeting
Monday, June 6, 2016**

The Little Rock Area Public Education Stakeholder Group met Monday, June 6, 2016, in the Arkansas Department of Education Auditorium. Commissioner Johnny Key called the meeting to order at 5:00 p.m.

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

Members Absent: none.

Audience: ADE staff, general public, and press.

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

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Purpose of the Little Rock Area Public Education Stakeholder Group

Commissioner Johnny Key said on April 14, 2016, the State Board of Education directed the Arkansas Department of Education to facilitate research on the following:

- How every student can have access to a school that is achieving;
- How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;
- How to be most cost effective and fiscally efficient in the delivery of education;
- How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;
- How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns; and
- How collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficiency of the system of public education south of the river.

Commissioner Key said the stakeholder group would be tasked with identifying data questions, defining key terms, and setting measurement parameters that must be addressed by the research facilitator to (1) establish a recommended plan for the future of public education “south of the river” to be presented to the State Board of Education and (2) consider whether any action should be taken on the recommendations by the Special State Board Committee for the Pulaski County Boundaries Study.

Nominations and Election of Chair and Vice-Chair

Mr. Jim McKenzie moved, seconded by Ms. Diana Varady, to nominate Mr. Tommy Branch as Chair. The motion carried unanimously.

Ms. Tamika Edwards moved, seconded by Ms. Ann Brown Marshall, to nominate Mr. Jim McKenzie as Vice-Chair. The motion carried unanimously.

Introduction of Members

Members introduced themselves by providing a brief oral biography of their work and experience.

Consideration of Meeting Dates, Including Start and End Times

The members discussed and through consensus decided to meet on Mondays from 5:00 – 7:00pm. Due to immediate scheduling conflicts, the members selected June 29, July 11, and July 25 as meeting dates. The meetings will be held in the ADE Auditorium. Additional dates will be identified at a later date.

Consideration of Timeline of Events

Dr. Denise Airola, Director of the Office of Innovation in Education, said the issues to be addressed by the group would require the members to define key terms. She said the first term to be identified would be “achieving or what is a quality school”.

The members discussed the development of a briefing paper that included data on current achievement of schools and the history of charter schools. Members also discussed identifying community members that will provide information to the members.

Commissioner Key offered clarification to consider this work as a study for future State Board consideration. He referenced the boundaries study conducted by the State Board. He encouraged the members to consider where future schools may be located and what types of schools will best serve the students in Pulaski County south of the river.

Dr. Airola said some perceptions have been shared regarding the quality of schools in the area. She said the research would provide data to make decisions. She said the issues might be reordered to facilitate the work:

1. How every student can have access to a school that is achieving;
2. How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;
3. How to be most cost effective and fiscally efficient in the delivery of education;

4. How collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficiency of the system of public education south of the river;
5. How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;
6. How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns.

Commissioner Key said organizations are researching these same issues in other areas of the nation. He said Dr. Airola could identify organizations that may be available to assist with the research. Members requested that Dr. Airola provide the current data available regarding the identified schools.

Dr. Airola said the members would identify the characteristics of a quality school, identify if data exists or if data should be collected, analyze data to determine patterns, and identify additional questions. She said the members would need to examine the data with the lens of equity, alignment with vision, efficiency, and practicality.

The members requested background information on the transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA). The members also requested a copy of the State Board boundary study.

Consideration of Public Comment

No one requested to provide public comment.

Consideration of Agenda for Next Meeting (June 29)

In preparation for the June 29th meeting, the members requested written materials regarding the following:

- Historical (factual and legal) timeline of the introduction of charter school in Little Rock;
- Reports/recommendations produced by the Special Committee for the Pulaski County Boundaries Study;
- Any data and research collected by the Arkansas Department of Education regarding the impact of charter schools on traditional schools in Little Rock;
- A ~~lexicon~~[lexicon](#) – pertaining to concepts, programs, and practices – defining terms commonly used in the current education arena, that are likely unfamiliar to those who are not education practitioners; and
- Other documents the Arkansas Department of Education deem important to the purpose of the Little Rock Area Public Education Stakeholder Group.

In addition, the members requested to hear from Charter School Directors and District

Superintendents during the next meeting. Speakers are requested to prepare 5-10 minute presentations with materials posted on the public agenda. Members will have opportunity to engage in Q & A with the speakers.

Commissioner Key suggested the members think about the future for the students. He asked them to consider what will students in the Capitol City need in the next five, ten, or fifteen years.

Adjournment

Mr. Jim McKenzie moved, seconded by Ms. Tamika Edwards, to adjourn. The motion carried unanimously.

The meeting adjourned at 6:39 p.m.

Minutes recorded by Deborah Coffman

Glossary of Terms

Here's a list of terms you will hear at one time or another. Acronyms (the initial letters of the words in a title) can make for an especially confusing alphabet soup. Keep this glossary handy and add to it as you learn new terms.

AAIMS or Arkansas Advanced Initiative for Math and Science – A coordinating organization that plans, implements, and creates incentives to promote the study of math and science in the state's schools. See APTIP and STEM.

ABC Program or Arkansas Better Chance for School Success – A developmentally appropriate program for young children, birth through five years of age, approved by the Department of Human Services and ADE according to the relevant law.

Academic Content Standards – The written documents that outline what a student should know and be able to do at each grade level. The state testing system is based on (aligned with) these content standards.

Academic Distress – A classification assigned to any Arkansas public school district in which either 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated assessments (currently the ACT Aspire) for the most recent three (3) year period; or a **Needs Improvement (Priority)** school that has not made the progress required under the school's **Priority Improvement Plan (PIP)**.

Accountability – Being held responsible for one's commitments and actions.

ACSIP or Arkansas Comprehensive School Improvement Plan – A plan of action developed by a local school team, based on testing and other data, to address areas in which students are not scoring well on state assessments. The team includes teachers, parents, and community members. The plan identifies the professional development, technology, materials, and resources needed to implement it. This plan determines how federal funds will be used at the school.

ACT Aspire – The current state-mandated assessments that are used to judge a student's proficiency on the state content standards.

ACTAAP or Arkansas Comprehensive Testing, Assessment, and Accountability Program – A comprehensive blueprint for education in Arkansas that focuses on high academic standards, professional development, student assessment, and accountability for schools. ACTAAP includes the Smart Start Initiative (for grades K-4), Smart Step Initiative (grades 5-8), and education programs for grades 9-12.

ADE or Arkansas Department of Education – The administrative agency that carries out the state's education laws and the policies of the State Board of Education.

Adjourned Board Meeting – A continuation of either a regular or special meeting that the school board had previously adjourned to a later time or day.

Advocacy – The process of trying to influence the thinking and action of legislators or other public officials for or against a specific cause, bill, or action. Advocacy also may be referred to as *lobbying*.

Agenda meeting – A legally convened board session, sometimes called a *planning meeting*, during which the agenda of an upcoming regular board meeting is agreed upon.

AIP or Academic Improvement Plan – A plan detailing supplemental or intervention and remedial instruction, or both, in the deficient academic areas of any student who isn't proficient on a portion or portions of the state-mandated assessments.

Alignment – Parts or elements that are closely and reasonably related, connected, or in cooperation with one another, such as tests being aligned with the curriculum students have been taught.

Alternative Education – Schools or classrooms that are designed to serve students who are not succeeding in the traditional school or classroom environment. Students who are failing academically or may have learning disabilities or behavioral problems may need a different setting. Alternative schools or classrooms may have more flexible schedules, smaller teacher-student ratios, counseling support, and modified curricula. The alternative classrooms are more commonly referred to as **Alternative Learning Environments or ALE**.

Annexation – Joining a school district or parts of a district with a receiving district.

AP or Advanced Placement – The designation of the College Board for college-preparatory courses that high school students can take to earn college credit. Students must master a generally higher level of coursework and pass an accompanying test to earn college credit.

Appropriation Bill – A legislative motion that authorizes the government to spend money that the bill designates for a particular purpose.

APSCN or Arkansas Public School Computer Network – The statewide computer system for collecting and organizing certain school-based data throughout the state, linking all public school systems with ADE. (See SIS.)

APTIP or Advanced Placement Training and Incentive Program – Aims to increase the number of students taking and passing math, science, English, and other AP tests and also to raise the number of college graduates. APTIP is a focus of the Arkansas Advanced Initiative for Math and Science (See AAIMS.)

Assessments – Tests or other tools that measure students' skills and knowledge. They can be used to indicate the extent to which students are meeting learning standards. *Formative* assessments are used by teachers and students during a course of study so instruction can be adjusted as needed to improve learning. *Summative* assessments are given at or near the end of a course to assess the student's overall mastery of the subject matter.

Augmented CRT or Augmented NRT Assessment – A test that has both *criterion-* and *norm-referenced* questions.

AYP or Adequate Yearly Progress – The minimum level of academic performance school districts were required to achieve each year in reading, math, and science on the state-mandated assessments under No Child Left Behind (NCLB). Under its original plan each state set the AYP gains every school was to reach with the expectation of all reaching 100% proficiency by 2014.

Benchmark – In education, a detailed measure of what students should know and be able to do at particular ages, grades, or developmental levels.

Benchmarking – A way to identify which standards are needed by searching for exemplary practices and programs that can serve as models or inspiration for appropriate standards.

BMI or Body Mass Index – A method used as an indicator of whether or not an individual is overweight. BMI is calculated by dividing a person’s weight (in kilograms) by his or her height (in meters, squared).

Boardmanship – A term to describe the skills school board members need in order to work together effectively and ensure competent governance of a local school district.

Certified Staff – Within a school district these are employees who, by law, must hold certain Arkansas credentials as a condition of employment. This level of personnel, sometimes referred to as *non-classified* or *licensed staff*, includes teachers, counselors, principals, and others.

Charter School – These consist of both open enrollment and conversion charters. Both kinds are freed from certain constraints to allow them to creatively meet their students’ needs and promote academic achievement. *Open enrollment charters* operate separately from traditional public schools and have their own board of education. *Conversion charters* are part of a traditional public school and are under the control of the local board of education.

Climate – The atmosphere in a school or other place that is created by the combination of behaviors, attitudes, and surroundings.

Closed Hearing – A session of the school board that is closed to the public. The session may be convened upon the request of a student’s parent or guardian or by a board motion when the board is considering that student’s suspension or expulsion.

Compensatory Damages – An award, usually of money, intended to make up for harm or losses.

Concurrent Credit – Courses or study that satisfy both high school and college credit hours.

Consolidation – Joining two or more school districts or parts of districts to create a single new school district.

Content Standards – The information, ideas, and facts students are expected to know and be able to demonstrate at each grade level.

CSH and WCI or Coordinated School Health and the Wellness Center Initiative – Twin thrusts to promote integrated health, wellness, and academic achievement in our public schools and their communities. The eight components of CSH are health education; physical education; health services; nutritional services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and family and community involvement.

Core Curriculum – The minimum course of study recommended for students.

CRT or Criterion-Referenced Test – An instrument to assess students’ knowledge related to a specific set of standards and measured only in relation to those standards.

Culture – The prevailing pattern of behavior, relationships, and expectations that characterize an organization.

Curriculum – The subject matter, skills, and processes that are taught so students will achieve identified standards of knowledge and skill. Curriculum is singular and *curricula* is plural.

Curriculum Frameworks – Lists of what students should learn, by grade level, which guide curriculum development and instruction.

CVM or Certified Volunteer Manager – A designation awarded by the Arkansas Public Administration Consortium (APAC, representing several Arkansas colleges and universities) to those who successfully complete APAC’s curriculum for managing volunteer programs in either the public or private sector.

DDDM or Data-Driven Decision-Making – The process of using reliable data as the basis for making decisions of all sorts.

Deliberative Dialogue – An organized process for facilitating conversations within groups of people who share their perspectives and viewpoints with one another so they can more thoughtfully consider issues, problems, and options. Study Circles is one model of deliberative dialogue.

Desegregation – The process of eliminating the traces of segregation (separation of races) to compensate for past discriminatory acts and to ensure that racial barriers no longer restrict any citizens from equitable access to their constitutional rights.

Disaggregated Data – Information that has been sorted according to certain criteria or subdivisions. For example, test results can be sorted by groups of students who have similar characteristics, such as economic disadvantage, race or ethnicity, disabilities, or limited English proficiency. Teachers and parents can then determine how each group is performing.

Drop-Out Rate – The proportion and time at which students leave school before graduating for reasons that may include failing grades, suspension or expulsion, lack of interest, economic hardship, pregnancy, marriage, peer conflict, incarceration, lack of attendance, and use of alcohol or drugs.

Due Process – An orderly procedure that protects a person’s legal rights. Due process gives an individual a meaningful hearing and opportunity to defend himself or herself before the person or body that has the authority to limit or withdraw that individual’s rights.

Early Intervention – Focused, individualized instruction developed from continuing assessment while a child is in the early stages of learning, generally pre-school or kindergarten through the first grade.

EAST or Environmental and Spatial Technology Initiative – Started in Arkansas in 1996 and is now in hundreds of schools across the nation, an EAST lab is a classroom outfitted with state-of-the-art electronic hardware, software, and sophisticated accessories as a catalyst for learning. An EAST-trained teacher facilitates

the students' inquiries into problems in their local communities and then supports their search for solutions using the EAST technology tools.

Education Philosophy – A blend of basic beliefs and principles that gives meaning and direction to the overall education program.

End-of-Course Exam – A test taken at the end of a course to measure whether a student has the knowledge and skills necessary for proficiency in that course.

Engrossed Bill – A legislative bill that has been amended by adding, deleting, or otherwise changing the bill's original or previous language.

Equity – The right to treatment without discrimination on the basis of race, religion, color, creed, national origin, sex, sexual orientation, gender identity, lifestyle, age, or disability. Within the educational arena, equity means that children are to be treated fairly by receiving services according to their individual needs and strengths.

ESL or English as a Second Language – Several programs or approaches used to teach English to those who don't speak English as their first language.

ESSA or Every Student Succeeds Act – The 2015 Federal reauthorization of the Elementary and Secondary Education Act. ESSA replaced portions of the No Child Left Behind Act of 2001.

Essential Elements of Early Reading – Five basic aspects of reading proficiency, which are:

1. **Comprehension:** understanding and remembering what is read.
2. **Decoding and word recognition:** to recognize words accurately, fluently, and independently.
3. **Fluency:** the ability to read text accurately, quickly, and with expression.
4. **Phonemic awareness:** the ability to hear and manipulate the sound structure of language.
5. **Vocabulary:** words that must be known in order to communicate effectively.

Evaluation – The process of measuring the actual result of certain actions and resources, such as programs and materials, in relation to the desired results.

Even Start – A grant-funded literacy program to improve the educational opportunities of low income families by combining early childhood education, adult literacy, and parenting education into a unified family literacy program.

Executive Session – A private meeting of a school board or other governing body that can be held only for purposes specified by law and from which the general public and press are excluded.

Ex Officio – Literally meaning "by virtue of one's office," the term refers to the practice that allows a member of an official group, such as a school board, to designate someone to fill a certain role at the group's request.

Fiduciary – The concept of stewardship, referring to a person or persons having duties, on behalf of others, that require good faith, trust, and special confidence. Fiduciary duty is to act for someone else's benefit, while subordinating one's personal interests. The term is often used in conjunction with managing money or property

for another, using a very high standard of care. For example, a school board acts as the community's trustee of public funds for the schools and therefore has a fiduciary responsibility for using those funds for the benefit of the community.

Fiscal Year – All financial accounts are to be completed by the end of the 12-month period known as the fiscal year, which begins July 1 and ends on the following June 30.

FOI or FOIA or Freedom of Information Act – This law requires that public business be performed in an open and public manner. The law applies to any agency, including a school district, that's supported by public funds or spends them.

Free-and-Reduced Lunch Program – See National School Lunch Program.

GED or General Education Development Test – A nationally recognized measure of high school-level knowledge and skills. Those passing the test earn the GED credential.

Goals – Broad statements of overarching aims that flow from an educational philosophy and toward which an organization or group directs its efforts.

Good Faith – The duty to act in a fair and equitable manner, without coercion, intimidation, or threats of coercion or intimidation.

Governor's Afterschool Task Force – Closely allied with Coordinated School Health (see CSH) to promote quality afterschool programs. To ensure children's health and safety, the task force and its allies are establishing licensure standards for afterschool programs.

Grievance – a formal, written complaint from an employee regarding working conditions or treatment.

Head Start – A federally sponsored comprehensive child development program that serves children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

HIPPY or Home Instruction for Parents of Preschool Youngsters – A parent involvement, school readiness program that helps parents prepare their three- and four-year-old children for success in school and beyond.

Home School – A school conducted primarily by parents or legal guardians for their own children.

HQT or Highly Qualified Teacher – A teacher who demonstrates that he or she knows the subjects he or she is teaching, has a college degree, and is licensed by the state. No Child Left Behind required all core academic courses to be taught by a Highly Qualified Teacher. The Every Student Succeeds Act replaced the HQT requirement with the requirement that a core academic teacher meet the state's licensure requirements.

IB or International Baccalaureate – The designation of a school or a program within a school that conforms to the high-quality standards and challenging curriculum of the International Baccalaureate Organization, founded in 1968 in Switzerland and presently serving 122 countries. IB curriculum, which is blended from that of many different countries rather than any one nation, focuses on international mindedness. For example, all IB

students learn a second language and are taught critical-thinking skills. The high school diplomas of students who successfully complete the IB program carry the IB seal of achievement.

IDEA or The Individuals with Disabilities Education Act – A federal law that requires states to provide all eligible children who have disabilities with a free, appropriate public education (FAPE) from infancy through age 21 years, consistent with a state’s legal provisions for making education available.

IEP or Individualized Education Plan – A written instructional plan for students with disabilities who are designated as special education students under federal law (IDEA).

Inclusion – Also known as *mainstreaming*, the practice of placing students who have disabilities in regular classrooms.

Initiated Act – A method of legislating that requires a vote of the people instead of a vote of the legislature for a proposed measure to become law.

Inservice Training – Instruction conducted by qualified trainers and offered during a person’s employment or period of elected or voluntary service. Also known as *professional development*.

IRI or Intensive Reading Improvement Plan – An intervention program for any K-2 student who has substantial reading difficulties.

Lawsuit – A legal action between persons or organizations in a court of law where one party seeks justice from the other as determined by a judge or jury.

LEA or Local Education Agency – A board of education or other governmental authority within a state that maintains an administrative relationship with public elementary or secondary schools in a city, county, school district, or other political subdivision of a state.

LEP or Limited English Proficient – A student who doesn’t speak English as his or her native language and is in the process of learning English. May also be referred to as an **English Language Learner** or **ELL**.

Liability – Legal responsibility for the consequences of an action or situation.

Litigation – A lawsuit is commonly referred to as litigation.

LD – Can stand for *learning disability, learning disorder, learning difficulty or learning disabled*, referring to students who have difficulty learning in a regular classroom and need special methods or assistance to learn effectively. See IEP and IDEA.

Longitudinal Tracking – A system that uses test scores to keep up with the progress of the same student from year to year and from grade to grade, regardless of whether the student moves from one school to another or one district to another.

Mandatory Statutes – Laws that school boards or other governing agencies or officials are required to carry out.

Merit Pay – A monetary bonus or salary increase for personnel based on criteria that are related to job performance. In schools, merit pay is usually related to the extent to which a teacher raises students’ test scores or other measures of academic progress. (See value added.)

Modeling – Teaching by showing the student how to do a task with the expectation that the student will copy the action. Teachers and other educators can also “model” good teaching techniques to one another.

Monitoring – The intentional process of remaining aware of actions and resources as they are currently being applied toward goals and objectives.

Multiple Choice – A test question that asks the test-taker to select the correct answer from a list of options.

NAEP or National Assessment of Educational Progress – Often referred to as the Nation’s Report Card, NAEP is a standards-based test that is sponsored by the U.S. Department of Education as a means for measuring student achievement so that student performance in one state can be compared with that of another. NAEP exams are given to a representative sample of the student population in grades 4 and 8 in every state.

National School Lunch Program – Formerly known as the federal Free- or Reduced-Lunch Program, meals that are provided free or at a low cost to children who are determined eligible according to federal guidelines based on family income. The income eligibility levels are commonly used in determining the “poverty” status of a school or district, which in Arkansas is also associated with special funding, known as NSLA categorical funds.

NCLB or No Child Left Behind – A federal law requiring states to give tests in reading and math in grades 3 through 8 every year. According to the NCLB website, the law is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works, based on scientific research. Portions of NCLB have been replaced by the Every Student Succeeds Act.

Non-Certified Staff – Also called *classified staff*, these are school district employees who aren’t required to have Arkansas teaching credentials as a condition of employment. Bus drivers, janitors, and cafeteria workers are some examples of classified staff.

NRT or Norm-Referenced Test – A standardized examination, based upon a student’s broad-based exposure to a variety of topics that is used to measure and compare student performance and progress against a national sample of students at the same grade level.

NSBA or National School Boards Association – The national organization that is a federation of state school boards associations. NSBA’s mission is to foster excellence and equity in public elementary and secondary education through school board leadership, providing resources and services that support the work of local school board members throughout the nation.

Objectives – The specific steps taken to achieve a certain goal. Objectives identify necessary actions, the people and resources for carrying them out, and the schedule for starting and completing the actions.

Open Response – A test question that asks students to develop their own written answer, rather than selecting one from a list of potential answers.

Orientation – The process that prepares people for involvement in a new situation, providing the background and overview needed for them to understand new roles, surroundings, and procedures.

Parent and community involvement – Refers to several different ways in which parents and community members or organizations take part in all aspects and levels of the educational process on behalf of children. Participation is both formalized (such as parent-teacher associations, school-business partnerships, parent-teacher conferences, school volunteer programs, and so on) and informal (reading to children in the home, parental supervision of homework, supporting millage elections, and the like).

Parent-School Compact – A written agreement of shared responsibility that defines the goals and expectations of schools and parents as partners in improving student achievement.

Parliamentary Procedure – The patterns and rules that guide a group in an orderly, efficient manner of conducting a meeting and transacting business.

Partnership Program – A mutually supportive arrangement between parents, businesses, or community organizations and a school or school district, often in the form of a written contract, in which the partners commit themselves to specific goals and activities intended to benefit students.

Pass Rate – A level of performance on student assessments that is determined by the standard-setting process, which establishes the level below which students are required to have an *Academic Improvement Plan* and must participate in remediation.

Performance Standards – Skills and knowledge that a student is supposed to be able to demonstrate by the end of a particular grade or course of study.

Permissive Statutes – Laws on which school boards or other governing authorities may choose to take certain action or not, depending upon local needs and goals.

Personnel Policies – Guidelines to be followed by employees in carrying out their work.

Policy – A general statement a school board or other governing authority adopts to indicate a desired condition, direction, or belief.

Portfolio Assessments – A purposeful, systematic collection of selected work and self-assessments developed over time that have been gathered to demonstrate and evaluate a student's progress and achievement.

Poverty Rate – The economic level of a school's student enrollment, which is generally determined by the percentage of students who are eligible to receive free or reduced-cost meals.

PPC or Personnel Policies Committee – State law requires that certified (or licensed) employees and non-certified employees each be represented by a personnel policies committee in those districts in which these employee groups aren't represented by an officially recognized group, such as a union. The PPCs focus on

personnel policies and can communicate their positions on proposed and existing personnel policies and suggest changes in them to the school board. PPCs have no veto power.

Procedure – In relation to education policy, procedures are the methods or steps for carrying out a policy in accordance with its letter and spirit. Procedures are specific and designate how, by whom, where, and when certain actions are to be carried out or limited.

Professional Development – Ongoing, systemic learning activities designed to enhance the professional knowledge, skills, and attitudes of educators to achieve specific objectives toward the goal of increasing student achievement. Also known as *inservice training*.

Prohibitive Statutes – Laws that specifically forbid a certain course of action.

Proprietary Functions – In a school district, they include such activities as hosting athletic contests, leasing or renting school-owned facilities to some group, or engaging in any similar revenue-yielding activity

Public Engagement or Public Involvement – The sustained, active interest and participation of parents, community members, and other taxpayers in supporting and improving schools.

Punitive Damages – An award intended to punish rather than to compensate for damages, such as with a monetary award.

Quorum – Defined by statute or in the bylaws of a board or other governing body as the number or proportion of members that must be present in order to conduct business. Commonly, a majority of members constitutes a quorum.

Reading First – A part of the No Child Left Behind initiative that is dedicated to ensuring that all children learn to read on grade level by the third grade. Reading First provides money to states and school districts to support high-quality reading programs based on scientific research.

Refrigerator Curriculum – Easy-to-read, downloadable documents on the ADE website that are suitable for hanging on a refrigerator door and show what students will be taught and expected to learn at each grade level. They contain curriculum samples for parents to use in helping their children learn.

Regular Board Meeting – A scheduled board meeting that is held at least monthly during the school year, but may also be held when school is not in session.

Regulations – See rules.

Remediation – The process of providing extra instruction to help a student improve in a particular subject area identified in the student's academic improvement plan (AIP).

Resources – Sources of supply or support, such as people, materials, equipment, or money.

Retention – Keeping a student in the same grade or subject to repeat it in order to master the curriculum. Retention can also refer to keeping personnel employed within the organization, rather than losing them to other employers or activities outside the organization.

Rigor – The degree of difficulty or challenge within a subject, course, or activity. In schools the goal of a rigorous curriculum is to help students develop the capacity to understand content that may be sophisticated, vague, complex, or otherwise challenging.

Rules – Mandates issued by ADE to guide, require, or limit school district operations. Rules stem from state statutes or federal law and may identify procedures for carrying out the requirement. Rules used to be called regulations.

School Board – The local legislative unit of school district governance charged with operating the district according to the mandates of laws and regulations.

School-Community Partnership – A voluntary relationship between a school and a community group or business that meets the needs and uses the resources of both partners for their mutual benefit.

School District – A defined geographic and governmental area, overseen by a locally elected school board and managed by a superintendent, in which the public schools serve students who either live within the area's borders or enroll through school choice or a legal transfer from a different school district.

School in Need of Improvement – This is the term No Child Left Behind uses to refer to schools receiving Title I funds that have not met state reading and math goals (AYP) for at least two years. In some instances, a school labeled as needing improvement may receive extra financial, staffing, or programmatic assistance. Students in the school may be eligible for such services as extra tutoring or may transfer to another public school in their district, within certain guidelines.

School Report Cards – The Annual School Performance Report Card, commonly referred to as the Report Card, is mandated by law and produced annually by ADE. The Report Card displays a variety of statistical data about schools and school districts.

School Volunteer Program – The organized and managed voluntary participation of people in the schools. Volunteers, such as parents, retirees, business persons, and students, serve under the direction of a school district employee or authorized volunteer to perform all manner of services directed at helping schools improve student achievement.

School-Wide Programs – Comprehensive school improvement programs accessible to all students, particularly those who are low achievers and at risk of failure. The programs are funded by a school's Title I programs, which are based on an enrollment of at least 40% low income.

Scope and Sequence – Pertaining to curricula, scope refers to what and how much is covered in the content of certain subject areas or courses. Sequence is the order in which content or courses are presented to students, so that learning builds from the basic to the more complex.

Self Insurance – A system in which an organization, such as a school district, sets aside an amount of its funds to cover any type of losses that would ordinarily be protected by an insurance program.

Service Learning – Supervised classes or programs in which students serve other students as tutors, provide them other assistance, or perform various services to the community.

SES or Supplemental Educational Services – A term used in No Child Left Behind to refer to extra help low-income children may be eligible to receive, such as tutoring. The assistance is paid for by the school, is free to the student, and usually takes place after school or during the summer.

SIS or Statewide Information System – ADE’s statewide computer system developed for sharing information collected through the APSCN computer network, along with additional information collected throughout the school year, such as students’ enrollment levels, daily attendance, demographics, and their courses of study. (See APSCN.)

Slander – A false and malicious spoken statement.

Smart Core Curriculum – The rigorous course of study recommended by the state for students to be successful in post high school levels of education.

Special Board Meeting – An irregularly held board meeting, sometimes referred to as a called meeting, convened by the proper procedures to decide a specific item of business.

Staff Development – See professional development.

Standard – A degree or level of requirement or achievement, based on something that is valued and against which progress is measured. Standards measure quantitative or qualitative value. In education, content standards describe what students need to know and be able to do. Performance standards describe how well students need to demonstrate various skills and knowledge to be considered proficient.

Standards-Based Test – An assessment that tells how a student’s performance compares to some standard of knowledge or skill. A *criteria-referenced test* (CRT) is a standards-based test.

State Board of Education – The regulatory body for public elementary and secondary education throughout Arkansas. The board has nine members appointed by the governor for a single seven-year term.

Statutes – Laws created by state or federal legislation or through an initiated act.

STEM or Science, Technology, Engineering, and Math – Throughout the U.S., school leaders and educators are being challenged to offer students a rigorous course of study in STEM content and to promote competencies toward careers in STEM fields to ensure that our nation stays strong and competitive in the global economy.

Study Circles – A deliberative dialogue model in which trained organizers and facilitators convene groups of citizens to address various issues through constructive conversation.

System – A group of interrelated and interdependent elements that form a complex whole, such as a school system.

Thematic Units – Portions of study built around a particular theme or topic that draws from two or more subject areas.

Title I – The largest federal aid program for elementary and secondary schools. Funding is based on the number of low-income students enrolled in a school. Title I money pays for extra educational services for children who are behind or at risk of falling behind in school.

Tort Liability – Legal responsibility for harm brought to someone.

Training – Short-term sequential instruction for building skills or proficiency in a certain area.

USR or Uniform Readiness Screening – A state-mandated, developmentally appropriate assessment used to determine if a student has substantial difficulty reading.

Value Added – This term, which originated in the business world, has come to mean the increase in learning that occurs over the time a student participates in a grade level, subject, or program under a particular teacher. For example, the difference between a student's proficiency at the beginning of a certain program to the end of it can be considered the value-added result. The term is often linked with the concept of extra pay for educators based on their students' progress. (See merit pay.)

Vision – A statement that looks beyond the present toward a desired future.

Reauthorizations of the Elementary and Secondary Education Act (ESEA) and Arkansas

1965 Johnson Administration	1994 Clinton Administration	2002 Bush Administration	2015 Obama Administration
Elementary and Secondary Education Act (ESEA)	Improving America's School Act (IASA)	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)

The Elementary and Secondary Education Act (ESEA) of 1965 was designed to address educational inequality. Passage of this act was critical, as it followed the Civil Rights Act of 1964. ESEA authorized federal funds for professional development, instructional materials, and resources to support educational programs, and parental involvement. The Act was originally authorized for five years; however, since enactment, it has been amended and reauthorized several times.¹ Without the funding and mandated accountability authorized through ESEA, many students in high poverty areas would not have access to quality instructional programs, teachers would not have access to quality professional development and Arkansas educational systems would not be in pursuit of moving from adequate systems to excellent systems. This brief synopsis is designed to provide an overview of why individual states appear to be in position of forcing local school districts to do seemingly unrelated activities to teaching and learning. It's the law.

Arkansas' state accountability system has been either in support of or in addition to, but not necessarily aligned with the United States Department of Education accountability system. This has created frustration at times because it caused districts to become responsive to more than one target. Under the 1994 reauthorization of ESEA, the Improving America's Schools Act (IASA) was aimed at education reform and revamped Title 1 programs to provide additional assistance to disadvantaged students and held schools accountable for results of all students at the same level. It was a time of emphasis on student achievement, Safe and Drug-free schools, professional development, and introduction to charter schools. During these years Arkansas launched Character Education programs, and embarked on a journey of improving educational achievements of its students. This began with a K-4 Standards and Accountability Summit with a series of "Getting Smarter" conferences through a K-12 phase in over the next six years with Smart Start (K-4), Smart Step (5-8) and Next Step (9-12). This over-lapped with the next reauthorization of ESEA known as No Child Left Behind (NCLB).

NCLB expanded the federal role in public education and required annual testing, annual academic progress, report cards, teacher qualifications, development of assessments in basic skills with requirements to give these assessments to all students at selected grade levels in order to receive federal funding. This focus on high expectations was a standards-based reform toward student achievement and an added component of growth. Due to the expected goal of 100% of all students being proficient or advanced, several reprieves were introduced with reauthorization did not occur in 2007 as expected. At about the same time of the 2002 reauthorization of ESEA, Arkansas introduced

accountability measures through Act 1467 of 2003 and Act 35 of the Second Extraordinary Session of 2003 which created and mandated the state's academic standards and accountability system to address achievement gaps and inadequate education systems. Under the Arkansas Comprehensive Testing Assessment and Accountability Program, End of Course (EOC) assessments were designed along with Benchmark exams given at grades 4, 6, and 8 and later complete augmented assessments in grades 3-8 and EOCs at high school. In 2008 to address the continued disparities and increased numbers of schools in various levels of School Improvement and failing to make Adequate Yearly Progress (AYP) targets, USDE allowed states to apply for flexibilities to the current federal law through Pilot programs called Differentiated Accountability. Arkansas received approval to implement Smart Accountability for the 2009-2010 through the 2012-2013 school year.² Toward the latter part of NCLB another reprieve was introduced as ESEA Flexibility to waive some of the required components including, but not limited to federal funding set-asides, annual measurable objectives, school and district improvement requirements, etc.³ Arkansas has implemented required assessments to all students, adopted curriculum standards, implemented a differentiated accountability system and implemented a Teacher Excellence and Support System (TESS) as well as a Leader Excellence and Development System (LEADS). Many of the Arkansas documents as required by USDE can be found at <http://www.ed.gov/>

With the current reauthorization of ESEA, known as Every Student Succeeds Act (ESSA) the focus is more holistic and comprehensive with the introduction of other indicators to be factored in as measures of success. States are preparing for more local autonomy as the current regulations are out for public comment. Arkansas was already poised to begin preparation for this transition through the allowance of a pause in its accountability labels on both the federal and the state side and the launching of it student focused vision <http://www.arkansased.gov/about-ade/vision-for-excellence-in-education> . Parents and stakeholders are being informed and asked to get involved to help create an educational system in Arkansas where students are the focus and excellence is the measure of success. Stay tuned, more to come.

1. <http://www.avoiconline.org/edpol/timeline.html>

2. <https://drive.google.com/open?id=0B07VQavsAm-GQ19CUkx3T3JRMVU>

3. <https://drive.google.com/open?id=0B07VQavsAm-GN213LU9DVEFoZjg>

<https://drive.google.com/open?id=0B07VQavsAm-GSjIKMmdMazZ6WjA>

<https://drive.google.com/open?id=0B07VQavsAm-Gd3V2dWtuQ2N6dVU>

The table below outlines dollar amounts received in Arkansas last year and is inserted to place emphasis on how educational programs could be impacted in the absence of funding and requirements under each reauthorization.

PROGRAM	ALLOTMENT
Title I	\$154,447,165
Title II-Teacher Quality	\$21,461,116
Title II-State Assessment	\$4,987,475
Title III	\$3,487,016
Title III-Recent Immigrant	\$29,048
Ed. For Homeless	\$669,001
Neglected & Delinquent	\$480,883
REAP- RLIS	\$3,276,626
SIG 1003(g)	\$5,333,357
21 st CCLC	\$12,195,332
Sp. Ed. State Improvement	\$5,000,000
Sp. Ed. Deaf/Blindness	\$355,602
Sp. Ed. Federal Preschool	\$5,017,177
Sp. Ed. PROMISE	\$35,814,845
Sp. Ed. SPDG	\$899,777
Sp. Ed. School Age	\$110,593,411
TOTAL	\$364,047,831

Open Enrollment Charter Schools - South of the River in Pulaski County

Covenant Keepers College Prep Charter School	Valerie Tatum
Estem	John Bacon
Exalt Academy of Southwest Little Rock	Tina Long
LISA Academy	Atnan Ekin
Little Rock Preparatory Academy	Tina Long
Premier High School of Little Rock	Dr. Mary Ann Duncan
Quest Middle School of West Little Rock	Dr. Mary Ann Duncan
Rockbridge Montessori School	Shannon Nuckols
School for Integrated Academies and Technologies (SIA Tech)	Katie Tatum

Subject: PCSSD schools south of the river

Date: Wednesday, June 8, 2016 at 11:37:47 AM Central Daylight Time

From: Oneal, Janet

To: Deb Coffman

CC: FELECIA DICKEY, JERRY GUESS

Hi Debbie,

Per your request, below is the list of PCSSD schools south of the river:

Baker Elementary
Bates Elementary
Chenal Elementary
College Station Elementary
Landmark Elementary
Lawson Elementary
Robinson Elementary

Fuller Middle
Robinson Middle

Mills High
Robinson High

If you need the addresses, too, here is the link to obtain that: <https://www.pcssd.org/schools>

Have a great afternoon,
~Janet

Janet O'Neal
Communications Coordinator
Pulaski County Special School District
925 East Dixon Road
Little Rock, AR 72206
501-234-2037 (phone)
501-490-1442 (fax)

Overview of School Quality: What does it look like?

A Synthesis of Research-Based Characteristics

Leadership and Change

Leadership is team-based, collaborative, action- and change-oriented and student-focused. Data drives decision-making.

Shared and Communicated Focus

Schools focus on high-priority needs strategically and communicate vision and mission through frequent collaboration.

Teaching and Learning

Teaching is student-focused. Learning and assessments for teachers and students are aligned to rigorous standards and data and all learners are supported.

Measures of Success

Success is informed by a variety of measures, including: student and adult performance that are tied to rigorous standards, growth in student achievement over time, student and parent engagement, and other school effectiveness data such as safe environment, access to opportunity, and community engagement.

Resources

Resources target the school's plan for success and incorporate a variety of capacity-building and organizational considerations, including collaboration time for teachers, redeployment of staff based on need, distributed leadership and family and community engagement.

Family and Community

Family and community collaboration and communication is a priority. Leaders and teachers work to expand the reach of the school community to promote student success.

Culture and Environment

A co-created and shared vision builds an environment that supports the whole child. Students feel safe, respected, connected and engaged and the school and local community uplift students, teachers and leaders.



Sources for Overview of School Quality

Indistar: <http://www.indistar.org/about/brochure/IndistarBrochure2014.pdf>

Arkansas Leadership Academy: <https://arkansasleadershipacademy.org/about-the-academy/leadership-strands-skills-rubrics/>

AdvancED: <https://www.sdhc.k12.fl.us/doc/542/standardsqualityschool>

Delaware: http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/performance%20mgmt/csr/CSR_Rubrics.doc

CCSSO (revised draft, 2015): <http://www.ccsso.org/Documents/2015/RevisedDraftISLLCStandards2015.pdf>

Nine Characteristics of High-Performing Schools: <http://www.k12.wa.us/research/pubdocs/pdf/9characteristicsRresourcelist.pdf>

Denver School Performance Framework: <http://spf.dpsk12.org/> And policy brief:

<http://www.progressivepolicy.org/issues/education/21st-century-school-system-mile-high-city/>

Additional Resources

Blended Learning: <http://educationnext.org/beyond-factory-model/>

Internationally Benchmarked Global Best Practices for Secondary Schools:

http://www.greatschoolspartnership.org/wp-content/uploads/2012/02/global_best_practices.pdf

Effective Schools are Engaging Schools--Victoria, Australia:

<https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

School Quality: What does it look like?
A Draft Synthesis of Research-Based Characteristics

Organization	Overview of School Success Criteria and Indicators of Growth
Indistar Core School Functions for School Improvement and Rapid Improvement leaders	<p>Leadership for Rapid Improvement: Rapid improvement leaders personally analyze data and identify high-priority actions while sharing results in “open-air” meetings. Leaders replace and redeploy staff as necessary and use a variety of tactics to create empathy and motivation for change.</p> <p>Leadership and Decision Making: Teams operate with specific “work plans,” the principal spends at least 50% of his/her time working directly with teachers and professional development for the whole faculty includes assessment of strengths and needs as related to classroom observations.</p> <p>Classroom Instruction: Teachers differentiate, use modeling, demonstration and graphics, interact and require a broad range of thinking, provide student-focused and independent time and teachers demonstrate strong classroom management.</p> <p>Curriculum, Assessment and Instructional Planning: Instructional teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>School Community: The purpose, policies and practices of the school community are defined and linked by two-way communication. The school educates parents and teachers on collaboration and connects to the community to support student learning.</p>
Arkansas Leadership Academy Leadership Strands, Skills and Rubric*	<p>Set Clear and Compelling Direction: Leaders develop, share, implement and communicate an action-based strategic plan with a sense of urgency.</p> <p>Leading and Managing Change: Leaders develop and distribute leadership with an integrated system utilizing individual, group and organizational change research, processes and tools. Use of reflection, inquiry and assessment for continuous learning, lead change efforts to scale.</p> <p>Transforming Teaching and Learning: Teaching is observed and actionable feedback with high-quality expectations are provided, ensuring all learners engage in rigorous and relevant student-focused and personalized experiences. Leaders ensure standards, curriculum, teaching, assessment and professional learning are aligned.</p> <p>Manage Accountability Systems: Student and adult performance-based accountability systems are used for decision-making while ensuring equitable use of resources. The school embraces emerging knowledge to improve student and adult learning.</p>

	<p>Shape Culture for Learning: The school creates and shares a desired culture in a safe, positive and supportive climate. Collaborative relationships are built and sustained and structures include a diversity of people, perspectives and ideas. Leadership skills are used to build expansive community.</p>
AdvancED Standards for Quality Schools	<p>Purpose and Direction: The school maintains and communicates purpose/direction with high expectations, values and beliefs.</p> <p>Governance and Leadership: Leaders promote and support student performance and school effectiveness.</p> <p>Teaching and Assessing: Curriculum, instructional design and assessment guide and ensure teacher effectiveness and student learning.</p> <p>Using Results for Continuous Improvement: A comprehensive assessment system is used that generates a range of data about student learning and school effectiveness thus guiding continued improvement.</p> <p>Resources and Support Systems: The school's resources support purpose and direction, ensuring all students succeed.</p>
Delaware Comprehensive Success Review	<p>Leadership: Stakeholders know, understand and communicate vision and mission and an inclusive and collaborative leadership team ensures a school plan is data driven and sustains support. Leadership incorporates and participates in assessing instruction, including PLC's. Collaboration and systematic processes drive decisions and school plan monitoring.</p> <p>Professional Development: Professional development plan is based on identified needs and data analysis and research-based instructional strategies are used and evaluated through data. Professional development is provided through PLCs and through coaching and mentoring.</p> <p>Parents and Community: Parents and the community are kept in communication and involved in the school success process.</p> <p>Teacher and Student Class Assignment: Assignment of teachers is a process understood by and involves stakeholders.</p> <p>Curriculum and Instruction: Curriculum is aligned to Common Core and is standards-based. Instruction is research based and highly effective with up-to-date alignment with current materials. Strategies are in place for at-risk students.</p> <p>Budget and Resources: School funding and management targets program success and school plan alignment, emphasizing identified subgroups and grade levels. Common planning time supports student achievement and collaboration.</p> <p>Assessment and Accountability: Quality assessments are tied to Common Core State Standards, unit/lesson planning is based on student results and grading is standards-based. Assessment</p>

	<p>accommodations are used and do not exceed district cap. Accountability and assessment results are reported in multiple formats.</p> <p>School Environment: High expectations for student mastery and teacher and principal performance are communicated and success is celebrated. The learning environments are safe and healthy, students' physical, nutritional, social, emotional and mental health needs are met and positive behavior is promoted.</p>
CCSSO: ISLLC 2015**	<p>Shared Vision: Education leaders build a shared vision of student academic success and well-being.</p> <p>Professional Skills and Practices: Skills and practices are managed and developed by leaders to drive student learning.</p> <p>Operations: Leaders administer and manage operations effectively and efficiently.</p> <p>Instruction and Assessment: Instruction and assessment are supported and championed by leaders, maximizing student learning.</p> <p>Resources: Organizational resources, time, structures and roles build the capacity of teachers and staff.</p> <p>Community: Families and the outside community are engaged to promote and support student success.</p> <p>School Community: The community is caring, inclusive and dedicated to student learning, academic success and personal well-being.</p>
Nine Characteristics of High-Performing Schools (Resource Analysis)	<p>Clear and Shared Focus: The school focus is on achieving a shared vision which is developed from common beliefs and values, creating a consistent direction.</p> <p>Focused Professional Development: Staff is trained in areas of most need and feedback from learning and teaching is extensive and ongoing through professional development.</p> <p>Effective School Leadership: Leaders administer and are instructional leaders. Effective leaders are proactive, seek help, and nurture an instructional program and culture conducive to learning.</p> <p>High Standards and Expectations for All Students: Obstacles are not seen as insurmountable, and teachers and staff believe that all students can learn and meet high standards. An ambitious and rigorous course of study is offered.</p> <p>High Levels of Collaboration and Communication: Strong teamwork that includes problem-solving occurs among teachers, across grades, with staff, with parents and with the community.</p> <p>Curriculum, Instruction and Assessments: Curriculum, instruction and assessments are aligned with state standards and taught using research-based teaching strategies and materials. Educators understand the role of assessments and how student work is evaluated.</p> <p>Frequent Monitoring: Regular monitoring of teaching and learning with the help of a steady cycle of different assessments to identify students who need help. Support and instructional time are provided to students who</p>

	<p>need more help and teaching is adjusted based on monitoring assessments. Results are also used to improve instruction.</p> <p>High Level of Family and Community Involvement: There is a sense that all have a responsibility to educate students, not just teachers and staff. Families, businesses, social service agencies and community colleges and universities play a vital role.</p> <p>Supportive Learning Environment: The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged. Instruction is personalized and small learning environments increase student and teacher contact.</p>
Denver School Performance Framework (assessment oriented)	<p>Academic Growth: A measure that focuses on how much students are learning from year to year. Academic Growth is a meaningful measure because it applies equally to students at all academic levels—regardless of whether a student starts the year advanced, at grade level or below grade level.</p> <p>Academic Proficiency: This measure is a snapshot of how well students performed on state assessments during the previous school year.</p> <p>Student Engagement and Satisfaction: These measures indicate how effectively a school engages and creates a connection with its students. Attendance rates, results from student-satisfaction surveys, and availability of enrichment and special education offerings are factors.</p> <p>Enrollment Rates: Enrollment measures how likely students are to stay at their school from year to year. This category is included as an evaluation of how effectively a school is meeting the needs of its students and families. Dropout rates are also used in calculating this rating for high schools.</p> <p>Parent Engagement and Satisfaction: This measures parent-satisfaction using a survey for each school and considers the response rate.</p> <p>College and Career Readiness (for high schools): A variety of measures that indicate how well a high school is preparing its students for postsecondary success. College and Career Readiness includes graduation rates, performance on assessments (ACT, Advanced Placement (AP), International Baccalaureate (IB), etc.) and enrollment in higher-level coursework (AP, IB, etc.)</p> <p>Improvement in College and Career Readiness (for high schools): A variety of measures that indicate how well a high school is improving its preparation of its students for postsecondary success and rates each school's successful improvement of graduation rates and performance on state/ national assessments. Also measures changes in enrollment in AP and IB program coursework and college courses, as well as changes to students' passing rates on AP and IB tests.</p>

*Standards are summarized across strands

**Summarized across strands

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Indistar: <http://www.indistar.org/about/brochure/IndistarBrochure2014.pdf>

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Overview of School Demographics, School Performance, and Average Student Growth in Achievement for Public Schools in Pulaski County South of the Arkansas River

Report provided at the request of the
Little Rock Area Public Education
Stakeholder Group
June 2016

Data Compiled by Office of Innovation for Education on Behalf of ADE

Schools Included in Calculations and Charts

- All 41 Little Rock School District public schools:
 - elementary (29), middle (7), & high (5).
- Eleven PCSSD public schools: elementary (7), middle (2), & high (2)
- Ten public charter schools: elementary (2), middle (4), & high (4)

PCSSD Schools Included
BAKER INTERDISTRICT ELEMENTARY SCHOOL
LANDMARK ELEMENTARY SCHOOL
LAWSON ELEMENTARY SCHOOL
JOE T. ROBINSON ELEMENTARY SCHOOL
COLLEGE STATION ELEMENTARY SCHOOL
BATES ELEMENTARY SCHOOL
CHENAL ELEMENTARY SCHOOL
WILBUR D. MILLS HIGH SCHOOL
JOE T. ROBINSON HIGH SCHOOL
FULLER MIDDLE SCHOOL
JOE T. ROBINSON MIDDLE SCHOOL

Public Charter Schools
LISA ACADEMY
LISA ACADEMY HIGH
COVENANT KEEPERS CHARTER
ESTEM ELEMENTARY SCHOOL
ESTEM MIDDLE SCHOOL
ESTEM HIGH CHARTER
LITTLE PREP ACADEMY ELEMENTARY
LITTLE ROCK PREP ACADEMY
SIATECH HIGH CHARTER
PREMIER HIGH SCHOOL OF LITTLE ROCK

Charts Provided in this Report

I. 2015 School Performance

- I. School performance plotted with percent poverty
 - I. Poverty represented by percent of tested students qualifying for Free or Reduced lunch.

II. 2015 School Growth Score = School Value-Added Score (VAS)

- I. School growth score plotted with percent poverty

III. 2015 School Performance plotted with Average Student Growth

IV. 2015 Subgroup performance

V. Adjusted Performance

Definitions & Explanations

- School Performance = % of students meeting or exceeding grade level standards
 - 2015 PARCC Performance Levels 4 & 5
 - 2014 and Prior Years: Benchmark and End of Course Exams Performance Levels Proficient & Advanced
- School Growth Score = Average student value-added score
 - Student growth based on longitudinal growth model
 - More explanation on Slides 5-8.
- Subgroups = groups of students in major race/ethnicity or educationally at-risk categories.
 - African American students, Hispanic students, White students, students who qualify for free/reduced lunch (FRLP), English learners (ELL), and students with disabilities (SWD)

Definition & Explanation: Student Growth Models (continued)

- Student growth models describe the change in student achievement over time.
- Different student growth models answer different questions about how students' achievement changed over time.
- In 2015, Arkansas used a longitudinal student growth model to describe how student achievement changed.
 - This model was selected by stakeholders after a 3 year process of comparing the results from different student growth models.

Definition & Explanation:

Longitudinal Student Growth Model (continued)

The values that are produced by the longitudinal student growth model answer the following question:

How much did you grow compared to how much we THOUGHT you were going to grow based on what we know about you?



Less than expected growth - *About what we expected* - *More growth than we expected*

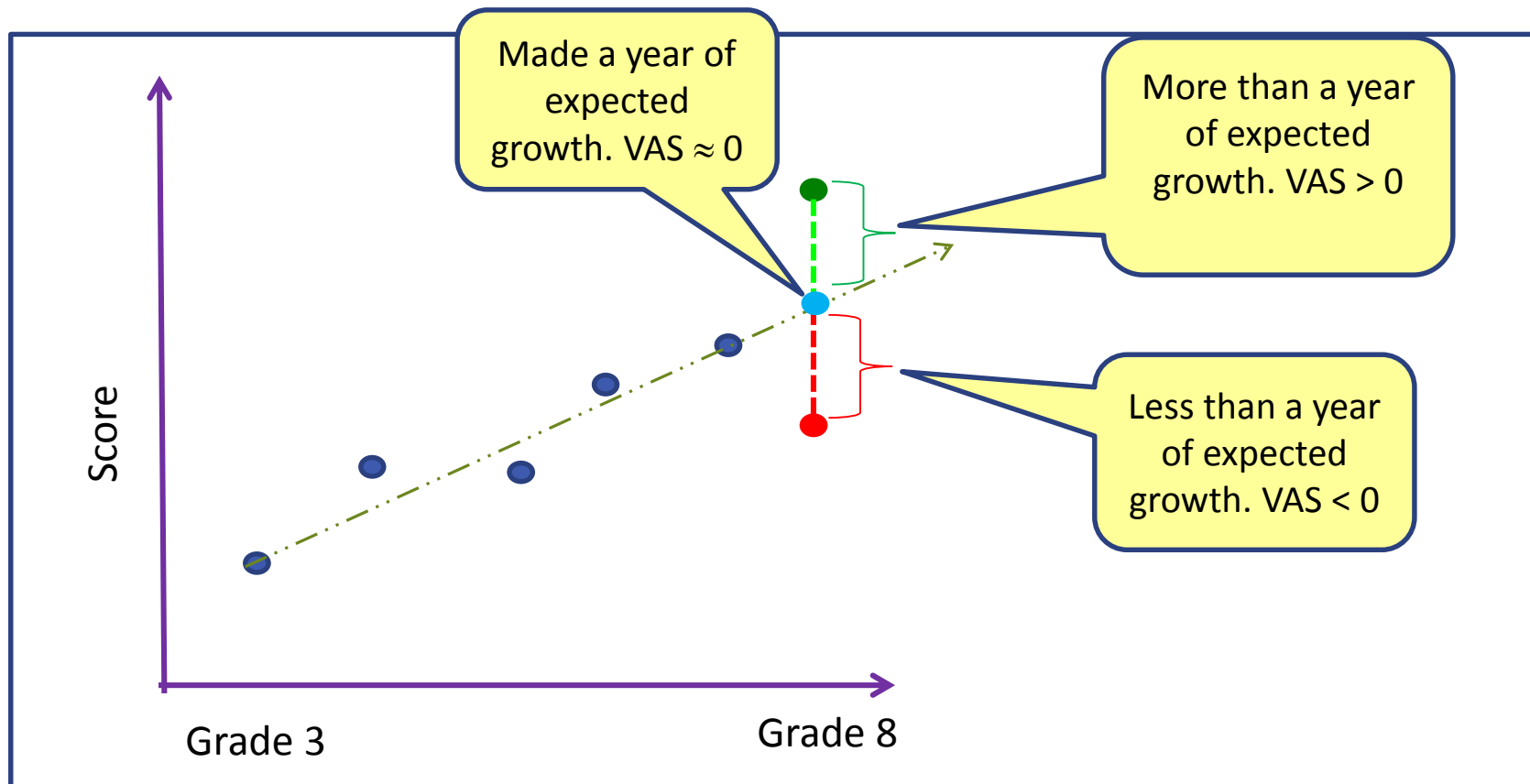
Student growth scores < 0

Student growth
scores ≈ 0

Student growth scores > 0

What is a value-added growth score (VAS) for a student?

To calculate a student's value-added growth score we look at all the information we have on the student from prior years. We use as many prior years of scores as are available for a student. The more scores that are available, the better we are at setting an expectation for a student. Then we compare the student's actual score to what we would have expected given how the student has scored in the years before. The light blue dot represents where we expected the student to score.



Definition & Explanation: School Value-Added Growth Scores

- School Growth Scores-Value-added Scores (VAS)
 - **Average of students' growth scores in the school.**
- School VAS answers the question
 - **On average, did students in this school meet, exceed, or not meet their expected growth in achievement?**

School Performance Charts & Growth Charts

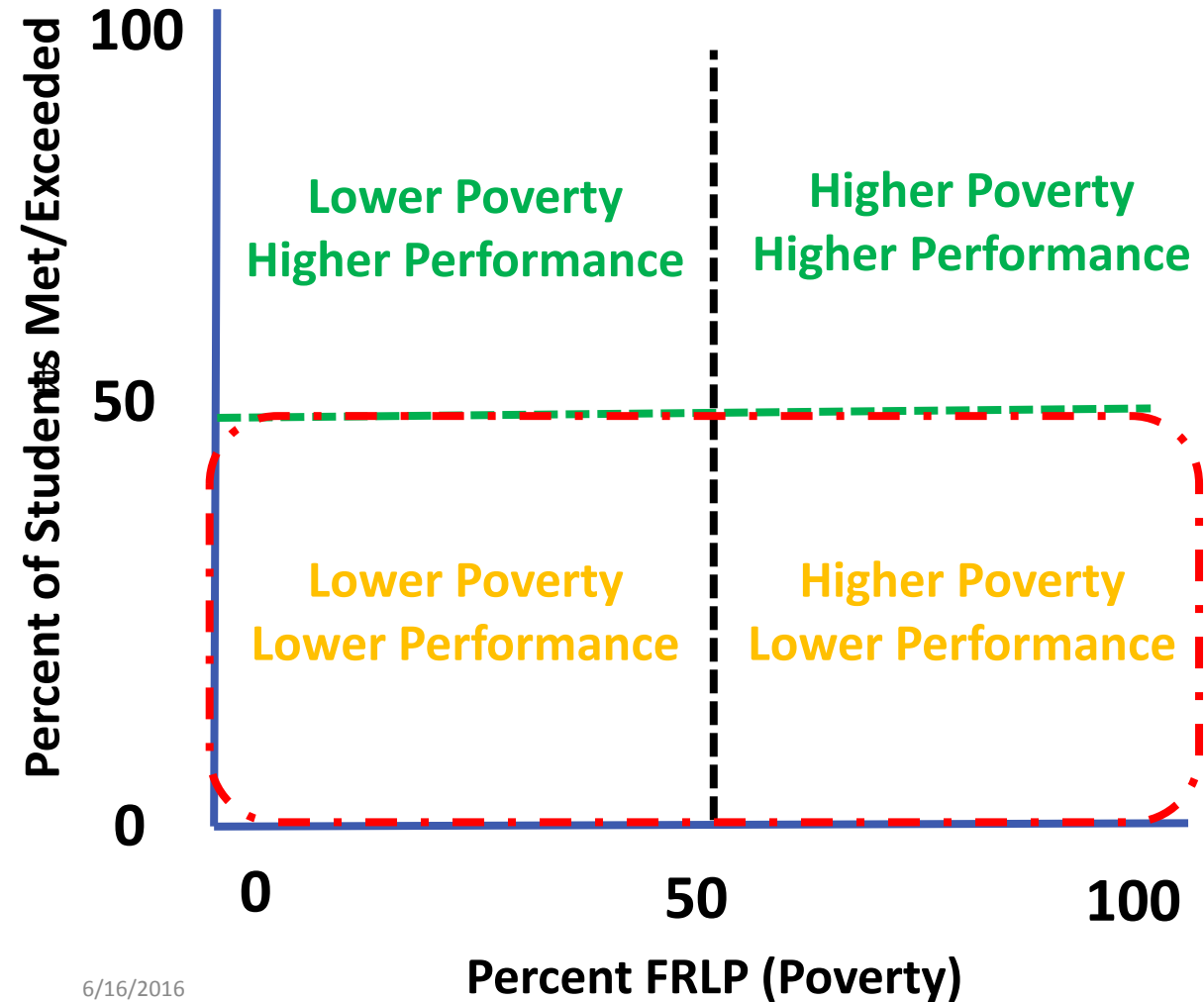
Results for public schools—charter and traditional
The following slides include separate charts for school performance and growth displayed side by side to enable you to see the names of the schools to the best extent possible.

* A spreadsheet with the detailed school data included in this report is provided.

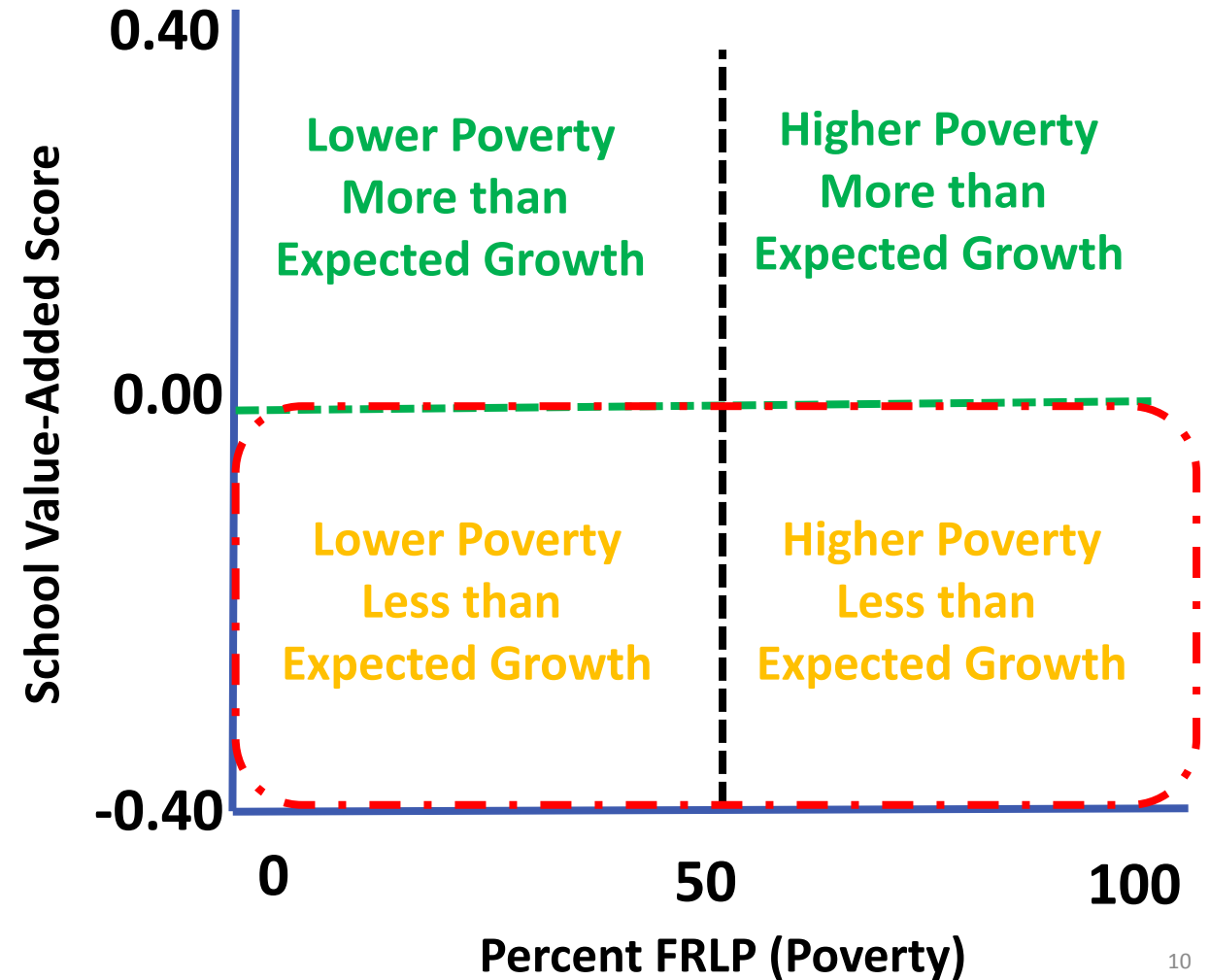
Interpreting the Performance and Growth Charts

Which schools are in which quadrants?

Performance Quadrants



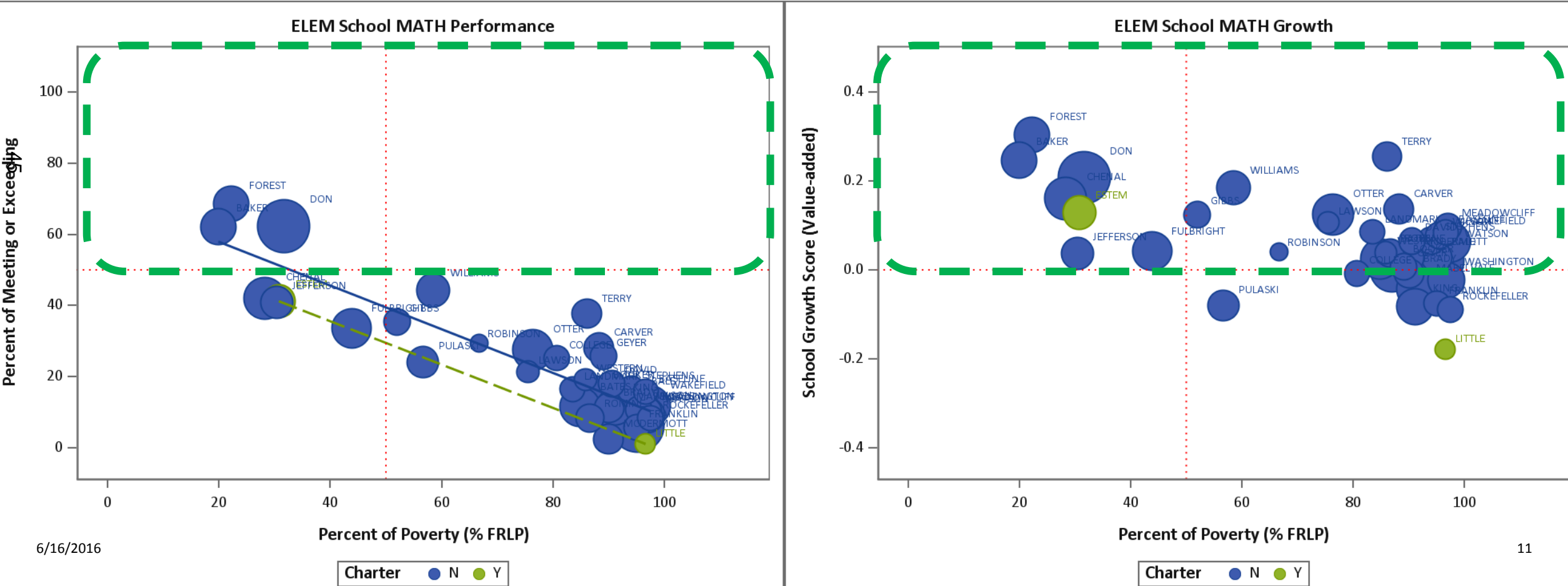
Growth Quadrants



Level: Elementary Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

Elementary math **school performance** is shown in the chart on the left. Notice that schools with a lower percent of students in poverty had higher performance and the schools with a higher percent of students in poverty had lower performance. This relationship is captured by the lines that slope from the upper left to the lower right of the chart. The steeper the line, the stronger is this relationship. Although lower poverty schools tended to have higher performance, there are schools with similar poverty levels that performed at a higher level than other schools at the same poverty level. For example, compare the performance of Chenal to Don Roberts which have similar poverty levels. Three schools had more than 50% of students meeting or exceeding grade level standards. All other schools had fewer than half of students meeting or exceeding grade level standards regardless of the poverty level in the school.

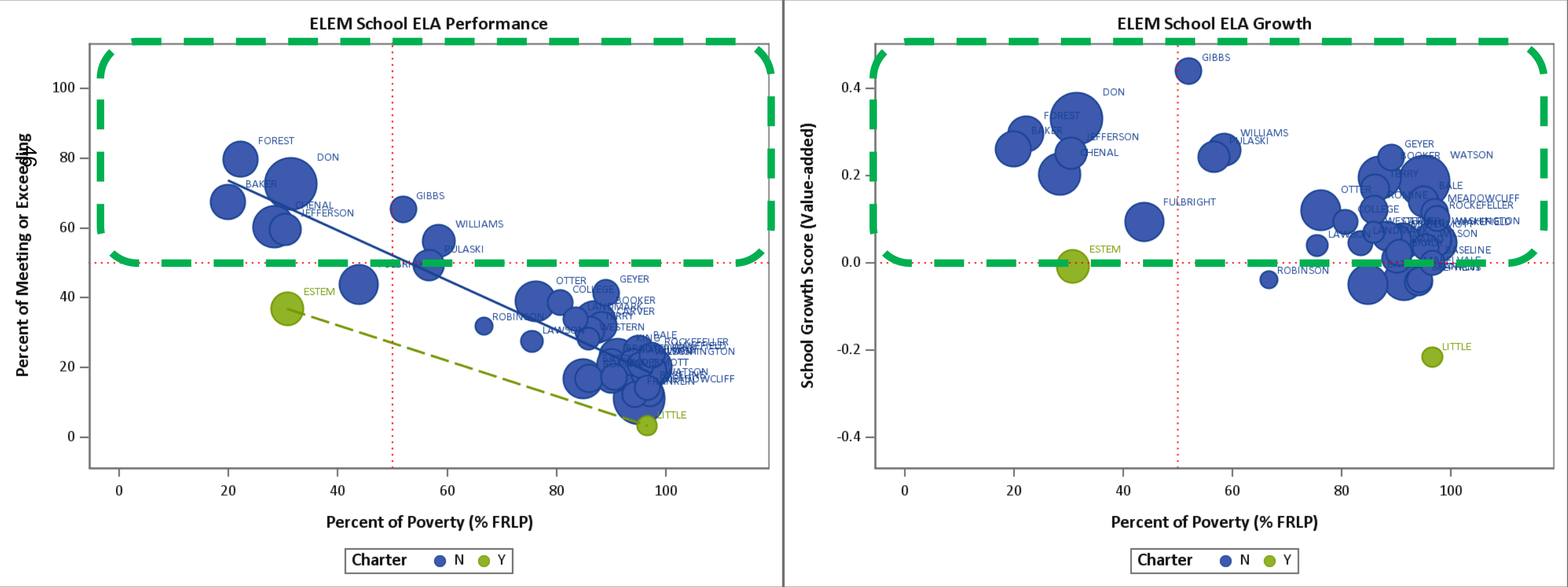
Elementary math **school growth** is shown on the right. Note that the majority of schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceeding expected growth in math. For example, Otter Creek had 76% poverty among tested students and 39.1% of students met/exceeded grade level standards for math. At the same time, this lower performing school had greater than expected growth, on average, for its students. Terry Elementary, one of the lower performing, higher poverty schools, had the largest school growth score in math among the higher poverty schools. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth, on average. A few schools had both low performance and lower than expected growth, on average.



Level: Elementary Subject: English Language Arts (ELA) Public Traditional Schools = Blue Public Charter Schools = Green

Elementary ELA **school performance** is similar to math. Again, schools with a lower percent of students in poverty had higher performance and the schools with a higher percent of students in poverty had lower performance. Although lower poverty schools tended to have higher performance, there are schools with similar poverty levels that performed at a higher level than other schools at the same poverty level. Eight schools had more than 50% of students meeting or exceeding grade level standards. All other schools had fewer than half of students meeting or exceeding grade level standards regardless of the poverty level in the school. In general, performance in ELA was higher than performance in math for elementary schools.

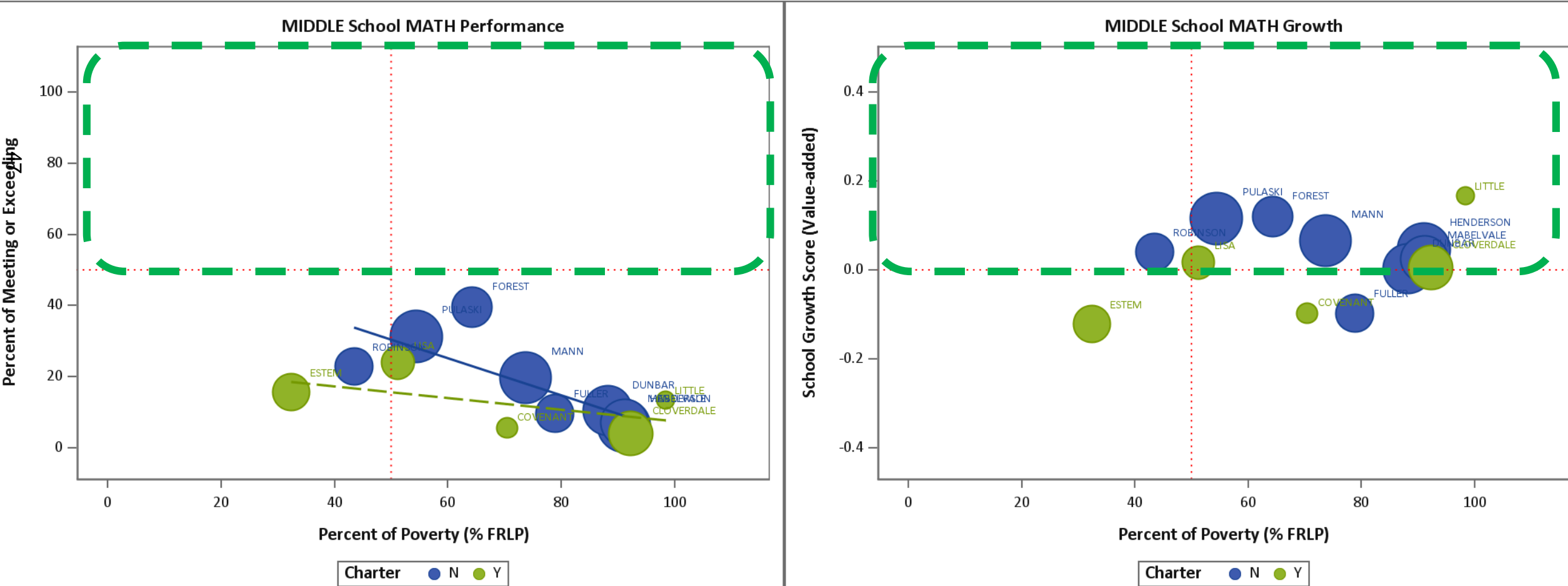
For elementary ELA **school growth** note that the majority of schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceeding expected growth in ELA. Schools' growth scores in ELA may different from their growth scores in ELA. Schools in the lower right quadrant for performance and the upper right quadrant for growth appeared to have helped students grow greater than expected, on average, given their initial performance. For example, Watson Intermediate was among the lowest performing high poverty schools, yet its growth was among the highest for that poverty level. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth. Fewer schools had both low performance and lower than expected growth, on average, in ELA compared to math.



Level: Middle Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

For middle school math **performance** all schools had less than 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is weaker for these middle schools than the elementary schools as illustrated by the flatter lines in the performance charts. Forest Heights STEM Academy had the highest performance at 39.6%. In general, math performance was low in 2015 at the middle level for all schools included in this report.

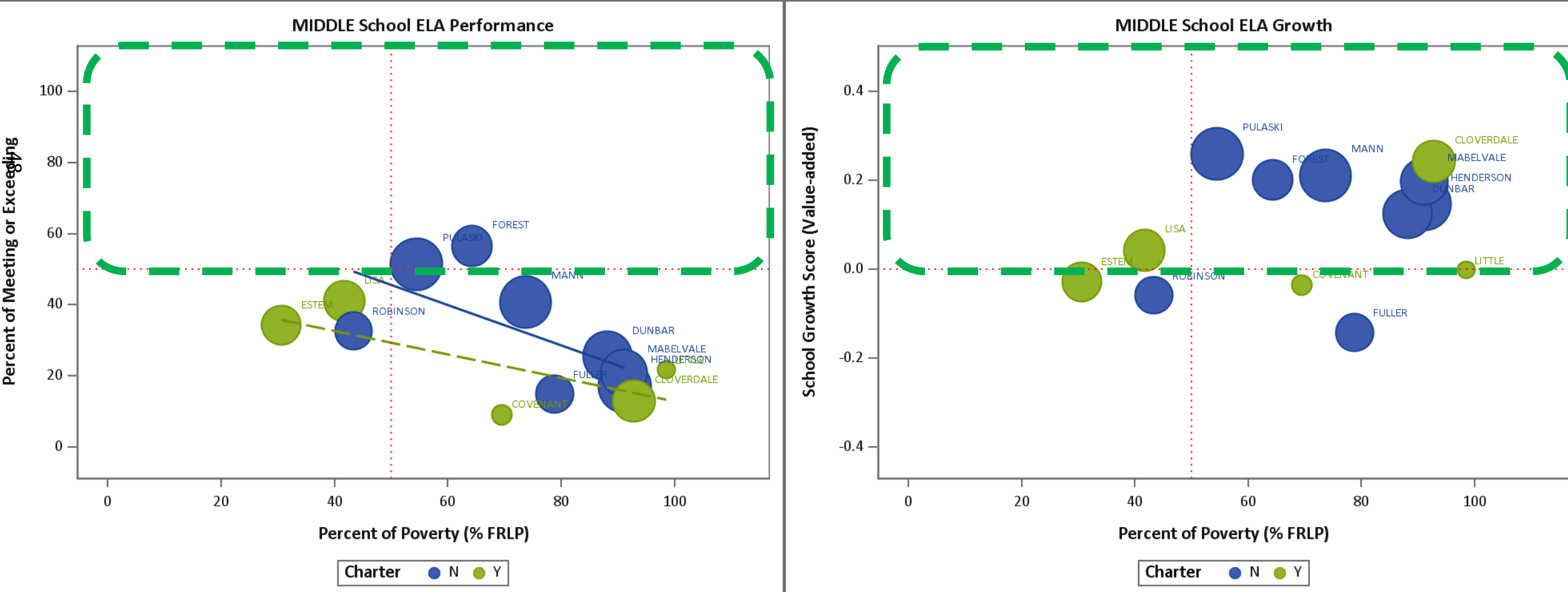
For middle school math **growth** most schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceed expected growth in math. Notice the schools that were among the lowest performing that were in the upper quadrant for growth. These schools had students who gained more, on average, in math. Schools that were in the lower performance levels and lower than expected growth had more students that made lower than expected gains in math. Little Rock Preparatory Academy, Cloverdale, Mabelvale, and Henderson were among the highest poverty middle schools whose students, on average, gained at or more than expected in math with Little Rock Preparatory Academy having the highest school growth score for middle school math. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth, on average.



Level: Middle Subject: English Language Arts (ELA) Public Traditional Schools = Blue Public Charter Schools = Green

For middle school ELA **performance** two schools had just over 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is weaker for these middle schools than the elementary schools as illustrated by the flatter lines in the performance charts as compared to the steeper lines in the elementary ELA chart. Forest Heights STEM Academy had the highest ELA performance among the schools in this report.

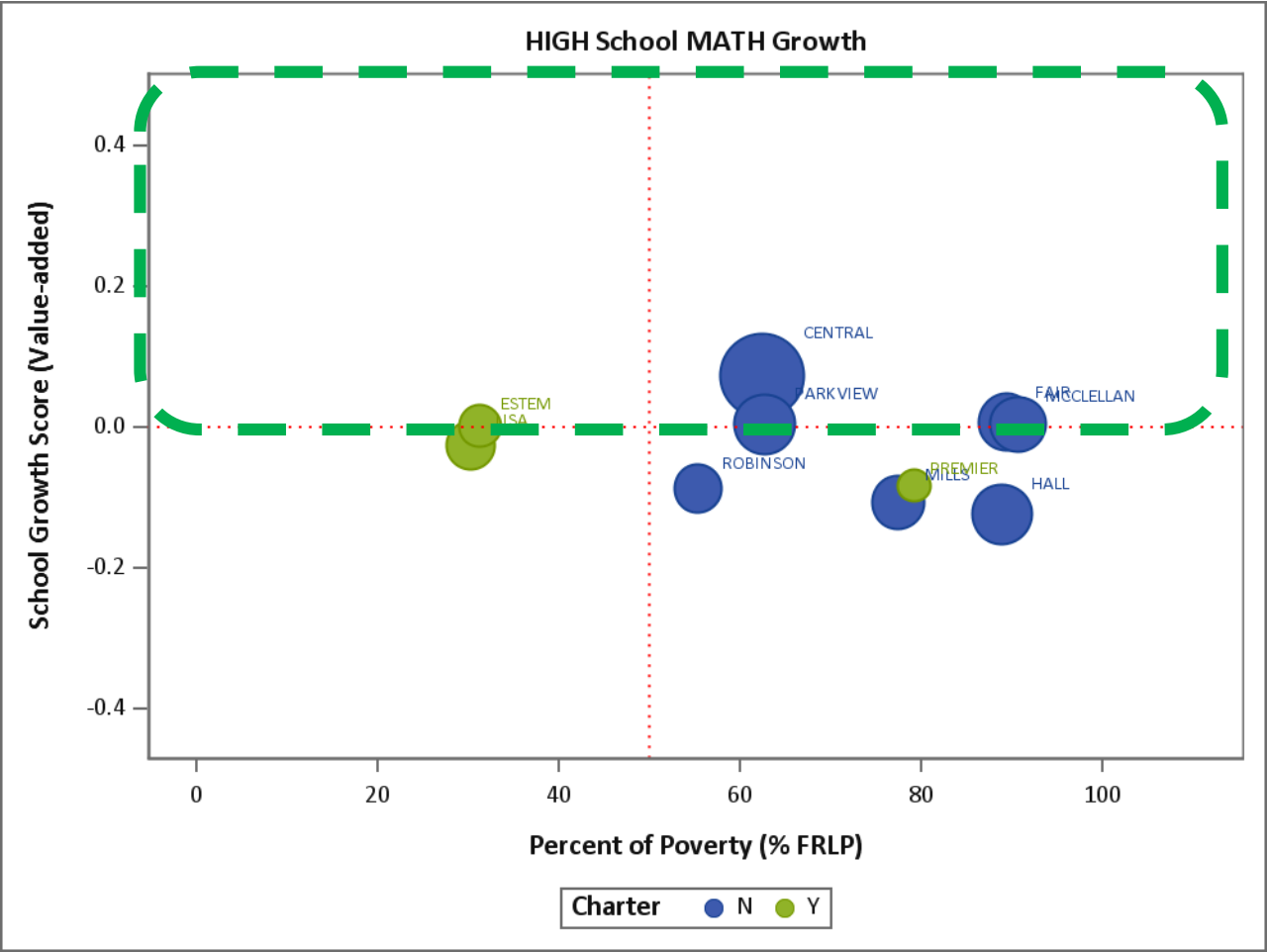
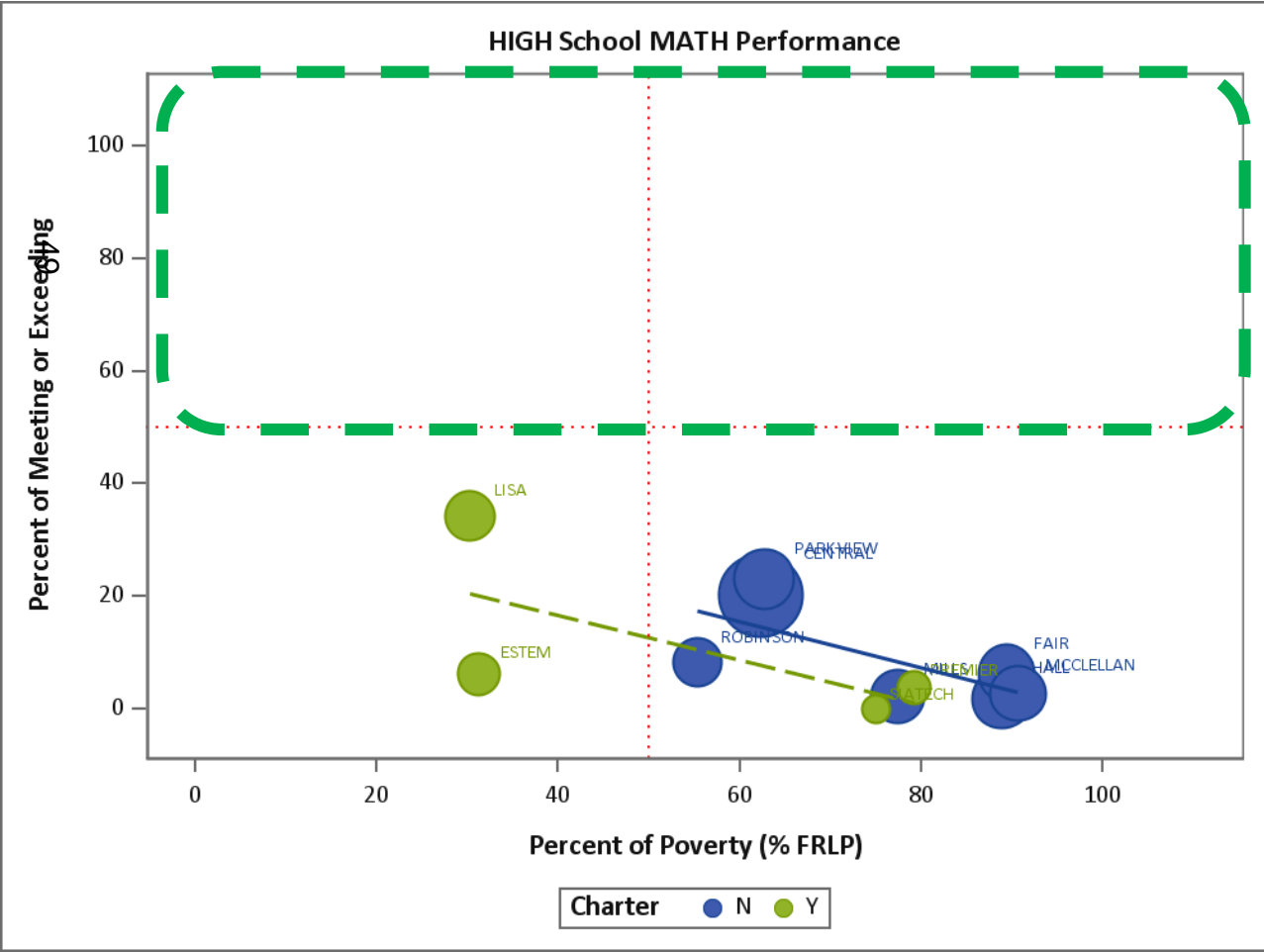
For middle school ELA **growth** most schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceed expected growth in ELA. Notice the schools that were among the lowest performing that were in the upper quadrant for growth. These schools had students who gained more, on average, in math. Schools that were in the lower performance levels and lower than expected growth had more students that made lower than expected gains in ELA. Cloverdale, Mabelvale, Dunbar, and Henderson were among the highest poverty middle schools whose students, on average, gained at or more than expected in math with Little Rock Preparatory Academy having the highest school growth score for middle school math. Pulaski Middle School and Forest Heights STEM Academy had the highest performance coupled with some of the highest growth scores. One third of the schools had both low performance and lower than expected growth, on average.



Level: High School Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

High school math **performance** is the lowest among all the levels with less than 40% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is stronger for high schools than the middle schools but weaker than the relationship in the elementary schools. LISA Academy had the highest performance at 34.3%. In general, math performance was very low in 2015 at the high school level for all schools included in this report.

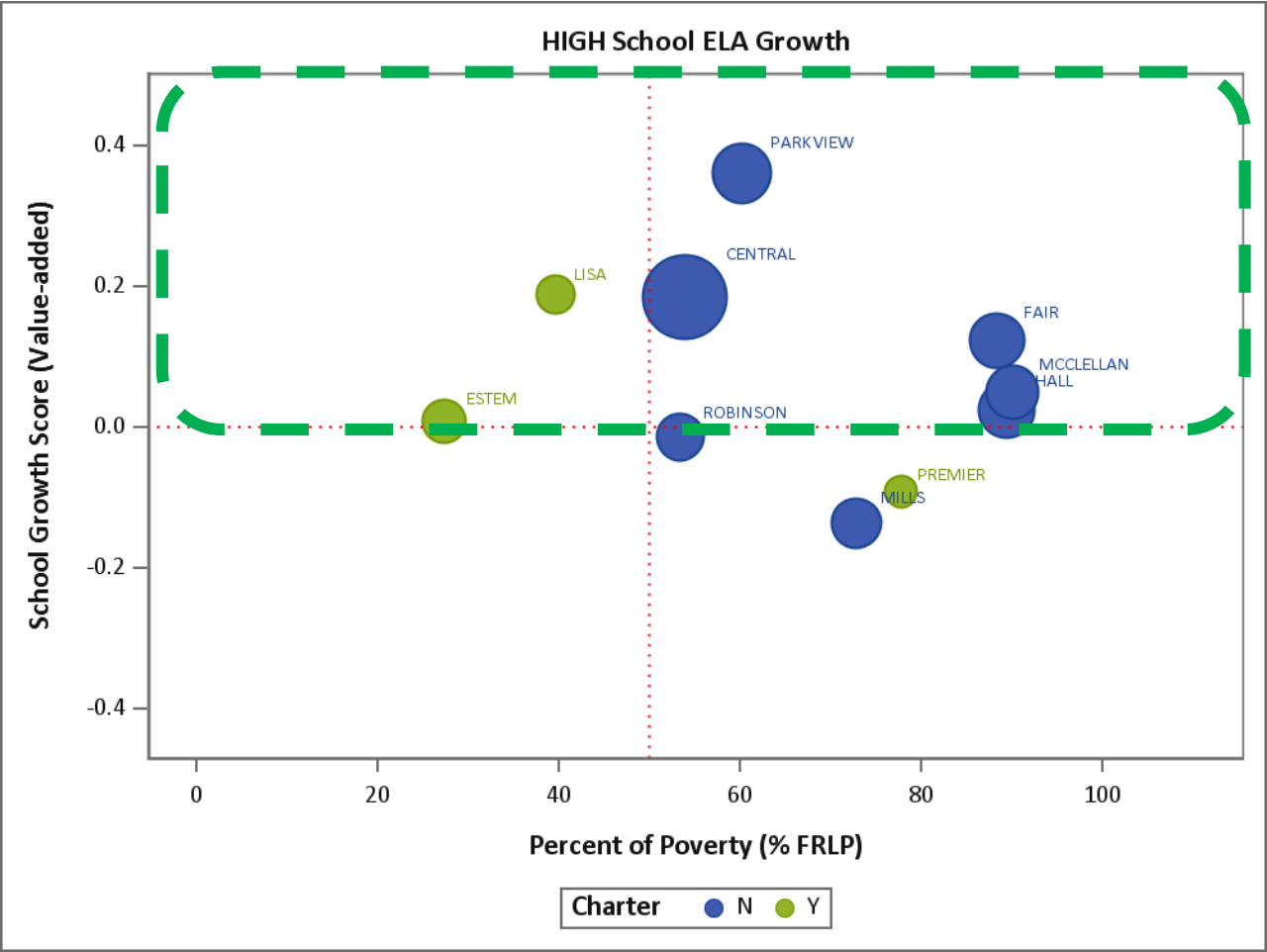
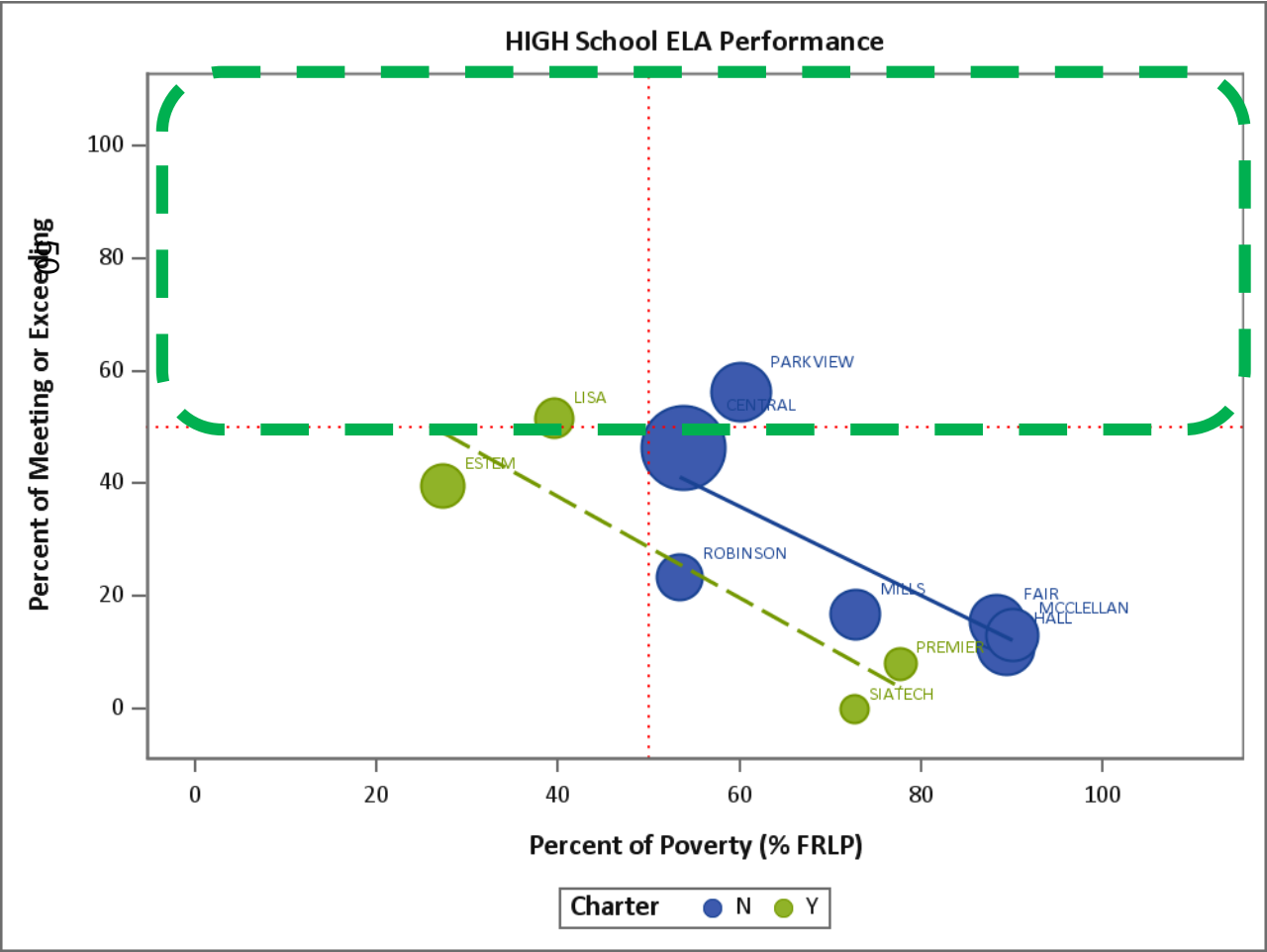
For high school math **growth** five schools were at expected growth, and one school had higher than expected growth (Central High). Four schools had lower than expected growth, on average. High school growth scores for math do not appear to have any relationship with poverty level at the school. Notice schools such as ESTEM, McClellan, and Fair which had some of the lowest performance yet, on average, students were met expected growth in math.



Level: High School Subject: English Language Arts (ELA) Public Traditional Schools = Blue Public Charter Schools = Green

For high school ELA **performance** three schools had close to or more than 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is stronger for high schools than the middle schools but weaker than the relationship in the elementary schools. Parkview had the highest performance at 56.2%.

For high school ELA **growth** only two schools had lower than expected growth, on average: Premier and Mills. All other schools had at expected levels or higher than expected levels of growth for their students. SIATECH did not have growth data for its students and therefore is not on the growth chart, most likely due to missing prior scores on students.



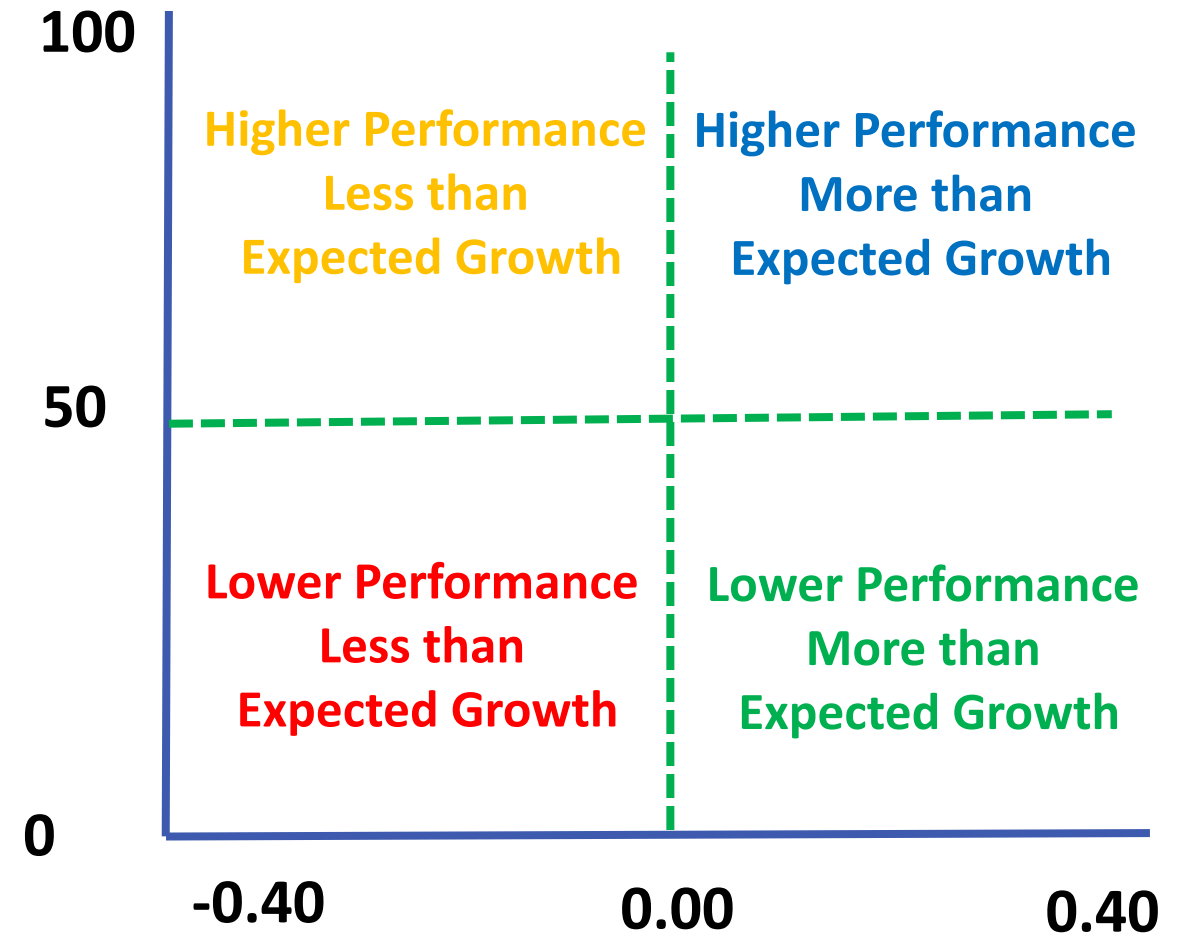
School Performance Plotted with Growth

The following slides provide the same information as the previous charts combined into one chart: performance vs. growth.

Although the school names are more difficult to read, the patterns, or lack thereof, are more evident.

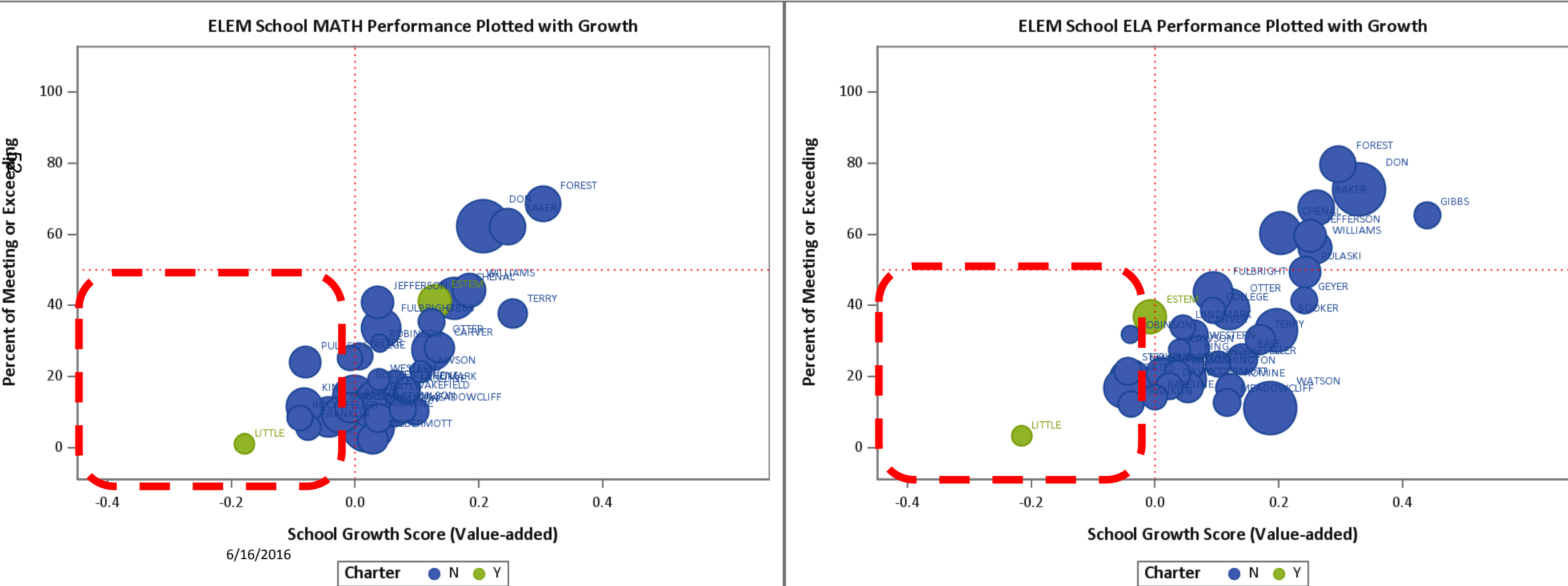
- Schools in the right hand quadrants are performing well and growing (upper right), or lower performing but growing more than expected (lower right) which will theoretically lead to higher performance over time.
- Schools in the left quadrants have concerns to explore. Either these schools are performing well but students are losing ground (upper left), or students are not performing well and continuing to lose ground (lower left). The red lower left quadrant represents the least desirable outcome.

* A spreadsheet with the detailed school data included in this report is provided.



The majority of the elementary schools had students, on average, whose achievement was at or more than expected resulting in positive growth scores. Three schools had performance above 50% meeting/exceeding in math and ELA as well as higher than expected growth.

Six schools in math and five schools in ELA were in the quadrant of low performance and less than expected growth.

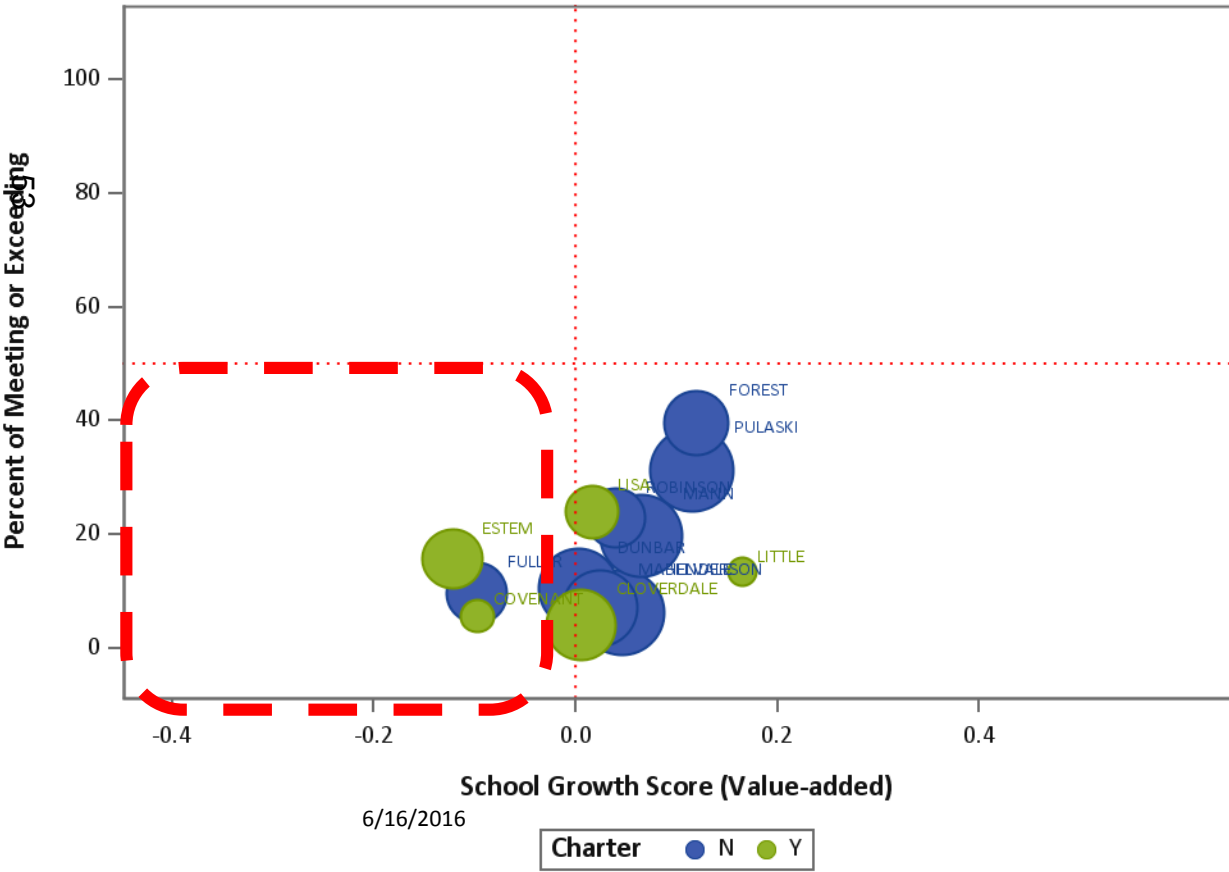


Level: Middle Performance with Growth Plots Public Traditional Schools = Blue Public Charter Schools = Green

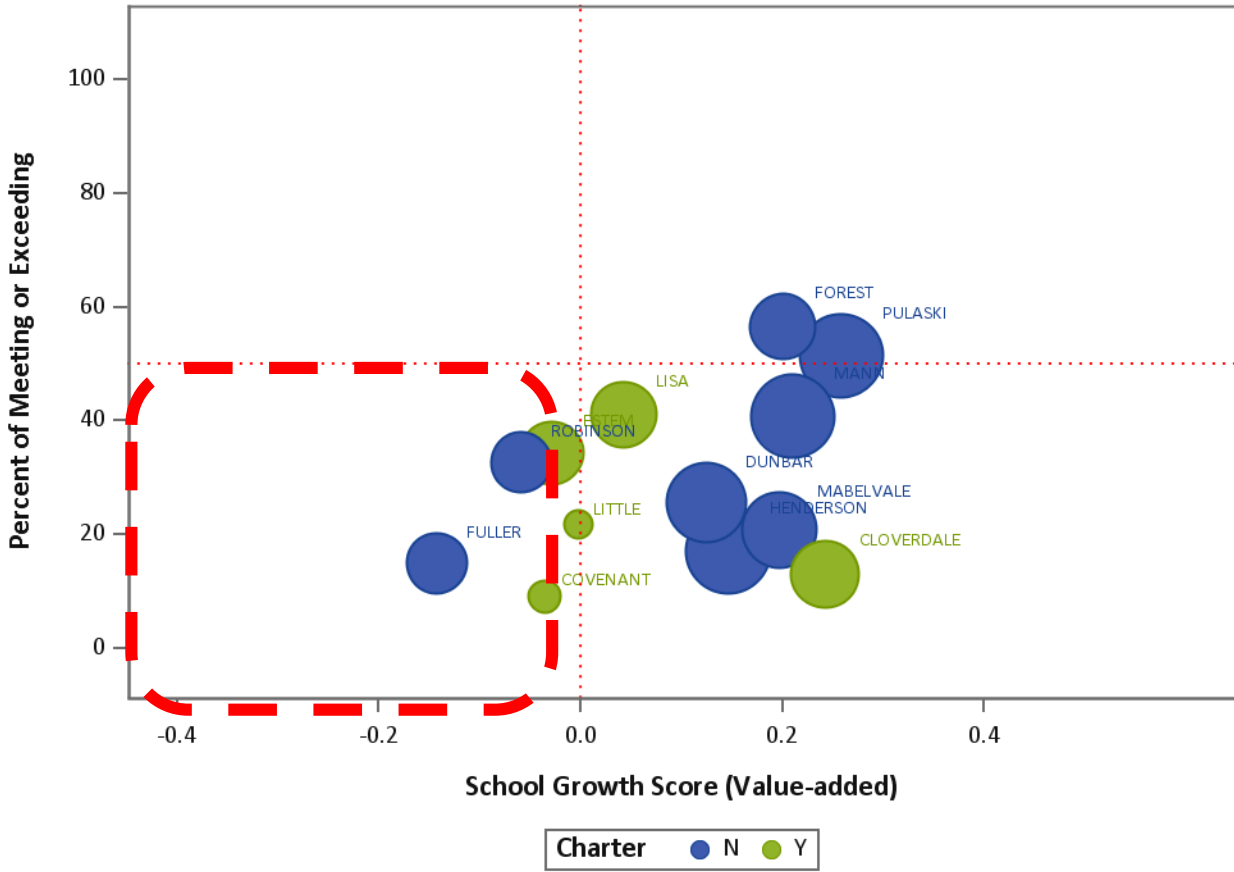
Middle schools had lower performance in math and ELA in general. Almost two thirds of the middle schools, on average, had students whose achievement was at or more than expected resulting in positive growth scores. Two schools had performance above 50% meeting/exceeding in ELA as well as higher than expected growth. More schools were lower performing and exceeding expectations in growth.

Three schools in math and four schools in ELA were in the quadrant of low performance and less than expected growth.

MIDDLE School MATH Performance Plotted with Growth

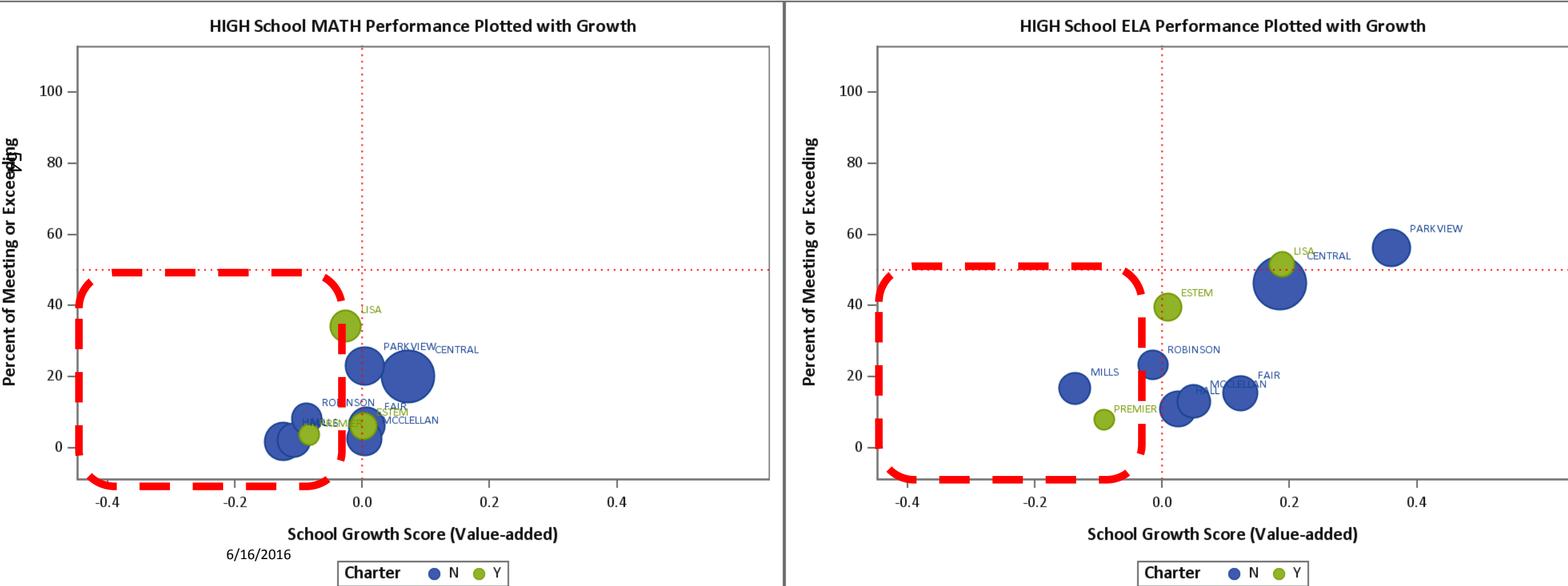


MIDDLE School ELA Performance Plotted with Growth



Level: High School Performance with Growth Plots Public Traditional Schools = Blue Public Charter Schools = Green

High schools had lower performance in math and generally low performance in ELA with a few exceptions. Almost two thirds of the middle schools, on average, had students whose achievement was at or more than expected resulting in positive growth scores. Two schools had performance above 50% meeting/exceeding in ELA as well as higher than expected growth. More schools had students at or exceeding expected growth in ELA than math. Four high schools in math and two high schools in ELA were in the quadrant of low performance and less than expected growth.



Weighted Average School Subgroup Performance 2015

Students grouped by major race/ethnicity or educationally
at-risk categories.

African American students, Hispanic students, White students,
students who qualify for free/reduced lunch (FRLP), English
learners (ELL), and students with disabilities (SWD)

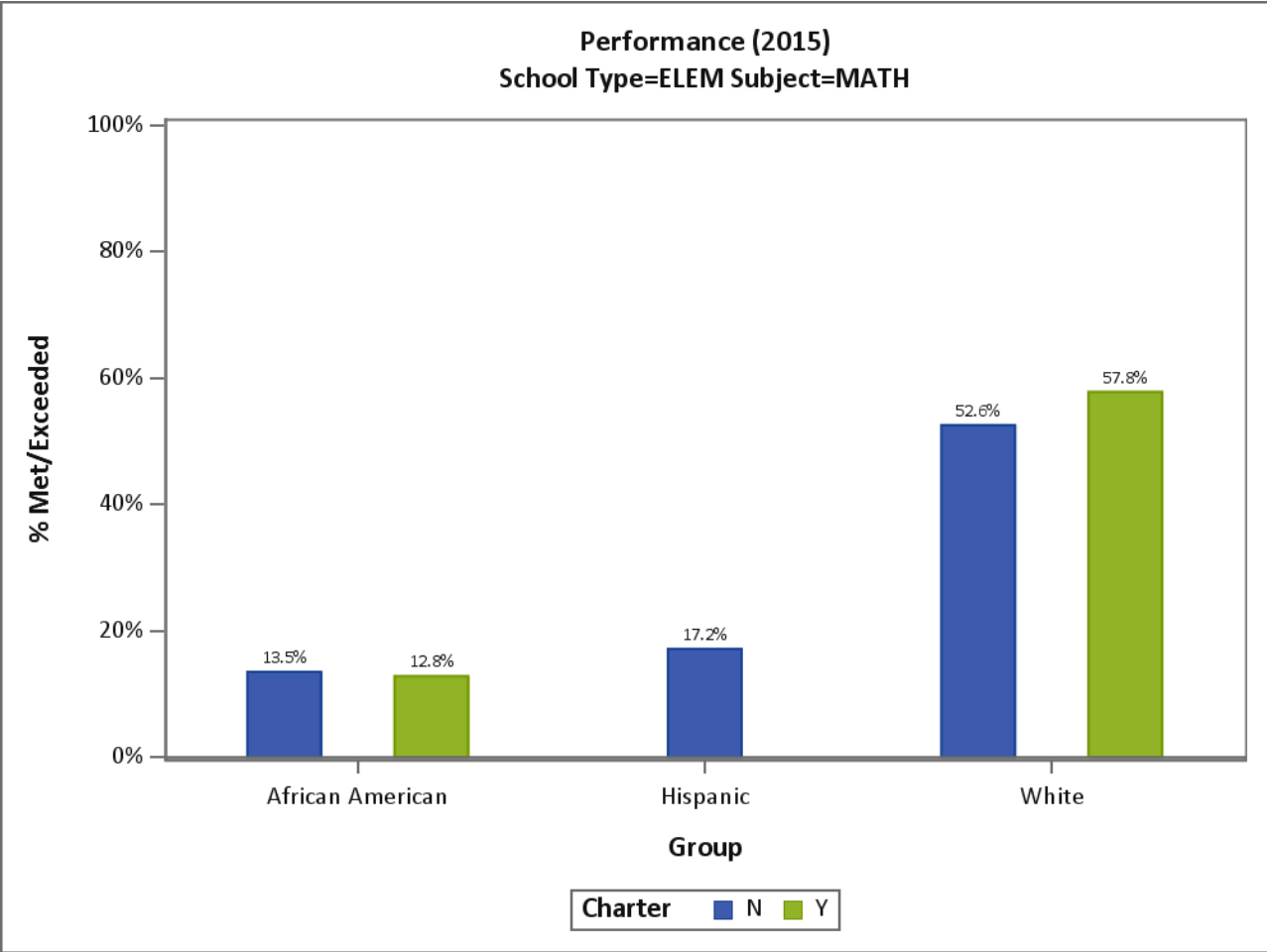
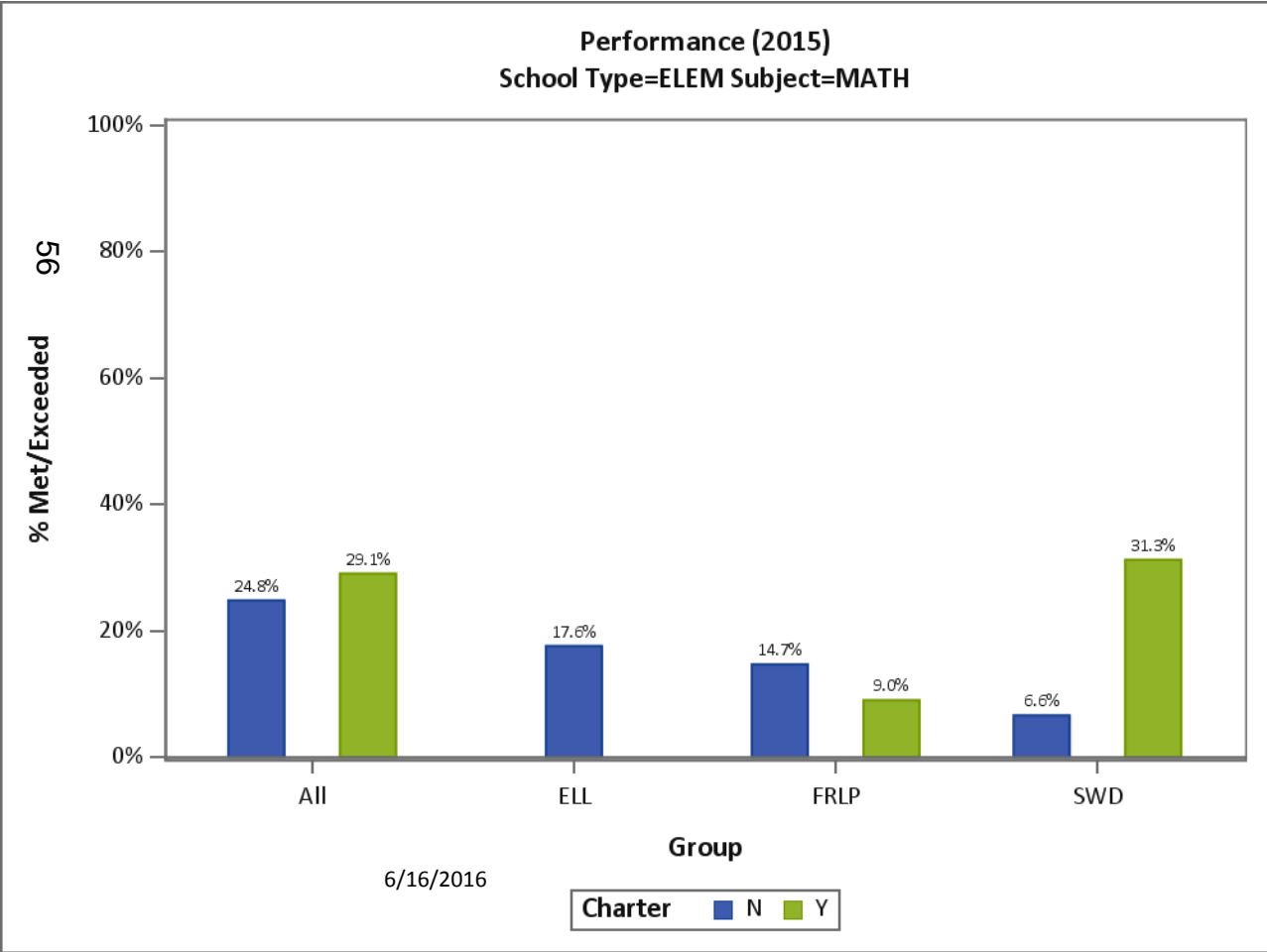
Notes about the calculations:

Weighted averages of school performance for each subgroup were calculated for traditional and charter public schools. A weighted average takes into consideration the performance of a school as well as the number of students in the school who have scores. This is particularly important given the much larger proportion of students in traditional public schools as compared to the charter public schools included in this report.

If a subgroup within a school consisted of fewer than 10 students, that school's group of students was excluded from the weighted average. In the case of Hispanic students and ELL, public charter elementary schools did not have at least 10 students within each school. Therefore, the percent is not included in the chart. Students who were considered highly mobile are not included in the subgroup calculations for each school.

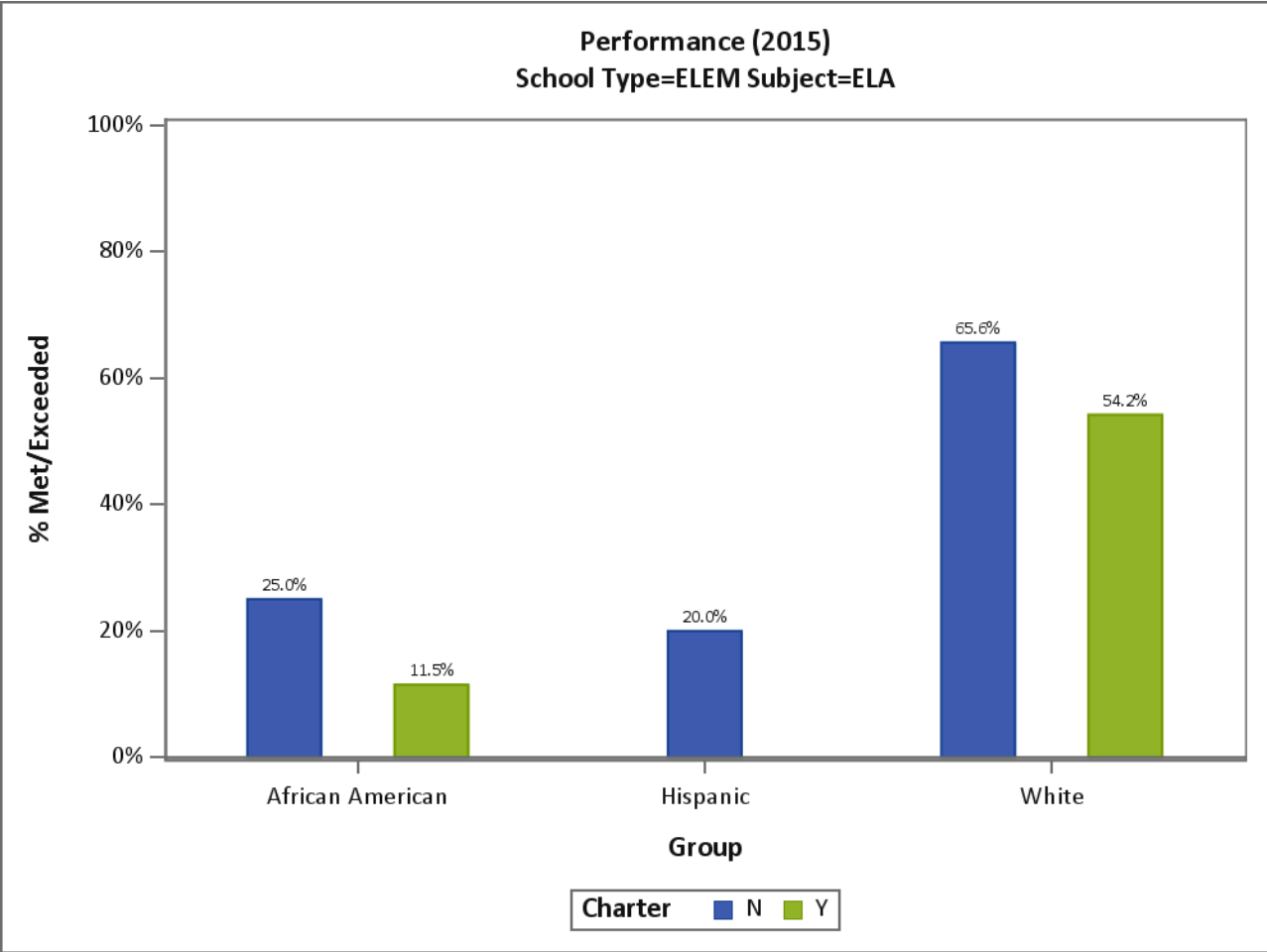
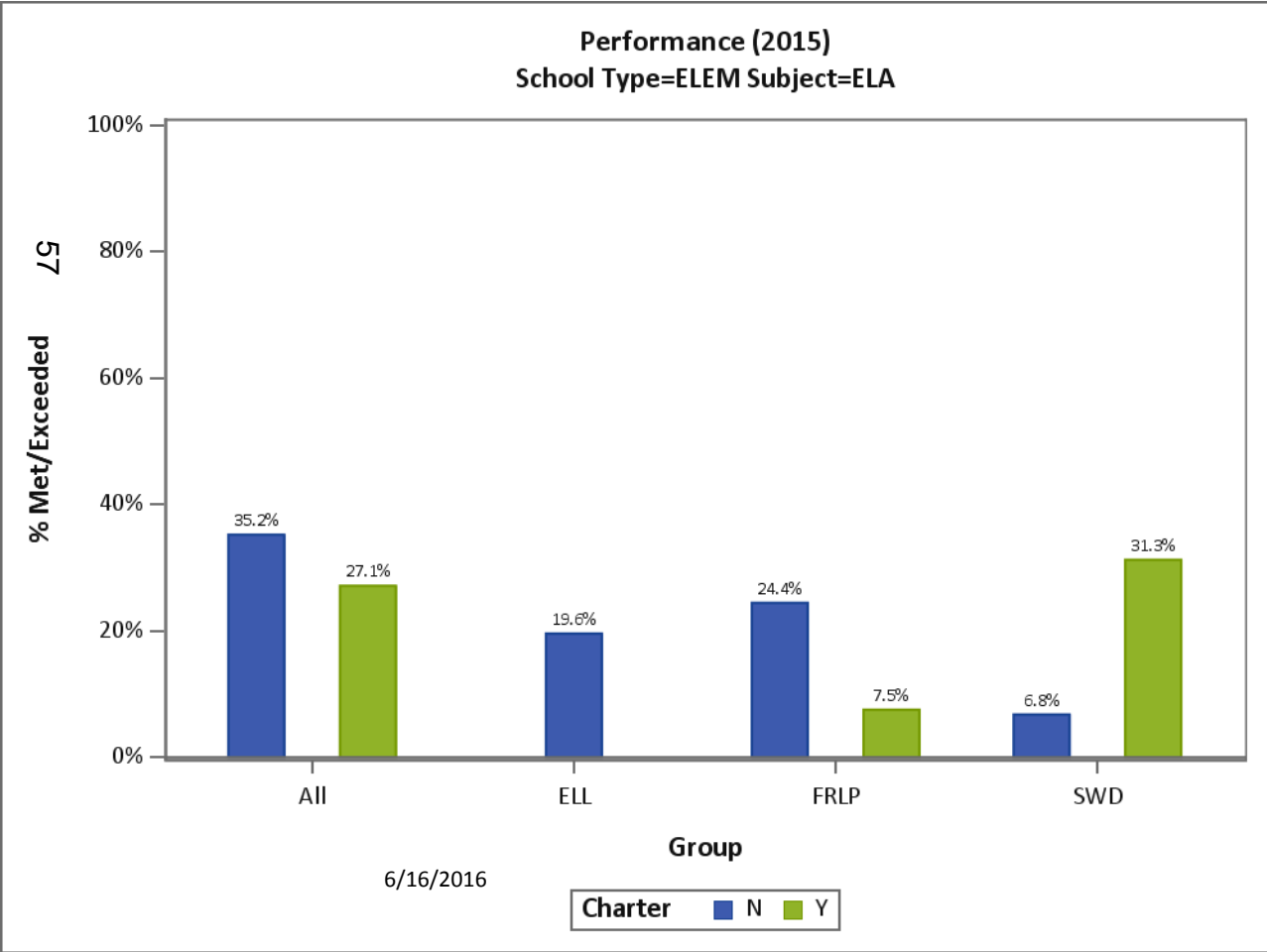
Note that students may be members of multiple subgroups. These groups are not mutually exclusive. For example, a student may be Hispanic, ELL, and FRLP and that students performance is included in the school subgroup performance used to calculate these weighted averages.

*For school level subgroup details please see the spreadsheet that contains these data.



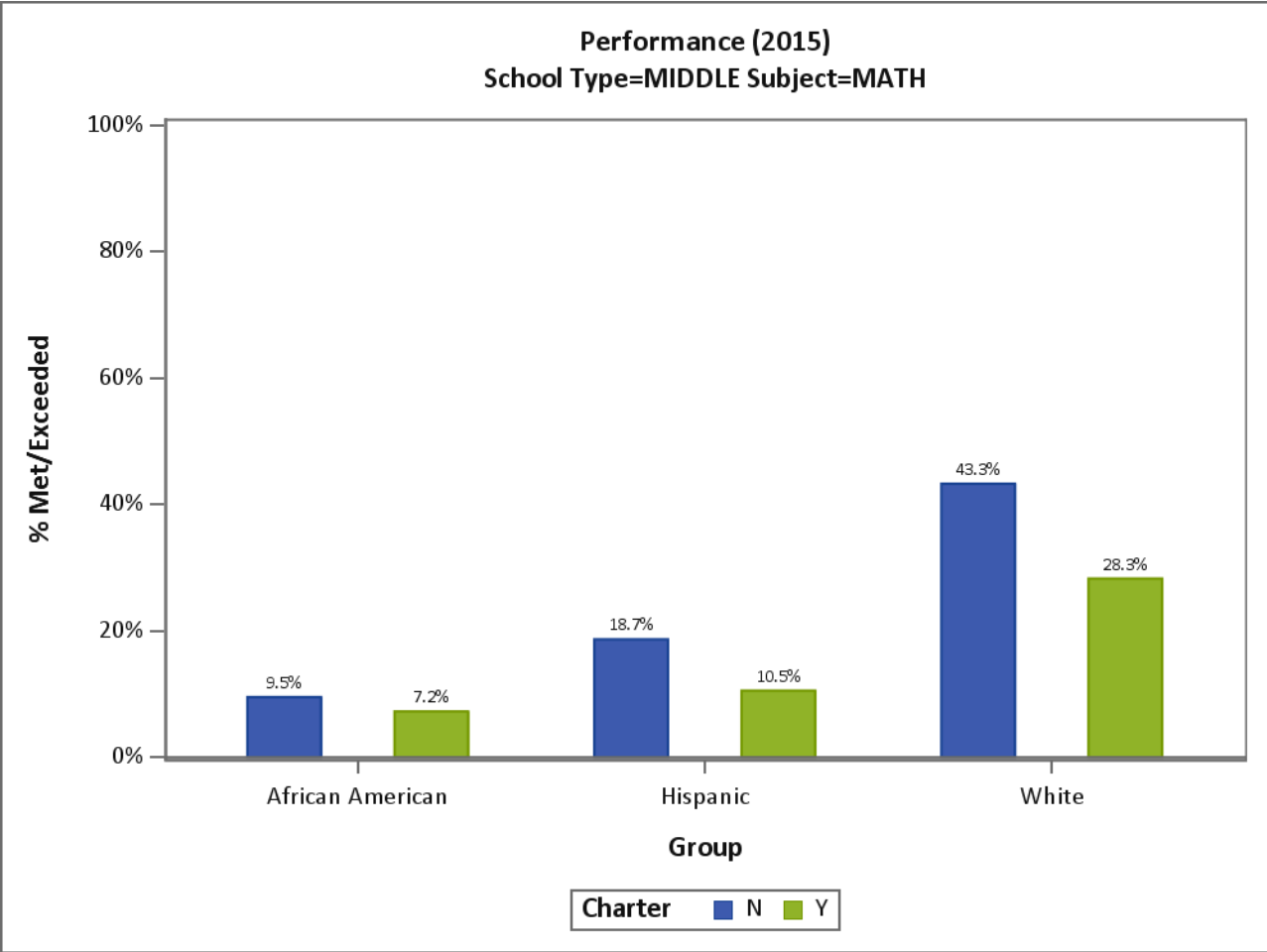
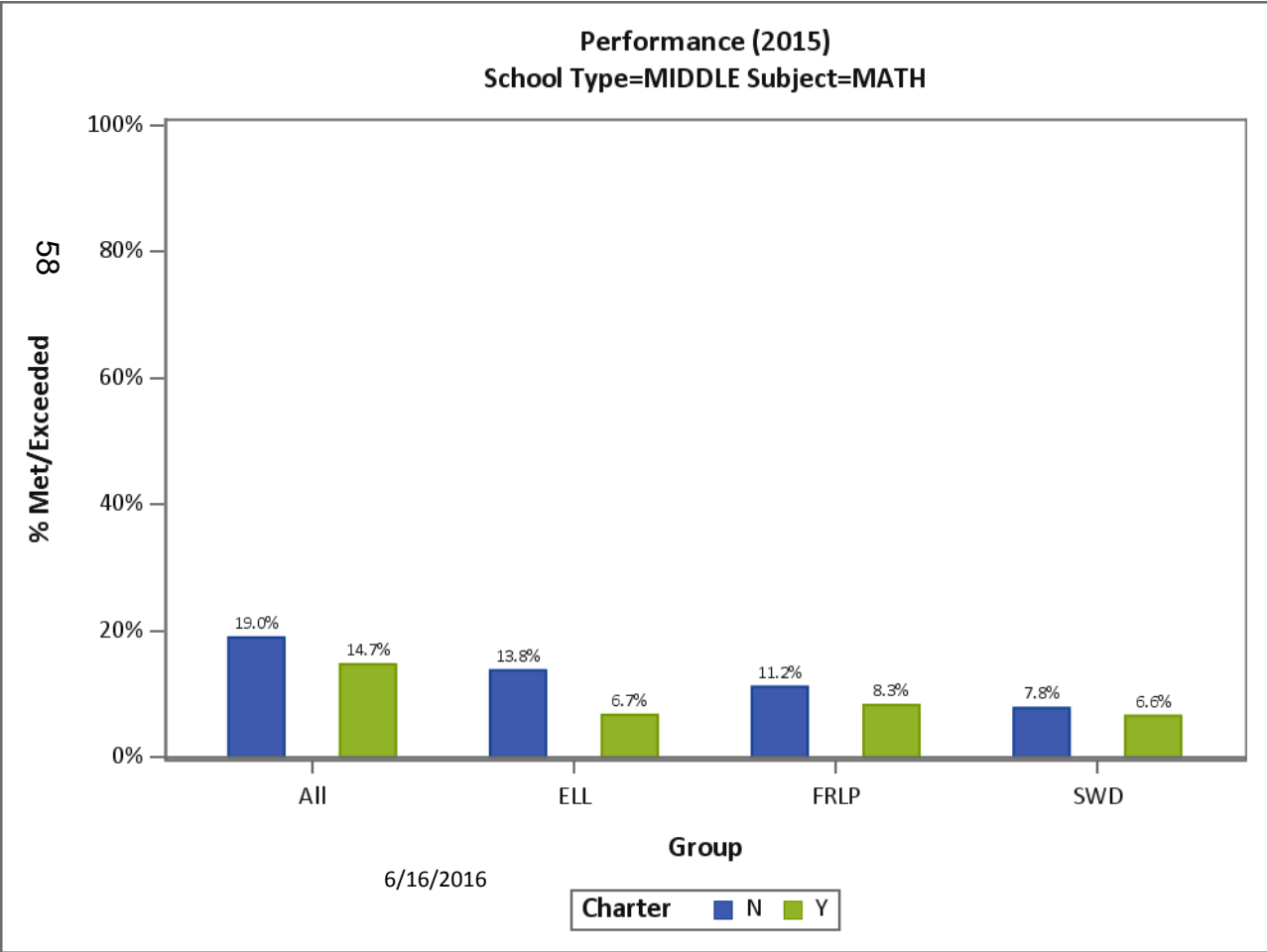
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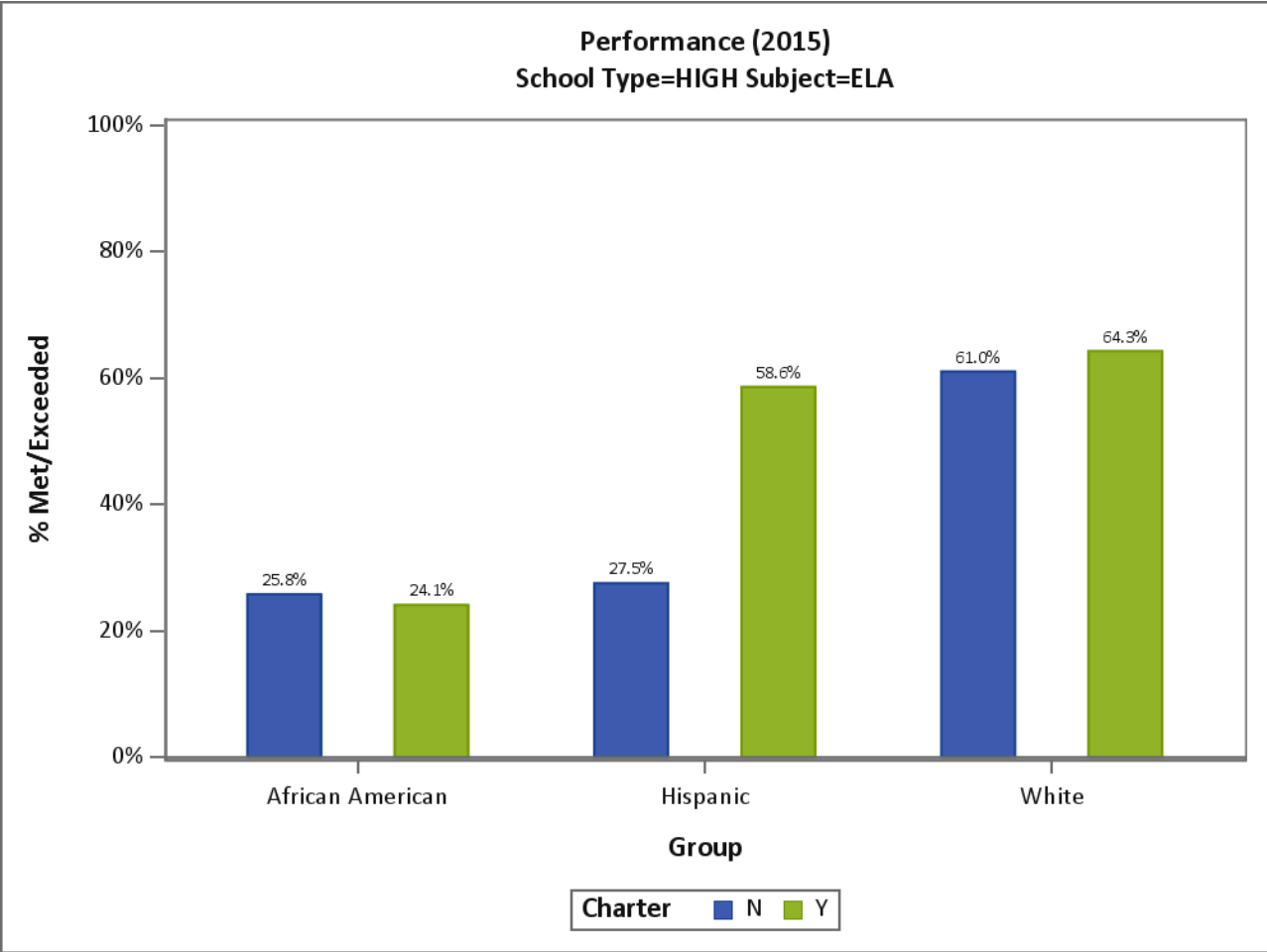
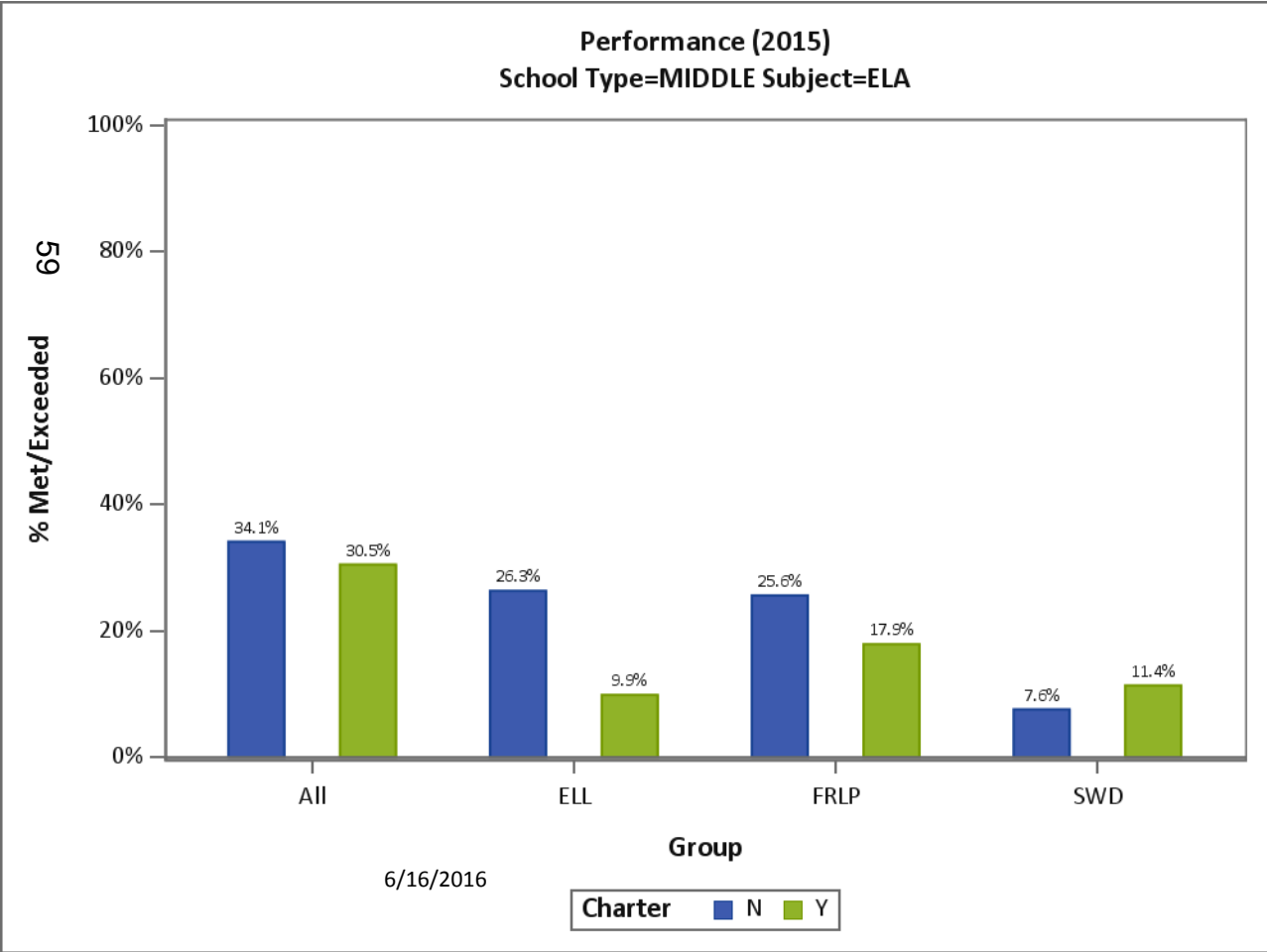
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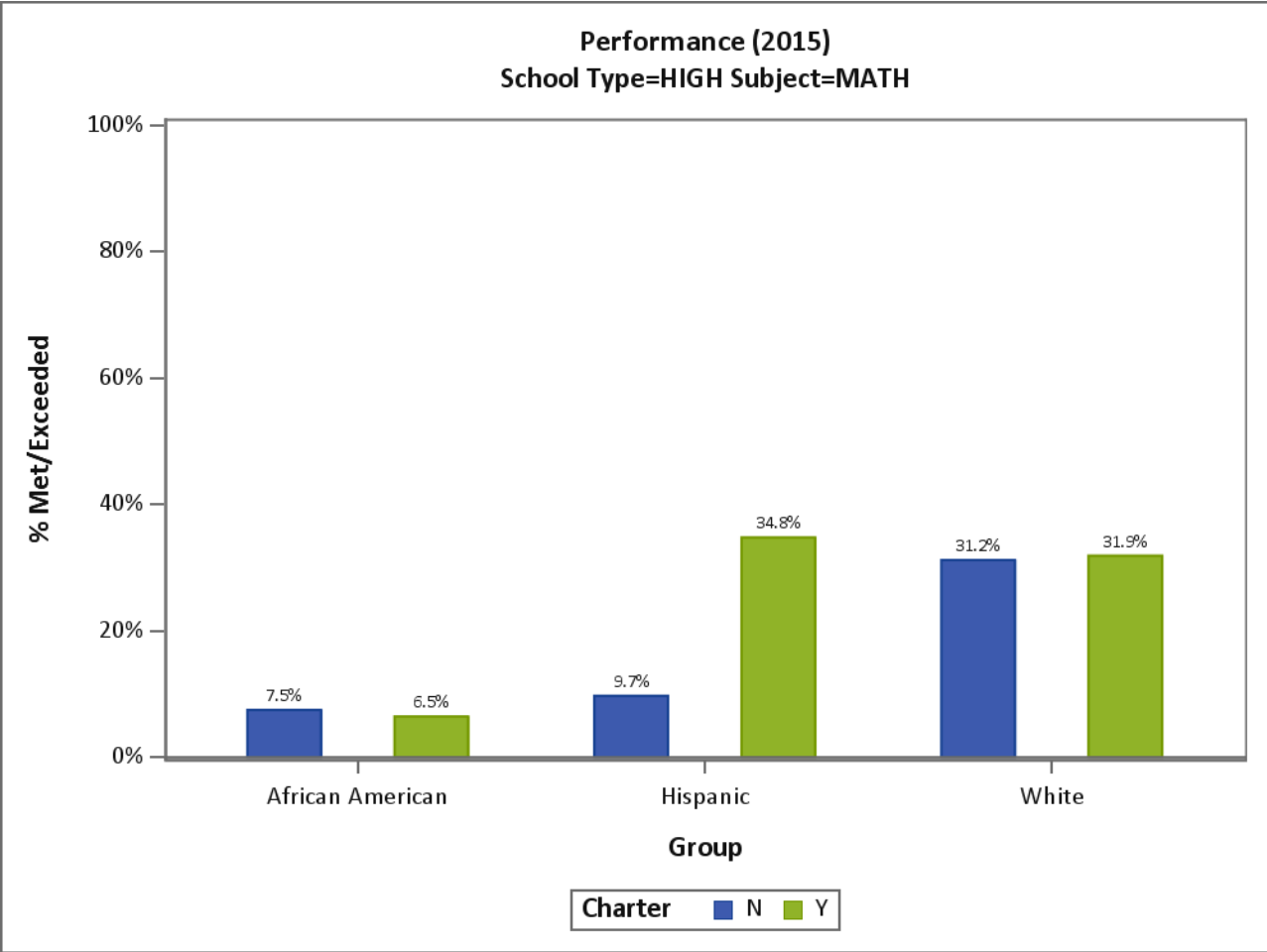
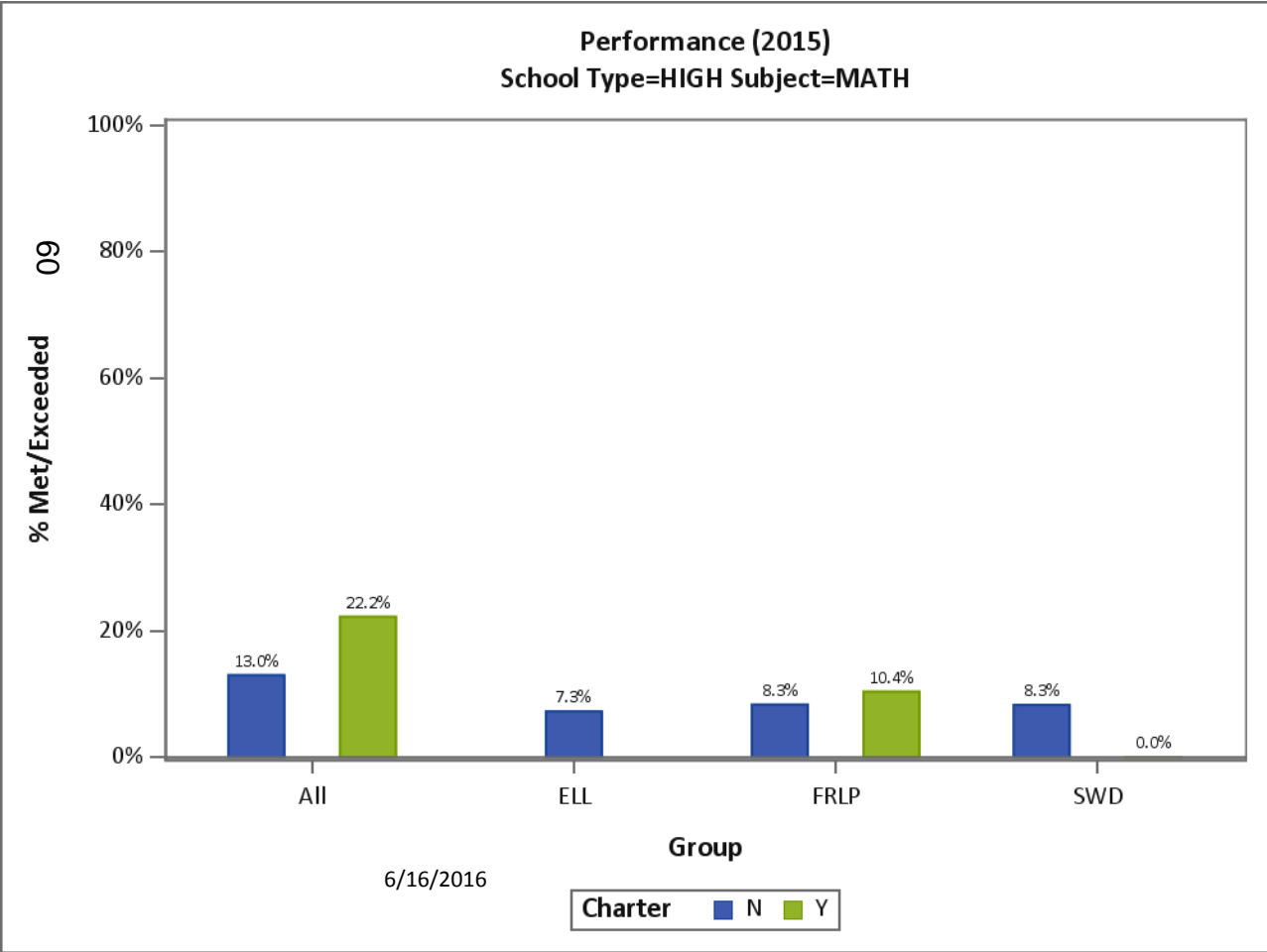
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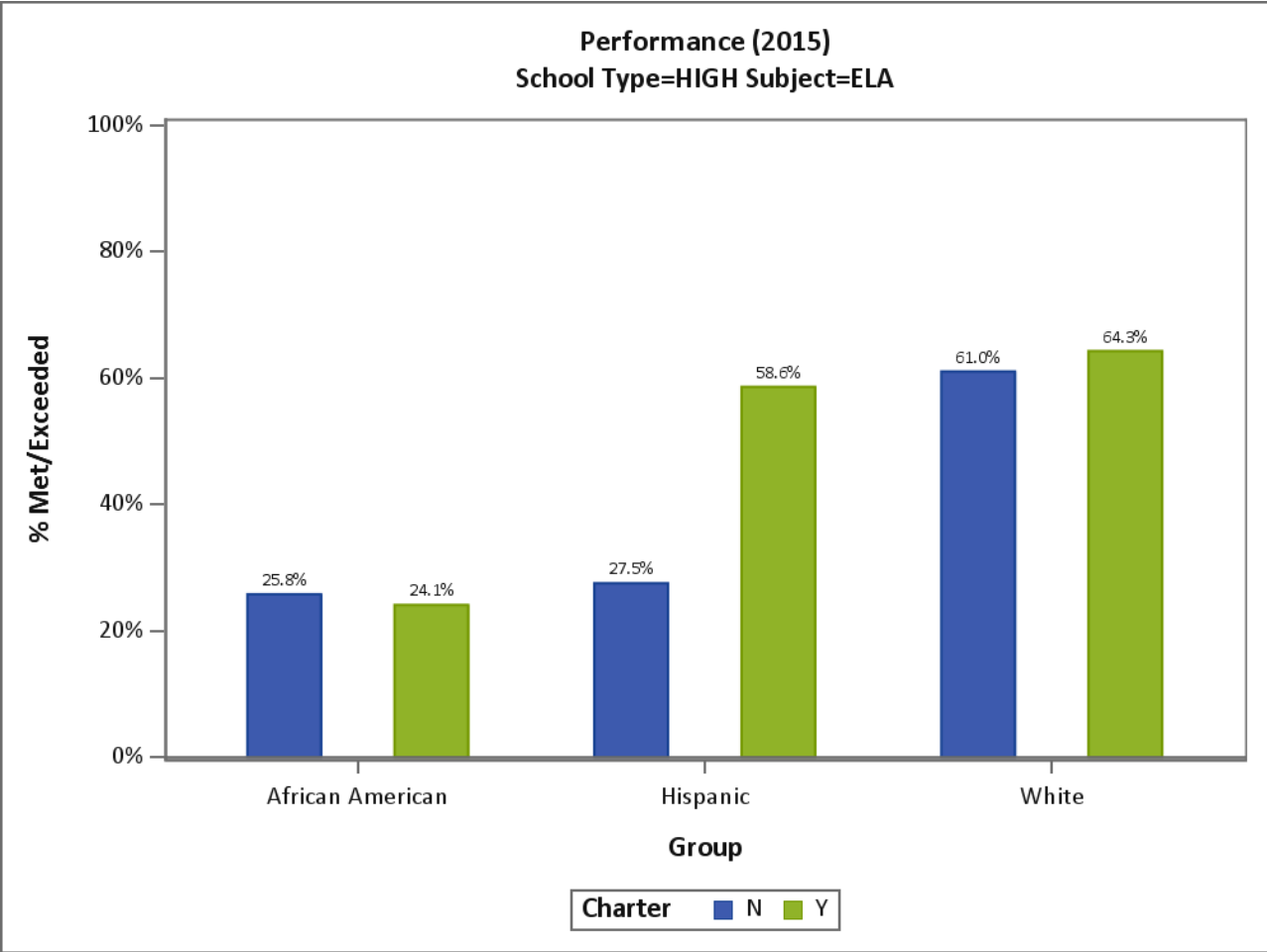
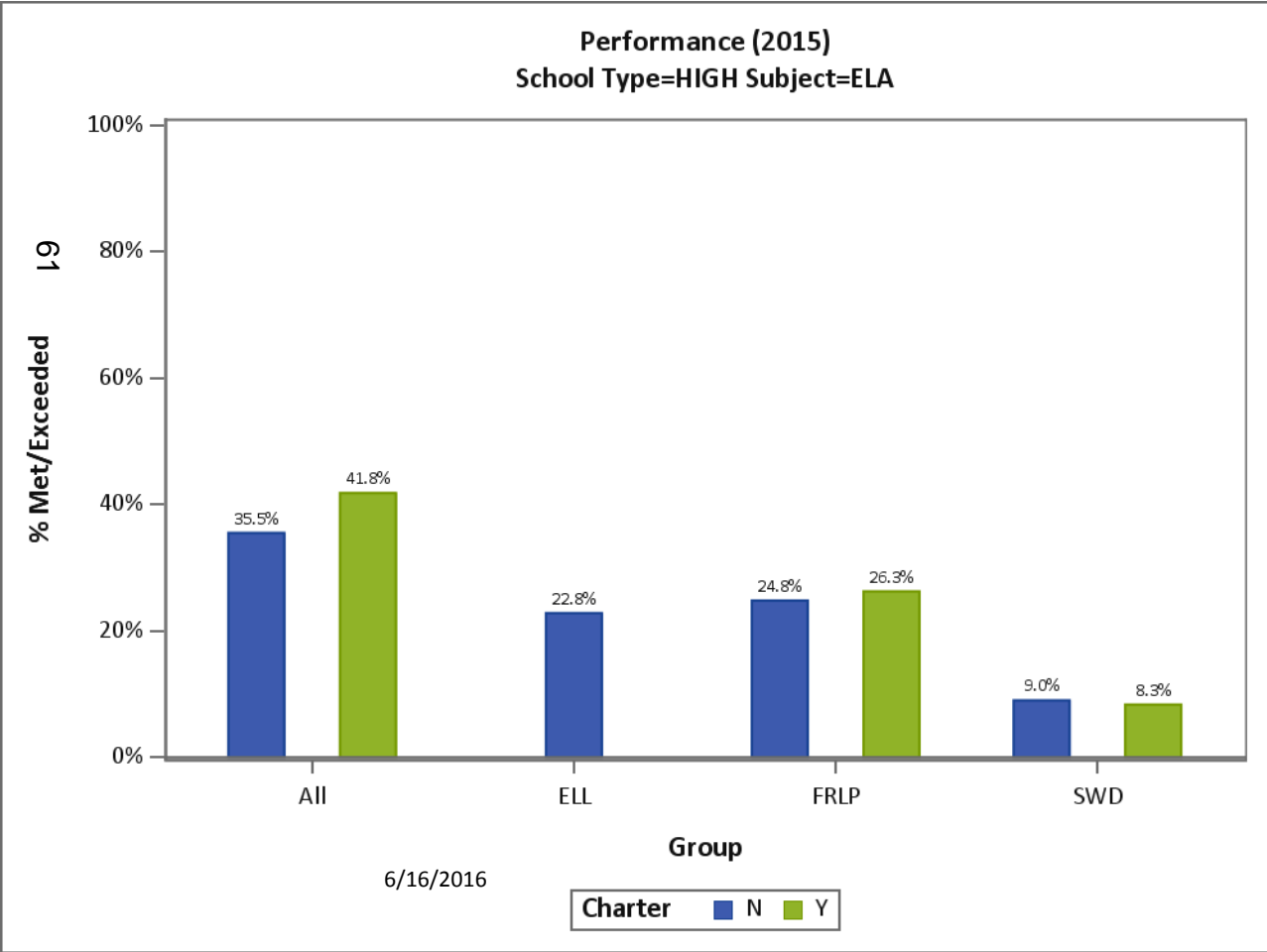
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Note that students may be members of multiple subgroups. These groups are not mutually exclusive. For example, a student may be Hispanic, ELL, and FRLP and that students performance is included in the school subgroup performance used to calculate these weighted averages.

*For school level subgroup details please see the spreadsheet that contains these data.



Report provided at the request of the Little Rock Area Public Education Stakeholder Group

Data provided by the Office of Innovation for Education on behalf of the ADE.

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Subject	Year	Group	N Tested	Percent Proficient and Above
ELA	2015	African American	151	25.8%
ELA	2015	All	267	33.7%
ELA	2015	ELL	44	25.0%
ELA	2015	FRLP	231	27.7%
ELA	2015	Hispanic	45	24.4%
ELA	2015	SWD	40	2.5%
ELA	2015	TAGG	233	27.5%
ELA	2015	White	59	55.9%
MATH	2015	African American	152	5.3%
MATH	2015	All	268	14.6%
MATH	2015	ELL	44	18.2%
MATH	2015	FRLP	232	11.6%
MATH	2015	Hispanic	45	17.8%
MATH	2015	SWD	40	2.5%
MATH	2015	TAGG	234	11.5%
MATH	2015	White	59	32.2%
ELA	2015	African American	110	24.5%
ELA	2015	All	153	25.5%
ELA	2015	ELL	24	16.7%
ELA	2015	FRLP	145	25.5%
ELA	2015	Hispanic	20	20.0%
ELA	2015	SWD	24	4.2%
ELA	2015	TAGG	150	24.7%
ELA	2015	White	15	33.3%
MATH	2015	African American	109	11.9%
MATH	2015	All	152	14.5%
MATH	2015	ELL	24	20.8%
MATH	2015	FRLP	144	14.6%
MATH	2015	Hispanic	20	25.0%
MATH	2015	SWD	24	0.0%
MATH	2015	TAGG	149	14.1%
MATH	2015	White	15	13.3%
ELA	2015	African American	102	15.7%
ELA	2015	All	131	22.1%
ELA	2015	ELL	18	44.4%
ELA	2015	FRLP	117	20.5%
ELA	2015	Hispanic	17	47.1%
ELA	2015	SWD	14	0.0%
ELA	2015	TAGG	123	22.0%
ELA	2015	White	<10	N < 10
MATH	2015	African American	100	9.0%
MATH	2015	All	129	12.4%
MATH	2015	ELL	18	27.8%
MATH	2015	FRLP	115	13.0%
MATH	2015	Hispanic	17	11.8%

MATH	2015 SWD	14	7.1%
MATH	2015 TAGG	121	13.2%
MATH	2015 White	<10	N < 10
ELA	2015 African American	119	15.1%
ELA	2015 All	149	17.4%
ELA	2015 ELL	13	23.1%
ELA	2015 FRLP	131	16.8%
ELA	2015 Hispanic	12	25.0%
ELA	2015 SWD	31	6.5%
ELA	2015 TAGG	137	16.8%
ELA	2015 White	12	33.3%
MATH	2015 African American	119	3.4%
MATH	2015 All	149	3.4%
MATH	2015 ELL	13	0.0%
MATH	2015 FRLP	131	3.1%
MATH	2015 Hispanic	12	0.0%
MATH	2015 SWD	31	6.5%
MATH	2015 TAGG	137	2.9%
MATH	2015 White	12	8.3%
ELA	2015 African American	97	24.7%
ELA	2015 All	146	32.9%
ELA	2015 ELL	13	23.1%
ELA	2015 FRLP	128	28.9%
ELA	2015 Hispanic	19	42.1%
ELA	2015 SWD	23	0.0%
ELA	2015 TAGG	131	28.2%
ELA	2015 White	27	51.9%
MATH	2015 African American	97	18.6%
MATH	2015 All	148	28.4%
MATH	2015 ELL	13	30.8%
MATH	2015 FRLP	130	25.4%
MATH	2015 Hispanic	19	47.4%
MATH	2015 SWD	24	0.0%
MATH	2015 TAGG	133	24.8%
MATH	2015 White	29	48.3%
ELA	2015 African American	29	72.4%
ELA	2015 All	199	81.9%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	42	64.3%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	48	64.6%
ELA	2015 White	152	85.5%
MATH	2015 African American	29	48.3%
MATH	2015 All	199	70.4%
MATH	2015 ELL	<10	N < 10

MATH	2015 FRLP	42	42.9%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	48	45.8%
MATH	2015 White	152	76.3%
ELA	2015 African American	102	15.7%
ELA	2015 All	114	15.8%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	107	14.0%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	25	24.0%
ELA	2015 TAGG	108	14.8%
ELA	2015 White	<10	N < 10
MATH	2015 African American	104	10.6%
MATH	2015 All	115	11.3%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	109	10.1%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	24	33.3%
MATH	2015 TAGG	110	10.9%
MATH	2015 White	<10	N < 10
ELA	2015 African American	66	53.0%
ELA	2015 All	122	68.0%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	63	49.2%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	67	50.7%
ELA	2015 White	42	83.3%
MATH	2015 African American	67	19.4%
MATH	2015 All	122	35.2%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	64	21.9%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	68	23.5%
MATH	2015 White	41	58.5%
ELA	2015 African American	69	29.0%
ELA	2015 All	96	29.2%
ELA	2015 ELL	13	15.4%
ELA	2015 FRLP	82	23.2%
ELA	2015 Hispanic	14	21.4%
ELA	2015 SWD	24	0.0%
ELA	2015 TAGG	86	22.1%
ELA	2015 White	10	40.0%
MATH	2015 African American	69	18.8%

MATH	2015 All	96	19.8%
MATH	2015 ELL	13	7.7%
MATH	2015 FRLP	82	15.9%
MATH	2015 Hispanic	14	14.3%
MATH	2015 SWD	24	4.2%
MATH	2015 TAGG	86	15.1%
MATH	2015 White	10	30.0%
ELA	2015 African American	36	41.7%
ELA	2015 All	164	59.1%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	51	47.1%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	11	9.1%
ELA	2015 TAGG	57	43.9%
ELA	2015 White	124	66.1%
MATH	2015 African American	36	13.9%
MATH	2015 All	164	40.9%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	51	25.5%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	11	0.0%
MATH	2015 TAGG	57	22.8%
MATH	2015 White	124	49.2%
ELA	2015 African American	92	12.0%
ELA	2015 All	112	14.3%
ELA	2015 ELL	16	31.3%
ELA	2015 FRLP	108	13.9%
ELA	2015 Hispanic	17	29.4%
ELA	2015 SWD	12	0.0%
ELA	2015 TAGG	109	13.8%
ELA	2015 White	<10	N < 10
MATH	2015 African American	92	7.6%
MATH	2015 All	115	11.3%
MATH	2015 ELL	19	31.6%
MATH	2015 FRLP	111	10.8%
MATH	2015 Hispanic	20	30.0%
MATH	2015 SWD	12	0.0%
MATH	2015 TAGG	112	10.7%
MATH	2015 White	<10	N < 10
ELA	2015 African American	199	24.1%
ELA	2015 All	209	24.4%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	190	23.7%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	33	12.1%
ELA	2015 TAGG	195	23.6%

ELA	2015 White	<10	N < 10
MATH	2015 African American	200	12.0%
MATH	2015 All	210	12.4%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	191	11.5%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	33	6.1%
MATH	2015 TAGG	196	11.7%
MATH	2015 White	<10	N < 10
ELA	2015 African American	74	14.9%
ELA	2015 All	159	50.3%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	88	22.7%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	21	0.0%
ELA	2015 TAGG	94	24.5%
ELA	2015 White	76	82.9%
MATH	2015 African American	74	2.7%
MATH	2015 All	159	25.2%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	88	8.0%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	21	0.0%
MATH	2015 TAGG	94	8.5%
MATH	2015 White	76	47.4%
ELA	2015 African American	95	18.9%
ELA	2015 All	123	17.9%
ELA	2015 ELL	22	9.1%
ELA	2015 FRLP	107	19.6%
ELA	2015 Hispanic	21	9.5%
ELA	2015 SWD	35	0.0%
ELA	2015 TAGG	116	18.1%
ELA	2015 White	<10	N < 10
MATH	2015 African American	95	8.4%
MATH	2015 All	125	8.8%
MATH	2015 ELL	24	4.2%
MATH	2015 FRLP	109	8.3%
MATH	2015 Hispanic	23	4.3%
MATH	2015 SWD	35	0.0%
MATH	2015 TAGG	118	7.6%
MATH	2015 White	<10	N < 10
ELA	2015 African American	108	24.1%
ELA	2015 All	116	22.4%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	109	22.9%
ELA	2015 Hispanic	<10	N < 10

ELA	2015 SWD	15	0.0%
ELA	2015 TAGG	110	22.7%
ELA	2015 White	<10	N < 10
MATH	2015 African American	109	15.6%
MATH	2015 All	117	15.4%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	110	14.5%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	16	0.0%
MATH	2015 TAGG	111	14.4%
MATH	2015 White	<10	N < 10
ELA	2015 African American	180	18.9%
ELA	2015 All	190	20.5%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	187	20.3%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	53	1.9%
ELA	2015 TAGG	189	20.1%
ELA	2015 White	<10	N < 10
MATH	2015 African American	181	9.4%
MATH	2015 All	191	10.5%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	188	10.6%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	54	0.0%
MATH	2015 TAGG	190	10.5%
MATH	2015 White	<10	N < 10
ELA	2015 African American	100	45.0%
ELA	2015 All	170	57.6%
ELA	2015 ELL	18	55.6%
ELA	2015 FRLP	98	49.0%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	15	6.7%
ELA	2015 TAGG	115	47.8%
ELA	2015 White	38	76.3%
MATH	2015 African American	100	31.0%
MATH	2015 All	171	45.0%
MATH	2015 ELL	19	47.4%
MATH	2015 FRLP	98	33.7%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	16	6.3%
MATH	2015 TAGG	116	33.6%
MATH	2015 White	38	63.2%
ELA	2015 African American	83	20.5%
ELA	2015 All	117	20.5%
ELA	2015 ELL	29	24.1%

ELA	2015 FRLP	112	20.5%
ELA	2015 Hispanic	32	18.8%
ELA	2015 SWD	30	3.3%
ELA	2015 TAGG	112	20.5%
ELA	2015 White	<10	N < 10
MATH	2015 African American	83	7.2%
MATH	2015 All	117	11.1%
MATH	2015 ELL	29	20.7%
MATH	2015 FRLP	112	11.6%
MATH	2015 Hispanic	32	21.9%
MATH	2015 SWD	30	3.3%
MATH	2015 TAGG	112	11.6%
MATH	2015 White	<10	N < 10
ELA	2015 African American	90	32.2%
ELA	2015 All	133	32.3%
ELA	2015 ELL	27	18.5%
ELA	2015 FRLP	115	29.6%
ELA	2015 Hispanic	26	19.2%
ELA	2015 SWD	17	11.8%
ELA	2015 TAGG	118	28.8%
ELA	2015 White	<10	N < 10
MATH	2015 African American	90	35.6%
MATH	2015 All	133	39.8%
MATH	2015 ELL	27	40.7%
MATH	2015 FRLP	115	34.8%
MATH	2015 Hispanic	26	42.3%
MATH	2015 SWD	17	29.4%
MATH	2015 TAGG	118	35.6%
MATH	2015 White	<10	N < 10
ELA	2015 African American	112	32.1%
ELA	2015 All	240	45.4%
ELA	2015 ELL	10	10.0%
ELA	2015 FRLP	102	28.4%
ELA	2015 Hispanic	12	41.7%
ELA	2015 SWD	36	16.7%
ELA	2015 TAGG	124	26.6%
ELA	2015 White	102	57.8%
MATH	2015 African American	112	19.6%
MATH	2015 All	240	35.4%
MATH	2015 ELL	10	30.0%
MATH	2015 FRLP	102	18.6%
MATH	2015 Hispanic	12	33.3%
MATH	2015 SWD	36	19.4%
MATH	2015 TAGG	124	20.2%
MATH	2015 White	102	48.0%
ELA	2015 African American	101	20.8%

ELA	2015 All	108	24.1%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	105	23.8%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	20	5.0%
ELA	2015 TAGG	106	24.5%
ELA	2015 White	<10	N < 10
MATH	2015 African American	100	4.0%
MATH	2015 All	107	8.4%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	104	7.7%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	20	5.0%
MATH	2015 TAGG	105	8.6%
MATH	2015 White	<10	N < 10
ELA	2015 African American	51	13.7%
ELA	2015 All	109	15.6%
ELA	2015 ELL	50	16.0%
ELA	2015 FRLP	105	15.2%
ELA	2015 Hispanic	50	20.0%
ELA	2015 SWD	21	0.0%
ELA	2015 TAGG	106	15.1%
ELA	2015 White	<10	N < 10
MATH	2015 African American	50	12.0%
MATH	2015 All	111	16.2%
MATH	2015 ELL	53	18.9%
MATH	2015 FRLP	107	15.0%
MATH	2015 Hispanic	53	20.8%
MATH	2015 SWD	20	0.0%
MATH	2015 TAGG	108	15.7%
MATH	2015 White	<10	N < 10
ELA	2015 African American	70	18.6%
ELA	2015 All	121	17.4%
ELA	2015 ELL	42	14.3%
ELA	2015 FRLP	110	18.2%
ELA	2015 Hispanic	44	11.4%
ELA	2015 SWD	13	7.7%
ELA	2015 TAGG	114	17.5%
ELA	2015 White	<10	N < 10
MATH	2015 African American	70	11.4%
MATH	2015 All	121	19.0%
MATH	2015 ELL	42	33.3%
MATH	2015 FRLP	110	20.0%
MATH	2015 Hispanic	44	29.5%
MATH	2015 SWD	13	7.7%
MATH	2015 TAGG	114	19.3%

MATH	2015 White	<10	N < 10
ELA	2015 African American	102	38.2%
ELA	2015 All	123	41.5%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	110	40.0%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	112	40.2%
ELA	2015 White	11	72.7%
MATH	2015 African American	102	21.6%
MATH	2015 All	123	25.2%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	110	23.6%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	112	24.1%
MATH	2015 White	11	45.5%
ELA	2015 African American	174	17.8%
ELA	2015 All	229	17.9%
ELA	2015 ELL	41	22.0%
ELA	2015 FRLP	211	19.0%
ELA	2015 Hispanic	45	20.0%
ELA	2015 SWD	27	3.7%
ELA	2015 TAGG	215	18.6%
ELA	2015 White	<10	N < 10
MATH	2015 African American	174	7.5%
MATH	2015 All	229	8.7%
MATH	2015 ELL	41	9.8%
MATH	2015 FRLP	211	8.5%
MATH	2015 Hispanic	45	13.3%
MATH	2015 SWD	27	11.1%
MATH	2015 TAGG	215	9.3%
MATH	2015 White	<10	N < 10
ELA	2015 African American	156	41.0%
ELA	2015 All	236	40.3%
ELA	2015 ELL	45	15.6%
ELA	2015 FRLP	178	33.7%
ELA	2015 Hispanic	41	9.8%
ELA	2015 SWD	29	6.9%
ELA	2015 TAGG	190	33.2%
ELA	2015 White	32	75.0%
MATH	2015 African American	156	27.6%
MATH	2015 All	237	28.3%
MATH	2015 ELL	46	19.6%
MATH	2015 FRLP	179	22.3%
MATH	2015 Hispanic	42	16.7%

MATH	2015 SWD	29	3.4%
MATH	2015 TAGG	191	21.5%
MATH	2015 White	32	43.8%
ELA	2015 African American	152	22.4%
ELA	2015 All	238	20.6%
ELA	2015 ELL	77	18.2%
ELA	2015 FRLP	232	20.7%
ELA	2015 Hispanic	78	19.2%
ELA	2015 SWD	18	0.0%
ELA	2015 TAGG	233	20.6%
ELA	2015 White	<10	N < 10
MATH	2015 African American	153	10.5%
MATH	2015 All	239	12.6%
MATH	2015 ELL	77	16.9%
MATH	2015 FRLP	233	12.9%
MATH	2015 Hispanic	78	17.9%
MATH	2015 SWD	19	5.3%
MATH	2015 TAGG	234	12.8%
MATH	2015 White	<10	N < 10
ELA	2015 African American	217	10.6%
ELA	2015 All	358	11.7%
ELA	2015 ELL	122	11.5%
ELA	2015 FRLP	342	11.4%
ELA	2015 Hispanic	128	13.3%
ELA	2015 SWD	44	2.3%
ELA	2015 TAGG	346	11.3%
ELA	2015 White	11	18.2%
MATH	2015 African American	218	4.6%
MATH	2015 All	364	5.8%
MATH	2015 ELL	127	7.9%
MATH	2015 FRLP	348	5.7%
MATH	2015 Hispanic	133	8.3%
MATH	2015 SWD	44	2.3%
MATH	2015 TAGG	352	5.7%
MATH	2015 White	11	0.0%
ELA	2015 African American	217	10.6%
ELA	2015 All	358	11.7%
ELA	2015 ELL	122	11.5%
ELA	2015 FRLP	342	11.4%
ELA	2015 Hispanic	128	13.3%
ELA	2015 SWD	44	2.3%
ELA	2015 TAGG	346	11.3%
ELA	2015 White	11	18.2%
MATH	2015 African American	218	4.6%
MATH	2015 All	364	5.8%
MATH	2015 ELL	127	7.9%

MATH	2015 FRLP	348	5.7%
MATH	2015 Hispanic	133	8.3%
MATH	2015 SWD	44	2.3%
MATH	2015 TAGG	352	5.7%
MATH	2015 White	11	0.0%
ELA	2015 African American	110	51.8%
ELA	2015 All	387	74.2%
ELA	2015 ELL	32	68.8%
ELA	2015 FRLP	125	52.0%
ELA	2015 Hispanic	16	68.8%
ELA	2015 SWD	48	25.0%
ELA	2015 TAGG	162	53.1%
ELA	2015 White	224	84.4%
MATH	2015 African American	110	30.0%
MATH	2015 All	387	64.3%
MATH	2015 ELL	32	56.3%
MATH	2015 FRLP	125	32.8%
MATH	2015 Hispanic	16	50.0%
MATH	2015 SWD	48	18.8%
MATH	2015 TAGG	162	36.4%
MATH	2015 White	224	79.0%
ELA	2015 African American	60	51.7%
ELA	2015 All	200	69.0%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	38	42.1%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	12	25.0%
ELA	2015 TAGG	49	38.8%
ELA	2015 White	79	74.7%
MATH	2015 African American	60	41.7%
MATH	2015 All	200	64.0%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	38	31.6%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	12	16.7%
MATH	2015 TAGG	49	30.6%
MATH	2015 White	79	70.9%
ELA	2015 African American	31	25.8%
ELA	2015 All	112	33.9%
ELA	2015 ELL	13	7.7%
ELA	2015 FRLP	93	32.3%
ELA	2015 Hispanic	22	27.3%
ELA	2015 SWD	10	0.0%
ELA	2015 TAGG	95	31.6%
ELA	2015 White	53	41.5%
MATH	2015 African American	31	12.9%

MATH	2015 All	112	17.0%
MATH	2015 ELL	13	0.0%
MATH	2015 FRLP	93	15.1%
MATH	2015 Hispanic	22	9.1%
MATH	2015 SWD	10	0.0%
MATH	2015 TAGG	95	14.7%
MATH	2015 White	53	24.5%
ELA	2015 African American	30	26.7%
ELA	2015 All	90	25.6%
ELA	2015 ELL	15	13.3%
ELA	2015 FRLP	68	20.6%
ELA	2015 Hispanic	18	16.7%
ELA	2015 SWD	18	5.6%
ELA	2015 TAGG	74	20.3%
ELA	2015 White	40	27.5%
MATH	2015 African American	30	6.7%
MATH	2015 All	90	20.0%
MATH	2015 ELL	15	13.3%
MATH	2015 FRLP	68	13.2%
MATH	2015 Hispanic	18	22.2%
MATH	2015 SWD	18	5.6%
MATH	2015 TAGG	74	13.5%
MATH	2015 White	40	27.5%
ELA	2015 African American	15	33.3%
ELA	2015 All	70	34.3%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	45	24.4%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	11	9.1%
ELA	2015 TAGG	49	24.5%
ELA	2015 White	42	40.5%
MATH	2015 African American	15	26.7%
MATH	2015 All	70	30.0%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	45	22.2%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	11	0.0%
MATH	2015 TAGG	49	20.4%
MATH	2015 White	42	35.7%
ELA	2015 African American	71	29.6%
ELA	2015 All	111	39.6%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	88	36.4%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	88	36.4%

ELA	2015 White	24	62.5%
MATH	2015 African American	71	14.1%
MATH	2015 All	111	26.1%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	88	21.6%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	88	21.6%
MATH	2015 White	24	50.0%
ELA	2015 African American	98	12.2%
ELA	2015 All	221	18.1%
ELA	2015 ELL	42	19.0%
ELA	2015 FRLP	188	18.1%
ELA	2015 Hispanic	51	23.5%
ELA	2015 SWD	50	6.0%
ELA	2015 TAGG	197	17.8%
ELA	2015 White	69	23.2%
MATH	2015 African American	97	3.1%
MATH	2015 All	222	11.7%
MATH	2015 ELL	43	9.3%
MATH	2015 FRLP	190	11.6%
MATH	2015 Hispanic	52	17.3%
MATH	2015 SWD	50	6.0%
MATH	2015 TAGG	199	11.6%
MATH	2015 White	70	20.0%
ELA	2015 African American	72	45.8%
ELA	2015 All	275	60.4%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	78	44.9%
ELA	2015 Hispanic	10	40.0%
ELA	2015 SWD	34	14.7%
ELA	2015 TAGG	103	36.9%
ELA	2015 White	173	65.3%
MATH	2015 African American	72	26.4%
MATH	2015 All	275	42.5%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	78	23.1%
MATH	2015 Hispanic	10	10.0%
MATH	2015 SWD	34	11.8%
MATH	2015 TAGG	104	20.2%
MATH	2015 White	172	48.8%
ELA	2015 African American	75	18.7%
ELA	2015 All	178	37.6%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	53	13.2%
ELA	2015 Hispanic	<10	N < 10

ELA	2015 SWD	16	31.3%
ELA	2015 TAGG	65	18.5%
ELA	2015 White	83	54.2%
MATH	2015 African American	75	24.0%
MATH	2015 All	178	41.6%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	53	20.8%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	16	31.3%
MATH	2015 TAGG	65	24.6%
MATH	2015 White	83	57.8%
ELA	2015 African American	73	4.1%
ELA	2015 All	80	3.8%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	80	3.8%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	80	3.8%
ELA	2015 White	<10	N < 10
MATH	2015 African American	73	1.4%
MATH	2015 All	80	1.3%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	80	1.3%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	80	1.3%
MATH	2015 White	<10	N < 10
ELA	2015 African American	699	30.0%
ELA	2015 All	1199	47.9%
ELA	2015 ELL	44	36.4%
ELA	2015 FRLP	637	29.8%
ELA	2015 Hispanic	53	43.4%
ELA	2015 SWD	57	8.8%
ELA	2015 TAGG	662	29.8%
ELA	2015 White	341	74.8%
MATH	2015 African American	618	9.2%
MATH	2015 All	920	20.4%
MATH	2015 ELL	32	12.5%
MATH	2015 FRLP	574	11.5%
MATH	2015 Hispanic	35	14.3%
MATH	2015 SWD	33	12.1%
MATH	2015 TAGG	591	11.7%
MATH	2015 White	224	45.5%
ELA	2015 African American	239	18.0%
ELA	2015 All	298	17.1%
ELA	2015 ELL	40	7.5%

ELA	2015 FRLP	266	16.5%
ELA	2015 Hispanic	43	9.3%
ELA	2015 SWD	36	8.3%
ELA	2015 TAGG	272	16.9%
ELA	2015 White	11	27.3%
MATH	2015 African American	219	3.2%
MATH	2015 All	287	4.2%
MATH	2015 ELL	45	2.2%
MATH	2015 FRLP	251	3.6%
MATH	2015 Hispanic	48	4.2%
MATH	2015 SWD	22	18.2%
MATH	2015 TAGG	260	4.2%
MATH	2015 White	13	23.1%
ELA	2015 African American	293	50.5%
ELA	2015 All	522	57.9%
ELA	2015 ELL	55	43.6%
ELA	2015 FRLP	314	51.0%
ELA	2015 Hispanic	75	48.0%
ELA	2015 SWD	31	22.6%
ELA	2015 TAGG	330	49.7%
ELA	2015 White	136	78.7%
MATH	2015 African American	256	17.6%
MATH	2015 All	442	23.1%
MATH	2015 ELL	52	17.3%
MATH	2015 FRLP	278	21.2%
MATH	2015 Hispanic	72	20.8%
MATH	2015 SWD	17	11.8%
MATH	2015 TAGG	287	20.9%
MATH	2015 White	102	37.3%
ELA	2015 African American	335	16.1%
ELA	2015 All	378	17.5%
ELA	2015 ELL	17	5.9%
ELA	2015 FRLP	337	16.3%
ELA	2015 Hispanic	24	20.8%
ELA	2015 SWD	45	4.4%
ELA	2015 TAGG	341	16.1%
ELA	2015 White	15	46.7%
MATH	2015 African American	302	6.0%
MATH	2015 All	337	6.5%
MATH	2015 ELL	13	0.0%
MATH	2015 FRLP	305	5.6%
MATH	2015 Hispanic	18	11.1%
MATH	2015 SWD	16	0.0%
MATH	2015 TAGG	306	5.6%
MATH	2015 White	13	15.4%
ELA	2015 African American	297	16.5%

ELA	2015 All	333	15.9%
ELA	2015 ELL	16	0.0%
ELA	2015 FRLP	300	15.0%
ELA	2015 Hispanic	23	0.0%
ELA	2015 SWD	51	9.8%
ELA	2015 TAGG	305	15.1%
ELA	2015 White	<10	N < 10
MATH	2015 African American	272	3.7%
MATH	2015 All	303	3.6%
MATH	2015 ELL	15	0.0%
MATH	2015 FRLP	274	2.9%
MATH	2015 Hispanic	19	0.0%
MATH	2015 SWD	25	8.0%
MATH	2015 TAGG	278	3.2%
MATH	2015 White	10	0.0%
ELA	2015 African American	181	14.4%
ELA	2015 All	311	19.0%
ELA	2015 ELL	17	5.9%
ELA	2015 FRLP	220	13.6%
ELA	2015 Hispanic	32	15.6%
ELA	2015 SWD	30	0.0%
ELA	2015 TAGG	225	13.3%
ELA	2015 White	88	27.3%
MATH	2015 African American	151	0.7%
MATH	2015 All	258	2.7%
MATH	2015 ELL	20	0.0%
MATH	2015 FRLP	198	2.0%
MATH	2015 Hispanic	31	0.0%
MATH	2015 SWD	17	0.0%
MATH	2015 TAGG	202	2.0%
MATH	2015 White	69	7.2%
ELA	2015 African American	111	23.4%
ELA	2015 All	268	26.1%
ELA	2015 ELL	17	11.8%
ELA	2015 FRLP	148	18.2%
ELA	2015 Hispanic	26	11.5%
ELA	2015 SWD	39	10.3%
ELA	2015 TAGG	161	17.4%
ELA	2015 White	115	30.4%
MATH	2015 African American	93	5.4%
MATH	2015 All	215	7.9%
MATH	2015 ELL	16	0.0%
MATH	2015 FRLP	123	3.3%
MATH	2015 Hispanic	24	0.0%
MATH	2015 SWD	15	0.0%
MATH	2015 TAGG	129	3.1%

MATH	2015 White	85	12.9%
ELA	2015 African American	78	34.6%
ELA	2015 All	158	51.3%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	63	36.5%
ELA	2015 Hispanic	18	55.6%
ELA	2015 SWD	12	8.3%
ELA	2015 TAGG	68	33.8%
ELA	2015 White	39	71.8%
MATH	2015 African American	108	13.0%
MATH	2015 All	252	34.5%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	77	19.5%
MATH	2015 Hispanic	23	34.8%
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	80	20.0%
MATH	2015 White	65	44.6%
ELA	2015 African American	110	22.7%
ELA	2015 All	237	41.4%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	63	25.4%
ELA	2015 Hispanic	11	63.6%
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	71	28.2%
ELA	2015 White	101	61.4%
MATH	2015 African American	80	0.0%
MATH	2015 All	154	6.5%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	47	0.0%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	11	0.0%
MATH	2015 TAGG	58	0.0%
MATH	2015 White	51	15.7%
ELA	2015 African American	<10	N < 10
ELA	2015 All	<10	N < 10
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	<10	N < 10
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	<10	N < 10
ELA	2015 White	<10	N < 10
MATH	2015 African American	<10	N < 10
MATH	2015 All	<10	N < 10
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	<10	N < 10
MATH	2015 Hispanic	<10	N < 10

MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	<10	N < 10
MATH	2015 White	<10	N < 10
ELA	2015 African American	36	5.6%
ELA	2015 All	45	11.1%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	34	8.8%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	35	8.6%
ELA	2015 White	<10	N < 10
MATH	2015 African American	29	0.0%
MATH	2015 All	39	5.1%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	30	3.3%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	32	3.1%
MATH	2015 White	<10	N < 10
ELA	2015 African American	431	32.7%
ELA	2015 All	750	41.9%
ELA	2015 ELL	99	38.4%
ELA	2015 FRLP	548	35.4%
ELA	2015 Hispanic	115	43.5%
ELA	2015 SWD	69	4.3%
ELA	2015 TAGG	569	35.1%
ELA	2015 White	160	60.6%
MATH	2015 African American	427	10.3%
MATH	2015 All	740	20.4%
MATH	2015 ELL	95	20.0%
MATH	2015 FRLP	540	15.2%
MATH	2015 Hispanic	111	21.6%
MATH	2015 SWD	66	3.0%
MATH	2015 TAGG	560	15.4%
MATH	2015 White	158	39.9%
ELA	2015 African American	581	23.1%
ELA	2015 All	680	26.8%
ELA	2015 ELL	48	29.2%
ELA	2015 FRLP	599	22.9%
ELA	2015 Hispanic	56	42.9%
ELA	2015 SWD	66	0.0%
ELA	2015 TAGG	602	22.9%
ELA	2015 White	38	60.5%
MATH	2015 African American	577	7.3%
MATH	2015 All	676	11.1%
MATH	2015 ELL	48	16.7%

MATH	2015 FRLP	596	7.9%
MATH	2015 Hispanic	56	30.4%
MATH	2015 SWD	67	0.0%
MATH	2015 TAGG	599	8.0%
MATH	2015 White	38	39.5%
ELA	2015 African American	420	27.9%
ELA	2015 All	772	52.8%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	417	30.5%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	81	13.6%
ELA	2015 TAGG	434	30.4%
ELA	2015 White	306	84.6%
MATH	2015 African American	417	9.6%
MATH	2015 All	769	32.5%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	415	11.1%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	80	12.5%
MATH	2015 TAGG	432	11.8%
MATH	2015 White	306	61.1%
ELA	2015 African American	565	15.4%
ELA	2015 All	688	17.0%
ELA	2015 ELL	67	19.4%
ELA	2015 FRLP	629	16.1%
ELA	2015 Hispanic	71	19.7%
ELA	2015 SWD	99	2.0%
ELA	2015 TAGG	641	16.2%
ELA	2015 White	36	27.8%
MATH	2015 African American	563	4.6%
MATH	2015 All	685	5.8%
MATH	2015 ELL	66	10.6%
MATH	2015 FRLP	627	5.1%
MATH	2015 Hispanic	70	10.0%
MATH	2015 SWD	98	2.0%
MATH	2015 TAGG	639	5.3%
MATH	2015 White	36	8.3%
ELA	2015 African American	468	20.3%
ELA	2015 All	583	22.1%
ELA	2015 ELL	71	23.9%
ELA	2015 FRLP	533	22.0%
ELA	2015 Hispanic	83	27.7%
ELA	2015 SWD	65	6.2%
ELA	2015 TAGG	541	21.6%
ELA	2015 White	26	42.3%
MATH	2015 African American	478	6.7%

MATH	2015 All	599	7.7%
MATH	2015 ELL	75	9.3%
MATH	2015 FRLP	546	7.3%
MATH	2015 Hispanic	87	11.5%
MATH	2015 SWD	69	4.3%
MATH	2015 TAGG	556	7.2%
MATH	2015 White	28	14.3%
ELA	2015 African American	280	45.4%
ELA	2015 All	485	55.9%
ELA	2015 ELL	30	33.3%
ELA	2015 FRLP	319	47.6%
ELA	2015 Hispanic	38	42.1%
ELA	2015 SWD	42	23.8%
ELA	2015 TAGG	332	47.6%
ELA	2015 White	149	75.8%
MATH	2015 African American	280	26.1%
MATH	2015 All	485	39.8%
MATH	2015 ELL	30	26.7%
MATH	2015 FRLP	319	31.3%
MATH	2015 Hispanic	38	39.5%
MATH	2015 SWD	42	26.2%
MATH	2015 TAGG	332	31.6%
MATH	2015 White	149	61.1%
ELA	2015 African American	364	16.2%
ELA	2015 All	478	15.5%
ELA	2015 ELL	93	8.6%
ELA	2015 FRLP	445	15.1%
ELA	2015 Hispanic	98	13.3%
ELA	2015 SWD	54	14.8%
ELA	2015 TAGG	451	15.1%
ELA	2015 White	13	7.7%
MATH	2015 African American	360	6.1%
MATH	2015 All	490	5.7%
MATH	2015 ELL	109	3.7%
MATH	2015 FRLP	453	5.7%
MATH	2015 Hispanic	112	4.5%
MATH	2015 SWD	56	8.9%
MATH	2015 TAGG	463	5.6%
MATH	2015 White	13	7.7%
ELA	2015 African American	226	12.8%
ELA	2015 All	404	17.3%
ELA	2015 ELL	32	3.1%
ELA	2015 FRLP	314	14.6%
ELA	2015 Hispanic	44	13.6%
ELA	2015 SWD	61	16.4%
ELA	2015 TAGG	327	14.4%

ELA	2015 White	122	27.0%
MATH	2015 African American	226	9.7%
MATH	2015 All	405	12.8%
MATH	2015 ELL	32	0.0%
MATH	2015 FRLP	315	10.2%
MATH	2015 Hispanic	44	11.4%
MATH	2015 SWD	59	20.3%
MATH	2015 TAGG	328	10.4%
MATH	2015 White	122	18.0%
ELA	2015 African American	143	23.1%
ELA	2015 All	413	33.4%
ELA	2015 ELL	10	10.0%
ELA	2015 FRLP	179	17.9%
ELA	2015 Hispanic	28	7.1%
ELA	2015 SWD	45	0.0%
ELA	2015 TAGG	202	15.8%
ELA	2015 White	223	43.0%
MATH	2015 African American	142	12.0%
MATH	2015 All	409	23.7%
MATH	2015 ELL	10	0.0%
MATH	2015 FRLP	178	9.0%
MATH	2015 Hispanic	28	10.7%
MATH	2015 SWD	44	2.3%
MATH	2015 TAGG	200	8.5%
MATH	2015 White	221	33.0%
ELA	2015 African American	195	24.1%
ELA	2015 All	486	42.2%
ELA	2015 ELL	11	0.0%
ELA	2015 FRLP	202	20.8%
ELA	2015 Hispanic	66	24.2%
ELA	2015 SWD	22	9.1%
ELA	2015 TAGG	212	20.8%
ELA	2015 White	125	56.8%
MATH	2015 African American	140	7.1%
MATH	2015 All	318	24.5%
MATH	2015 ELL	12	16.7%
MATH	2015 FRLP	164	12.2%
MATH	2015 Hispanic	50	14.0%
MATH	2015 SWD	26	0.0%
MATH	2015 TAGG	175	11.4%
MATH	2015 White	75	36.0%
ELA	2015 African American	58	5.2%
ELA	2015 All	107	12.1%
ELA	2015 ELL	38	15.8%
ELA	2015 FRLP	95	12.6%
ELA	2015 Hispanic	49	20.4%

ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	98	13.3%
ELA	2015 White	<10	N < 10
MATH	2015 African American	59	1.7%
MATH	2015 All	114	7.0%
MATH	2015 ELL	43	11.6%
MATH	2015 FRLP	102	7.8%
MATH	2015 Hispanic	55	12.7%
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	105	7.6%
MATH	2015 White	<10	N < 10
ELA	2015 African American	201	21.4%
ELA	2015 All	460	34.6%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	142	21.8%
ELA	2015 Hispanic	35	42.9%
ELA	2015 SWD	46	8.7%
ELA	2015 TAGG	172	18.6%
ELA	2015 White	191	42.9%
MATH	2015 African American	190	6.3%
MATH	2015 All	413	16.0%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	135	6.7%
MATH	2015 Hispanic	29	20.7%
MATH	2015 SWD	45	8.9%
MATH	2015 TAGG	164	6.1%
MATH	2015 White	167	24.0%
ELA	2015 African American	108	22.2%
ELA	2015 All	121	22.3%
ELA	2015 ELL	<10	N < 10
ELA	2015 FRLP	120	21.7%
ELA	2015 Hispanic	10	20.0%
ELA	2015 SWD	10	10.0%
ELA	2015 TAGG	120	21.7%
ELA	2015 White	<10	N < 10
MATH	2015 African American	107	14.0%
MATH	2015 All	120	14.2%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	119	14.3%
MATH	2015 Hispanic	10	20.0%
MATH	2015 SWD	10	0.0%
MATH	2015 TAGG	119	14.3%
MATH	2015 White	<10	N < 10
ELA	2015 African American	27	22.2%
ELA	2015 All	135	49.6%
ELA	2015 ELL	<10	N < 10

ELA	2015 FRLP	19	26.3%
ELA	2015 Hispanic	<10	N < 10
ELA	2015 SWD	<10	N < 10
ELA	2015 TAGG	24	20.8%
ELA	2015 White	89	59.6%
MATH	2015 African American	27	14.8%
MATH	2015 All	135	27.4%
MATH	2015 ELL	<10	N < 10
MATH	2015 FRLP	19	10.5%
MATH	2015 Hispanic	<10	N < 10
MATH	2015 SWD	<10	N < 10
MATH	2015 TAGG	24	16.7%
MATH	2015 White	88	33.0%

			School Abbreviation In Performance & Growth	
School Type	School LEA	SCHOOL NAME	Charts	Subject
1-ELEM	6001006	BOOKER ARTS MAGNET ELEMENTARY SCHOOL	BOOKER	ELA
1-ELEM	6001017	BALE ELEMENTARY SCHOOL	BALE	ELA
1-ELEM	6001018	BRADY ELEMENTARY SCHOOL	BRADY	ELA
1-ELEM	6001020	MCDERMOTT ELEMENTARY SCHOOL	MCDERMOTT	ELA
1-ELEM	6001021	CARVER MAGNET ELEM. SCHOOL	CARVER	ELA
1-ELEM	6001024	FOREST PARK ELEMENTARY SCHOOL	FOREST	ELA
1-ELEM	6001025	FRANKLIN INCENTIVE ELEMENTARY SCHOOL	FRANKLIN	ELA
1-ELEM	6001027	GIBBS MAGNET ELEMENTARY SCHOOL	GIBBS	ELA
1-ELEM	6001029	WESTERN HILLS ELEMENTARY SCHOOL	WESTERN	ELA
1-ELEM	6001030	JEFFERSON ELEMENTARY SCHOOL	JEFFERSON	ELA
1-ELEM	6001033	MEADOWCLIFF ELEMENTARY SCHOOL	MEADOWCLIFF	ELA
1-ELEM	6001035	M.L. KING MAGNET ELEMENTARY SCHOOL	KING	ELA
1-ELEM	6001038	PULASKI HEIGHTS ELEMENTARY SCHOOL	PULASKI	ELA
1-ELEM	6001040	ROMINE INTERDISTRICT ELEMENTARY SCHOOL	ROMINE	ELA
1-ELEM	6001041	STEPHENS ELEMENTARY SCHOOL	STEPHENS	ELA
1-ELEM	6001042	WASHINGTON MAGNET ELEM. SCHOOL	WASHINGTON	ELA
1-ELEM	6001043	WILLIAMS MAGNET ELEMENTARY SCHOOL	WILLIAMS	ELA
1-ELEM	6001044	WILSON ELEMENTARY SCHOOL	WILSON	ELA
1-ELEM	6001047	TERRY ELEMENTARY SCHOOL	TERRY	ELA
1-ELEM	6001048	FULBRIGHT ELEMENTARY SCHOOL	FULBRIGHT	ELA
1-ELEM	6001050	ROCKEFELLER INCENTIVE ELEMENTARY SCHOOL	ROCKEFELLER	ELA
1-ELEM	6001052	BASELINE ELEMENTARY SCHOOL	BASELINE	ELA
1-ELEM	6001055	DAVID O'DODD ELEMENTARY SCHOOL	DAVID	ELA
1-ELEM	6001056	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	GEYER	ELA
1-ELEM	6001057	MABELVALE ELEMENTARY SCHOOL	MABELVALE	ELA
1-ELEM	6001058	OTTER CREEK ELEMENTARY SCHOOL	OTTER	ELA
1-ELEM	6001059	WAKEFIELD ELEMENTARY SCHOOL	WAKEFIELD	ELA
1-ELEM	6001071	WATSON INTERMEDIATE SCHOOL	WATSON	ELA
1-ELEM	6001073	DON ROBERTS ELEMENTARY SCHOOL	DON	ELA
1-ELEM	6003092	BAKER INTERDISTRICT ELEMENTARY SCHOOL	BAKER	ELA
1-ELEM	6003104	LANDMARK ELEMENTARY SCHOOL	LANDMARK	ELA
1-ELEM	6003105	LAWSON ELEMENTARY SCHOOL	LAWSON	ELA
1-ELEM	6003110	JOE T. ROBINSON ELEMENTARY SCHOOL	ROBINSON	ELA
1-ELEM	6003135	COLLEGE STATION ELEMENTARY SCHOOL	COLLEGE	ELA
1-ELEM	6003146	BATES ELEMENTARY SCHOOL	BATES	ELA
1-ELEM	6003150	CHENAL ELEMENTARY SCHOOL	CHENAL	ELA
1-ELEM	6047701	ESTEM ELEMENTARY SCHOOL	ESTEM	ELA
1-ELEM	6049701	LITTLE PREP ACADEMY ELEMENTARY	LITTLE	ELA
2-MIDDLE	6001003	MANN MAGNET MIDDLE SCHOOL	MANN	ELA
2-MIDDLE	6001007	DUNBAR MAGNET MIDDLE SCHOOL	DUNBAR	ELA
2-MIDDLE	6001010	PULASKI HEIGHTS MIDDLE SCHOOL	PULASKI	ELA
2-MIDDLE	6001013	HENDERSON MIDDLE SCHOOL	HENDERSON	ELA
2-MIDDLE	6001062	MABELVALE MIDDLE SCHOOL	MABELVALE	ELA

2-MIDDLE	6001075	FOREST HEIGHTS STEM ACADEMY	FOREST	ELA
2-MIDDLE	6001702	CLOVERDALE AEROSPACE TECH CHARTER	CLOVERDALE	ELA
2-MIDDLE	6003120	FULLER MIDDLE SCHOOL	FULLER	ELA
2-MIDDLE	6003143	JOE T. ROBINSON MIDDLE SCHOOL	ROBINSON	ELA
2-MIDDLE	6041702	LISA ACADEMY	LISA	ELA
2-MIDDLE	6044702	COVENANT KEEPERS CHARTER	COVENANT	ELA
2-MIDDLE	6047702	ESTEM MIDDLE SCHOOL	ESTEM	ELA
2-MIDDLE	6049702	LITTLE ROCK PREP ACADEMY	LITTLE	ELA
3-HIGH	6001001	CENTRAL HIGH SCHOOL	CENTRAL	ELA
3-HIGH	6001002	HALL HIGH SCHOOL	HALL	ELA
3-HIGH	6001005	PARKVIEW MAGNET HIGH SCHOOL	PARKVIEW	ELA
3-HIGH	6001063	J.A. FAIR HIGH SCHOOL	FAIR	ELA
3-HIGH	6001064	MCCLELLAN MAGNET HIGH SCHOOL	MCCLELLAN	ELA
3-HIGH	6003125	WILBUR D. MILLS HIGH SCHOOL	MILLS	ELA
3-HIGH	6003127	JOE T. ROBINSON HIGH SCHOOL	ROBINSON	ELA
3-HIGH	6041703	LISA ACADEMY HIGH	LISA	ELA
3-HIGH	6047703	ESTEM HIGH CHARTER	ESTEM	ELA
3-HIGH	6052703	SIATECH HIGH CHARTER	SIATECH	ELA
3-HIGH	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	PREMIER	ELA
1-ELEM	6001006	BOOKER ARTS MAGNET ELEMENTARY SCHOOL	BOOKER	MATH
1-ELEM	6001017	BALE ELEMENTARY SCHOOL	BALE	MATH
1-ELEM	6001018	BRADY ELEMENTARY SCHOOL	BRADY	MATH
1-ELEM	6001020	MCDERMOTT ELEMENTARY SCHOOL	MCDERMOTT	MATH
1-ELEM	6001021	CARVER MAGNET ELEM. SCHOOL	CARVER	MATH
1-ELEM	6001024	FOREST PARK ELEMENTARY SCHOOL	FOREST	MATH
1-ELEM	6001025	FRANKLIN INCENTIVE ELEMENTARY SCHOOL	FRANKLIN	MATH
1-ELEM	6001027	GIBBS MAGNET ELEMENTARY SCHOOL	GIBBS	MATH
1-ELEM	6001029	WESTERN HILLS ELEMENTARY SCHOOL	WESTERN	MATH
1-ELEM	6001030	JEFFERSON ELEMENTARY SCHOOL	JEFFERSON	MATH
1-ELEM	6001033	MEADOWCLIFF ELEMENTARY SCHOOL	MEADOWCLIFF	MATH
1-ELEM	6001035	M.L. KING MAGNET ELEMENTARY SCHOOL	KING	MATH
1-ELEM	6001038	PULASKI HEIGHTS ELEMENTARY SCHOOL	PULASKI	MATH
1-ELEM	6001040	ROMINE INTERDISTRICT ELEMENTARY SCHOOL	ROMINE	MATH
1-ELEM	6001041	STEPHENS ELEMENTARY SCHOOL	STEPHENS	MATH
1-ELEM	6001042	WASHINGTON MAGNET ELEM. SCHOOL	WASHINGTON	MATH
1-ELEM	6001043	WILLIAMS MAGNET ELEMENTARY SCHOOL	WILLIAMS	MATH
1-ELEM	6001044	WILSON ELEMENTARY SCHOOL	WILSON	MATH
1-ELEM	6001047	TERRY ELEMENTARY SCHOOL	TERRY	MATH
1-ELEM	6001048	FULBRIGHT ELEMENTARY SCHOOL	FULBRIGHT	MATH
1-ELEM	6001050	ROCKEFELLER INCENTIVE ELEMENTARY SCHOOL	ROCKEFELLER	MATH
1-ELEM	6001052	BASELINE ELEMENTARY SCHOOL	BASELINE	MATH
1-ELEM	6001055	DAVID O'DODD ELEMENTARY SCHOOL	DAVID	MATH
1-ELEM	6001056	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	GEYER	MATH
1-ELEM	6001057	MABELVALE ELEMENTARY SCHOOL	MABELVALE	MATH
1-ELEM	6001058	OTTER CREEK ELEMENTARY SCHOOL	OTTER	MATH
1-ELEM	6001059	WAKEFIELD ELEMENTARY SCHOOL	WAKEFIELD	MATH
1-ELEM	6001071	WATSON INTERMEDIATE SCHOOL	WATSON	MATH
1-ELEM	6001073	DON ROBERTS ELEMENTARY SCHOOL	DON	MATH
1-ELEM	6003092	BAKER INTERDISTRICT ELEMENTARY SCHOOL	BAKER	MATH
1-ELEM	6003104	LANDMARK ELEMENTARY SCHOOL	LANDMARK	MATH

1-ELEM	6003105	LAWSON ELEMENTARY SCHOOL	LAWSON	MATH
1-ELEM	6003110	JOE T. ROBINSON ELEMENTARY SCHOOL	ROBINSON	MATH
1-ELEM	6003135	COLLEGE STATION ELEMENTARY SCHOOL	COLLEGE	MATH
1-ELEM	6003146	BATES ELEMENTARY SCHOOL	BATES	MATH
1-ELEM	6003150	CHENAL ELEMENTARY SCHOOL	CHENAL	MATH
1-ELEM	6047701	ESTEM ELEMENTARY SCHOOL	ESTEM	MATH
1-ELEM	6049701	LITTLE PREP ACADEMY ELEMENTARY	LITTLE	MATH
2-MIDDLE	6001003	MANN MAGNET MIDDLE SCHOOL	MANN	MATH
2-MIDDLE	6001007	DUNBAR MAGNET MIDDLE SCHOOL	DUNBAR	MATH
2-MIDDLE	6001010	PULASKI HEIGHTS MIDDLE SCHOOL	PULASKI	MATH
2-MIDDLE	6001013	HENDERSON MIDDLE SCHOOL	HENDERSON	MATH
2-MIDDLE	6001062	MABELVALE MIDDLE SCHOOL	MABELVALE	MATH
2-MIDDLE	6001075	FOREST HEIGHTS STEM ACADEMY	FOREST	MATH
2-MIDDLE	6001702	CLOVERDALE AEROSPACE TECH CHARTER	CLOVERDALE	MATH
2-MIDDLE	6003120	FULLER MIDDLE SCHOOL	FULLER	MATH
2-MIDDLE	6003143	JOE T. ROBINSON MIDDLE SCHOOL	ROBINSON	MATH
2-MIDDLE	6041702	LISA ACADEMY	LISA	MATH
2-MIDDLE	6044702	COVENANT KEEPERS CHARTER	COVENANT	MATH
2-MIDDLE	6047702	ESTEM MIDDLE SCHOOL	ESTEM	MATH
2-MIDDLE	6049702	LITTLE ROCK PREP ACADEMY	LITTLE	MATH
3-HIGH	6001001	CENTRAL HIGH SCHOOL	CENTRAL	MATH
3-HIGH	6001002	HALL HIGH SCHOOL	HALL	MATH
3-HIGH	6001005	PARKVIEW MAGNET HIGH SCHOOL	PARKVIEW	MATH
3-HIGH	6001063	J.A. FAIR HIGH SCHOOL	FAIR	MATH
3-HIGH	6001064	MCCLELLAN MAGNET HIGH SCHOOL	MCCLELLAN	MATH
3-HIGH	6003125	WILBUR D. MILLS HIGH SCHOOL	MILLS	MATH
3-HIGH	6003127	JOE T. ROBINSON HIGH SCHOOL	ROBINSON	MATH
3-HIGH	6041703	LISA ACADEMY HIGH	LISA	MATH
3-HIGH	6047703	ESTEM HIGH CHARTER	ESTEM	MATH
3-HIGH	6052703	SIATECH HIGH CHARTER	SIATECH	MATH
3-HIGH	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	PREMIER	MATH

Public Charter Status	Number of Tested Students	Percent of Tested Students Hispanic	Percent of Tested Students African American	Percent of Tested Students FRLP	Percent of Tested Students Mobile	Percent of Tested Students with Disabilities (SWN)	Percent of Tested Students Gifted
N	284	16.2	58.1	87.0	5.6	14.4	29.2
N	160	12.5	72.5	95.0	3.8	16.3	18.1
N	151	11.3	79.5	90.1	16.6	8.6	26.5
N	159	8.8	81.1	89.9	10.7	17.6	26.4
N	154	12.3	66.2	88.3	3.2	16.2	42.9
N	207	2.9	15.0	22.2	3.9	5.3	69.1
N	122	4.9	89.3	94.3	9.8	16.4	10.7
N	127	6.3	55.9	52.0	3.1	6.3	32.3
N	99	14.1	71.7	85.9	3.0	24.2	46.5
N	171	1.2	22.2	30.4	3.5	6.4	50.3
N	133	15.0	82.7	97.0	15.0	10.5	27.8
N	215	<1.0	94.0	91.2	3.7	14.9	36.7
N	166	1.2	47.6	56.6	3.0	12.7	50.6
N	142	15.5	78.2	85.9	12.0	28.2	12.0
N	135	3.0	92.6	94.1	17.8	12.6	27.4
N	217	1.8	94.9	96.8	12.0	28.6	20.3
N	183	4.4	60.1	58.5	6.6	9.8	40.4
N	130	26.2	70.8	95.4	8.5	26.2	22.3
N	151	18.5	67.5	86.1	11.9	12.6	30.5
N	244	4.5	48.4	43.9	5.3	11.9	57.8
N	119	3.4	90.8	97.5	9.2	17.6	13.4
N	119	42.0	49.6	96.6	6.7	19.3	13.4
N	127	35.4	57.5	90.6	4.7	10.2	19.7
N	128	7.0	82.8	89.1	2.3	6.3	63.3
N	255	18.0	76.9	91.4	11.8	9.4	20.4
N	256	17.6	65.6	76.2	7.4	11.7	32.4
N	262	32.4	64.5	97.3	8.8	7.6	19.5
N	408	33.8	61.8	95.1	13.0	10.5	11.3
N	410	4.4	28.0	31.5	6.6	10.7	47.1
N	206	4.4	30.6	19.9	2.9	6.3	31.6
N	115	20.0	27.8	83.5	2.6	8.7	24.3
N	98	19.4	31.6	75.5	8.2	19.4	18.4
N	75	8.0	20.0	66.7	6.7	17.3	13.3
N	119	5.9	63.0	80.7	5.9	1.7	49.6
N	250	21.6	45.2	84.8	12.8	18.8	25.2
N	275	3.6	26.2	28.4	2.2	10.9	26.9
Y	182	4.9	42.9	30.8	3.3	7.7	<1.0
Y	88	9.1	90.9	96.6	9.1	10.2	<1.0
N	775	15.5	57.3	73.7	2.1	9.4	39.2
N	716	8.2	85.2	88.1	1.5	11.0	44.4
N	791	1.0	54.5	54.5	2.5	9.6	43.5
N	813	9.2	82.2	91.1	15.1	13.3	21.9
N	649	14.2	80.6	91.1	8.2	10.0	27.3

N	490	7.8	56.9	64.3	3.5	6.1	54.7
Y	539	20.2	76.3	92.8	10.6	10.2	19.5
N	434	10.6	56.2	78.8	6.9	11.3	32.9
N	429	6.8	34.3	43.4	3.7	10.3	20.7
Y	506	13.4	40.7	41.7	3.0	5.7	13.2
Y	154	37.0	62.3	69.5	27.3	7.1	<1.0
Y	467	7.5	43.0	30.6	1.7	9.4	<1.0
Y	128	7.8	89.8	98.4	5.5	7.8	<1.0
N	1262	4.3	59.0	53.9	2.9	5.0	28.0
N	500	16.0	78.4	89.4	12.0	12.2	12.8
N	555	15.0	55.7	60.2	3.6	5.6	31.7
N	455	6.6	89.0	88.4	7.7	9.2	17.4
N	414	6.3	90.6	90.1	9.7	12.8	14.7
N	353	9.6	59.2	72.8	5.4	9.3	26.9
N	292	9.9	39.7	53.4	8.2	12.3	14.0
Y	159	11.3	49.1	39.6	0.6	7.5	<1.0
Y	245	4.5	46.9	27.3	3.3	3.3	<1.0
Y	22	<1.0	81.8	72.7	54.5	4.5	<1.0
Y	63	6.3	82.5	77.8	25.4	6.3	<1.0
N	284	16.2	58.1	87.0	5.6	14.4	29.2
N	159	12.6	73.0	95.0	3.8	15.7	18.2
N	151	11.3	79.5	90.1	16.6	8.6	26.5
N	159	8.8	81.1	89.9	10.7	17.6	26.4
N	153	12.4	66.0	88.2	3.3	15.7	43.1
N	207	2.9	15.0	22.2	3.9	5.3	69.1
N	121	5.0	90.1	95.0	9.9	16.5	10.7
N	127	6.3	55.9	52.0	3.1	6.3	32.3
N	99	14.1	71.7	85.9	3.0	24.2	46.5
N	171	1.2	22.2	30.4	3.5	6.4	50.3
N	135	16.3	81.5	97.0	14.8	10.4	27.4
N	215	0.9	94.0	91.2	3.7	14.9	36.7
N	166	1.2	47.6	56.6	3.0	12.7	50.6
N	142	16.9	76.8	86.6	11.3	26.8	12.0
N	135	3.0	92.6	94.1	17.8	12.6	27.4
N	216	1.9	94.9	96.8	11.6	28.2	20.4
N	183	4.4	60.1	58.5	6.6	9.8	40.4
N	130	26.2	70.8	95.4	8.5	26.2	22.3
N	151	18.5	67.5	86.1	11.9	12.6	30.5
N	244	4.5	48.4	43.9	5.3	11.9	57.8
N	119	3.4	90.8	97.5	9.2	17.6	13.4
N	120	44.2	47.5	96.7	6.7	17.5	13.3
N	127	35.4	57.5	90.6	4.7	10.2	19.7
N	128	7.0	82.8	89.1	2.3	6.3	63.3
N	255	18.0	76.9	91.4	11.8	9.4	20.4
N	258	18.2	65.1	76.4	7.8	11.6	32.2
N	262	32.4	64.5	97.3	8.8	7.6	19.5
N	417	34.8	60.7	95.2	13.7	10.6	11.0
N	411	4.6	28.0	31.6	6.8	10.7	47.0
N	206	4.4	30.6	19.9	2.9	6.3	31.6
N	115	20.0	27.8	83.5	2.6	8.7	24.3

N	98	19.4	31.6	75.5	8.2	19.4	18.4
N	75	8.0	20.0	66.7	6.7	17.3	13.3
N	119	5.9	63.0	80.7	5.9	1.7	49.6
N	251	21.9	45.0	84.9	12.4	18.7	25.1
N	276	3.6	26.1	28.3	2.2	10.9	26.8
Y	182	4.9	42.9	30.8	3.3	7.7	<1.0
Y	88	9.1	90.9	96.6	9.1	10.2	<1.0
N	775	15.5	57.3	73.7	2.1	9.4	39.2
N	710	8.3	85.1	88.2	1.4	10.8	44.9
N	790	1.0	54.4	54.4	2.5	9.6	43.5
N	811	9.1	82.4	91.0	15.0	13.1	21.9
N	652	14.4	80.4	91.1	8.4	10.0	27.1
N	490	7.8	56.9	64.3	3.5	6.1	54.7
Y	566	23.9	72.3	92.2	12.2	9.7	18.6
N	435	11.3	56.1	78.9	7.6	11.3	32.9
N	428	6.8	34.3	43.5	3.7	10.0	20.8
Y	334	15.6	44.3	51.2	4.5	8.7	3.0
Y	159	39.0	60.4	70.4	26.4	6.9	<1.0
Y	420	6.9	45.2	32.4	1.9	10.2	<1.0
Y	127	7.9	89.8	98.4	5.5	7.9	<1.0
N	966	3.6	67.3	62.4	3.4	3.0	24.2
N	442	23.3	70.4	88.9	11.8	4.8	12.2
N	456	16.4	57.9	62.7	3.1	3.7	27.2
N	378	5.6	89.7	89.4	8.5	4.0	18.5
N	364	5.8	91.2	90.7	9.6	5.2	15.4
N	315	10.8	58.4	77.5	6.3	5.7	17.1
N	242	11.2	40.5	55.4	9.9	6.6	11.6
Y	254	9.1	42.9	30.3	<1.0	3.1	21.3
Y	163	5.5	53.4	31.3	6.1	6.1	<1.0
Y	12	< 1.0	58.3	75.0	58.3	8.3	<1.0
Y	53	7.5	79.2	79.2	15.1	11.3	<1.0

Percent of Tested Students English Language Learners (ELL)	Grade Low	Grade High
15.8	K	5
15.0	K	5
13.2	K	5
9.4	K	5
9.1	K	5
3.4	K	5
4.1	K	5
2.4	K	5
13.1	K	5
1.2	K	5
12.8	K	5
<1.0	K	5
3.0	K	5
16.2	K	5
3.0	K	5
2.3	K	5
10.9	K	5
23.1	K	5
19.2	K	5
4.1	K	5
3.4	K	5
42.0	K	5
33.9	K	5
7.8	1	5
16.9	K	5
18.8	K	5
31.7	K	5
31.6	3	5
8.5	K	5
3.9	K	5
12.2	K	5
16.3	K	5
6.7	K	5
3.4	K	5
17.2	K	5
2.9	K	5
1.6	K	4
1.1	K	4
13.3	6	8
7.1	6	8
0.9	6	8
8.5	6	8
12.0	6	8

6.5	K	8
18.4	6	8
7.8	6	8
3.0	6	8
2.2	6	8
27.3	6	8
1.5	5	8
0.0	5	8
3.7	9	12
15.2	9	12
10.5	9	12
4.6	9	12
4.3	9	12
5.1	9	12
6.5	9	12
<1.0	9	12
0.4	9	12
<1.0	9	12
<1.0	9	12
15.8	K	5
15.1	K	5
13.2	K	5
9.4	K	5
9.2	K	5
3.4	K	5
4.1	K	5
2.4	K	5
13.1	K	5
1.2	K	5
14.1	K	5
<1.0	K	5
3.0	K	5
17.6	K	5
3.0	K	5
2.3	K	5
10.9	K	5
23.1	K	5
19.2	K	5
4.1	K	5
3.4	K	5
44.2	K	5
33.9	K	5
7.8	1	5
16.9	K	5
19.4	K	5
31.7	K	5
32.9	3	5
8.8	K	5
3.9	K	5
12.2	K	5

16.3	K	5
6.7	K	5
3.4	K	5
17.5	K	5
3.3	K	5
1.6	K	4
1.1	K	4
13.3	6	8
7.2	6	8
0.9	6	8
8.4	6	8
12.3	6	8
6.5	K	8
22.6	6	8
8.5	6	8
3.0	6	8
3.6	6	8
28.9	6	8
1.7	5	8
<1.0	5	8
3.5	9	12
23.3	9	12
11.6	9	12
3.7	9	12
4.4	9	12
7.0	9	12
8.3	9	12
0.4	9	12
2.5	9	12
<1.0	9	12
<1.0	9	12

			School Abbreviation In Performance & Growth	
School Type	School LEA	SCHOOL NAME	Charts	Subject
ELEM	6001006	BOOKER ARTS MAGNET ELEMENTARY SCHOOL	BOOKER	ELA
ELEM	6001006	BOOKER ARTS MAGNET ELEMENTARY SCHOOL	BOOKER	MATH
ELEM	6001017	BALE ELEMENTARY SCHOOL	BALE	ELA
ELEM	6001017	BALE ELEMENTARY SCHOOL	BALE	MATH
ELEM	6001018	BRADY ELEMENTARY SCHOOL	BRADY	ELA
ELEM	6001018	BRADY ELEMENTARY SCHOOL	BRADY	MATH
ELEM	6001020	MCDERMOTT ELEMENTARY SCHOOL	MCDERMOTT	ELA
ELEM	6001020	MCDERMOTT ELEMENTARY SCHOOL	MCDERMOTT	MATH
ELEM	6001021	CARVER MAGNET ELEM. SCHOOL	CARVER	ELA
ELEM	6001021	CARVER MAGNET ELEM. SCHOOL	CARVER	MATH
ELEM	6001024	FOREST PARK ELEMENTARY SCHOOL	FOREST	ELA
ELEM	6001024	FOREST PARK ELEMENTARY SCHOOL	FOREST	MATH
ELEM	6001025	FRANKLIN INCENTIVE ELEMENTARY SCHOOL	FRANKLIN	ELA
ELEM	6001025	FRANKLIN INCENTIVE ELEMENTARY SCHOOL	FRANKLIN	MATH
ELEM	6001027	GIBBS MAGNET ELEMENTARY SCHOOL	GIBBS	ELA
ELEM	6001027	GIBBS MAGNET ELEMENTARY SCHOOL	GIBBS	MATH
ELEM	6001029	WESTERN HILLS ELEMENTARY SCHOOL	WESTERN	ELA
ELEM	6001029	WESTERN HILLS ELEMENTARY SCHOOL	WESTERN	MATH
ELEM	6001030	JEFFERSON ELEMENTARY SCHOOL	JEFFERSON	ELA
ELEM	6001030	JEFFERSON ELEMENTARY SCHOOL	JEFFERSON	MATH
ELEM	6001033	MEADOWCLIFF ELEMENTARY SCHOOL	MEADOWCLIFF	ELA
ELEM	6001033	MEADOWCLIFF ELEMENTARY SCHOOL	MEADOWCLIFF	MATH
ELEM	6001035	M.L. KING MAGNET ELEMENTARY SCHOOL	KING	ELA
ELEM	6001035	M.L. KING MAGNET ELEMENTARY SCHOOL	KING	MATH
ELEM	6001038	PULASKI HEIGHTS ELEMENTARY SCHOOL	PULASKI	ELA
ELEM	6001038	PULASKI HEIGHTS ELEMENTARY SCHOOL	PULASKI	MATH
ELEM	6001040	ROMINE INTERDISTRICT ELEMENTARY SCHOOL	ROMINE	ELA
ELEM	6001040	ROMINE INTERDISTRICT ELEMENTARY SCHOOL	ROMINE	MATH
ELEM	6001041	STEPHENS ELEMENTARY SCHOOL	STEPHENS	ELA
ELEM	6001041	STEPHENS ELEMENTARY SCHOOL	STEPHENS	MATH
ELEM	6001042	WASHINGTON MAGNET ELEM. SCHOOL	WASHINGTON	ELA
ELEM	6001042	WASHINGTON MAGNET ELEM. SCHOOL	WASHINGTON	MATH
ELEM	6001043	WILLIAMS MAGNET ELEMENTARY SCHOOL	WILLIAMS	ELA
ELEM	6001043	WILLIAMS MAGNET ELEMENTARY SCHOOL	WILLIAMS	MATH
ELEM	6001044	WILSON ELEMENTARY SCHOOL	WILSON	ELA
ELEM	6001044	WILSON ELEMENTARY SCHOOL	WILSON	MATH
ELEM	6001047	TERRY ELEMENTARY SCHOOL	TERRY	ELA
ELEM	6001047	TERRY ELEMENTARY SCHOOL	TERRY	MATH
ELEM	6001048	FULBRIGHT ELEMENTARY SCHOOL	FULBRIGHT	ELA
ELEM	6001048	FULBRIGHT ELEMENTARY SCHOOL	FULBRIGHT	MATH
ELEM	6001050	ROCKEFELLER INCENTIVE ELEMENTARY SCHOOL	ROCKEFELLER	ELA
ELEM	6001050	ROCKEFELLER INCENTIVE ELEMENTARY SCHOOL	ROCKEFELLER	MATH
ELEM	6001052	BASLINE ELEMENTARY SCHOOL	BASLINE	ELA
ELEM	6001052	BASLINE ELEMENTARY SCHOOL	BASLINE	MATH

ELEM	6001055	DAVID O'DODD ELEMENTARY SCHOOL	DAVID	ELA
ELEM	6001055	DAVID O'DODD ELEMENTARY SCHOOL	DAVID	MATH
ELEM	6001056	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	GEYER	ELA
ELEM	6001056	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	GEYER	MATH
ELEM	6001057	MABELVALE ELEMENTARY SCHOOL	MABELVALE	ELA
ELEM	6001057	MABELVALE ELEMENTARY SCHOOL	MABELVALE	MATH
ELEM	6001058	OTTER CREEK ELEMENTARY SCHOOL	OTTER	ELA
ELEM	6001058	OTTER CREEK ELEMENTARY SCHOOL	OTTER	MATH
ELEM	6001059	WAKEFIELD ELEMENTARY SCHOOL	WAKEFIELD	ELA
ELEM	6001059	WAKEFIELD ELEMENTARY SCHOOL	WAKEFIELD	MATH
ELEM	6001071	WATSON INTERMEDIATE SCHOOL	WATSON	ELA
ELEM	6001071	WATSON INTERMEDIATE SCHOOL	WATSON	MATH
ELEM	6001073	DON ROBERTS ELEMENTARY SCHOOL	DON	ELA
ELEM	6001073	DON ROBERTS ELEMENTARY SCHOOL	DON	MATH
ELEM	6003092	BAKER INTERDISTRICT ELEMENTARY SCHOOL	BAKER	ELA
ELEM	6003092	BAKER INTERDISTRICT ELEMENTARY SCHOOL	BAKER	MATH
ELEM	6003104	LANDMARK ELEMENTARY SCHOOL	LANDMARK	ELA
ELEM	6003104	LANDMARK ELEMENTARY SCHOOL	LANDMARK	MATH
ELEM	6003105	LAWSON ELEMENTARY SCHOOL	LAWSON	ELA
ELEM	6003105	LAWSON ELEMENTARY SCHOOL	LAWSON	MATH
ELEM	6003110	JOE T. ROBINSON ELEMENTARY SCHOOL	ROBINSON	ELA
ELEM	6003110	JOE T. ROBINSON ELEMENTARY SCHOOL	ROBINSON	MATH
ELEM	6003135	COLLEGE STATION ELEMENTARY SCHOOL	COLLEGE	ELA
ELEM	6003135	COLLEGE STATION ELEMENTARY SCHOOL	COLLEGE	MATH
ELEM	6003146	BATES ELEMENTARY SCHOOL	BATES	ELA
ELEM	6003146	BATES ELEMENTARY SCHOOL	BATES	MATH
ELEM	6003150	CHENAL ELEMENTARY SCHOOL	CHENAL	ELA
ELEM	6003150	CHENAL ELEMENTARY SCHOOL	CHENAL	MATH
ELEM	6047701	ESTEM ELEMENTARY SCHOOL	ESTEM	ELA
ELEM	6047701	ESTEM ELEMENTARY SCHOOL	ESTEM	MATH
ELEM	6049701	LITTLE PREP ACADEMY ELEMENTARY	LITTLE	ELA
ELEM	6049701	LITTLE PREP ACADEMY ELEMENTARY	LITTLE	MATH
HIGH	6001001	CENTRAL HIGH SCHOOL	CENTRAL	ELA
HIGH	6001001	CENTRAL HIGH SCHOOL	CENTRAL	MATH
HIGH	6001002	HALL HIGH SCHOOL	HALL	ELA
HIGH	6001002	HALL HIGH SCHOOL	HALL	MATH
HIGH	6001005	PARKVIEW MAGNET HIGH SCHOOL	PARKVIEW	ELA
HIGH	6001005	PARKVIEW MAGNET HIGH SCHOOL	PARKVIEW	MATH
HIGH	6001063	J.A. FAIR HIGH SCHOOL	FAIR	ELA
HIGH	6001063	J.A. FAIR HIGH SCHOOL	FAIR	MATH
HIGH	6001064	MCCLELLAN MAGNET HIGH SCHOOL	MCCLELLAN	ELA
HIGH	6001064	MCCLELLAN MAGNET HIGH SCHOOL	MCCLELLAN	MATH
HIGH	6003125	WILBUR D. MILLS HIGH SCHOOL	MILLS	ELA
HIGH	6003125	WILBUR D. MILLS HIGH SCHOOL	MILLS	MATH
HIGH	6003127	JOE T. ROBINSON HIGH SCHOOL	ROBINSON	ELA
HIGH	6003127	JOE T. ROBINSON HIGH SCHOOL	ROBINSON	MATH
HIGH	6041703	LISA ACADEMY HIGH	LISA	ELA
HIGH	6041703	LISA ACADEMY HIGH	LISA	MATH
HIGH	6047703	ESTEM HIGH CHARTER	ESTEM	ELA
HIGH	6047703	ESTEM HIGH CHARTER	ESTEM	MATH

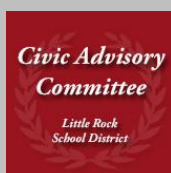
HIGH	6052703	SIATECH HIGH CHARTER	SIATECH	ELA
HIGH	6052703	SIATECH HIGH CHARTER	SIATECH	MATH
HIGH	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	PREMIER	ELA
HIGH	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	PREMIER	MATH
MIDDLE	6001003	MANN MAGNET MIDDLE SCHOOL	MANN	ELA
MIDDLE	6001003	MANN MAGNET MIDDLE SCHOOL	MANN	MATH
MIDDLE	6001007	DUNBAR MAGNET MIDDLE SCHOOL	DUNBAR	ELA
MIDDLE	6001007	DUNBAR MAGNET MIDDLE SCHOOL	DUNBAR	MATH
MIDDLE	6001010	PULASKI HEIGHTS MIDDLE SCHOOL	PULASKI	ELA
MIDDLE	6001010	PULASKI HEIGHTS MIDDLE SCHOOL	PULASKI	MATH
MIDDLE	6001013	HENDERSON MIDDLE SCHOOL	HENDERSON	ELA
MIDDLE	6001013	HENDERSON MIDDLE SCHOOL	HENDERSON	MATH
MIDDLE	6001062	MABELVALE MIDDLE SCHOOL	MABELVALE	ELA
MIDDLE	6001062	MABELVALE MIDDLE SCHOOL	MABELVALE	MATH
MIDDLE	6001075	FOREST HEIGHTS STEM ACADEMY	FOREST	ELA
MIDDLE	6001075	FOREST HEIGHTS STEM ACADEMY	FOREST	MATH
MIDDLE	6001702	CLOVERDALE AEROSPACE TECH CHARTER	CLOVERDALE	ELA
MIDDLE	6001702	CLOVERDALE AEROSPACE TECH CHARTER	CLOVERDALE	MATH
MIDDLE	6003120	FULLER MIDDLE SCHOOL	FULLER	ELA
MIDDLE	6003120	FULLER MIDDLE SCHOOL	FULLER	MATH
MIDDLE	6003143	JOE T. ROBINSON MIDDLE SCHOOL	ROBINSON	ELA
MIDDLE	6003143	JOE T. ROBINSON MIDDLE SCHOOL	ROBINSON	MATH
MIDDLE	6041702	LISA ACADEMY	LISA	ELA
MIDDLE	6041702	LISA ACADEMY	LISA	MATH
MIDDLE	6044702	COVENANT KEEPERS CHARTER	COVENANT	ELA
MIDDLE	6044702	COVENANT KEEPERS CHARTER	COVENANT	MATH
MIDDLE	6047702	ESTEM MIDDLE SCHOOL	ESTEM	ELA
MIDDLE	6047702	ESTEM MIDDLE SCHOOL	ESTEM	MATH
MIDDLE	6049702	LITTLE ROCK PREP ACADEMY	LITTLE	ELA
MIDDLE	6049702	LITTLE ROCK PREP ACADEMY	LITTLE	MATH

Public Charter Status	Number of Tested Students	2015 Percent of Students Meeting or Exceeding Grade Level Standards		School Value- Added Score	Grade Low	Grade High
N	284		33.1	0.1961	K	5
N	284		14.4	-0.0017	K	5
N	160		25.0	0.1405	K	5
N	159		14.5	0.0283	K	5
N	151		21.2	0.0103	K	5
N	151		11.3	-0.008	K	5
N	159		17.0	0.0536	K	5
N	159		2.5	0.0289	K	5
N	154		31.8	0.0617	K	5
N	153		28.1	0.1364	K	5
N	207		79.7	0.296	K	5
N	207		68.6	0.3037	K	5
N	122		12.3	-0.0389	K	5
N	121		5.8	-0.0755	K	5
N	127		65.4	0.4398	K	5
N	127		35.4	0.124	K	5
N	99		28.3	0.0701	K	5
N	99		19.2	0.0384	K	5
N	171		59.6	0.2511	K	5
N	171		40.9	0.0367	K	5
N	133		12.8	0.1165	K	5
N	135		10.4	0.097	K	5
N	215		23.3	0.0498	K	5
N	215		11.6	-0.0822	K	5
N	166		49.4	0.2431	K	5
N	166		24.1	-0.0801	K	5
N	142		16.9	0.1219	K	5
N	142		8.5	0.0379	K	5
N	135		21.5	-0.0433	K	5
N	135		16.3	0.0652	K	5
N	217		19.4	0.0527	K	5
N	216		9.3	-0.0229	K	5
N	183		56.3	0.2591	K	5
N	183		44.3	0.1845	K	5
N	130		20.8	0.0361	K	5
N	130		10.8	0.0773	K	5
N	151		30.5	0.1702	K	5
N	151		37.7	0.255	K	5
N	244		43.9	0.0941	K	5
N	244		33.6	0.0424	K	5
N	119		23.5	0.1019	K	5
N	119		8.4	-0.089	K	5
N	119		14.3	-0.0002	K	5
N	120		15.8	0.0845	K	5

N	127	17.3	0.0232	K	5
N	127	18.1	0.0647	K	5
N	128	41.4	0.2417	1	5
N	128	25.8	0.0068	1	5
N	255	19.2	-0.0407	K	5
N	255	8.6	-0.0424	K	5
N	256	39.1	0.1202	K	5
N	258	27.5	0.1245	K	5
N	262	20.2	0.0468	K	5
N	262	11.8	0.0628	K	5
N	408	11.3	0.1862	3	5
N	417	6.2	0.0211	3	5
N	410	72.7	0.3302	K	5
N	411	62.3	0.2073	K	5
N	206	67.5	0.2611	K	5
N	206	62.1	0.2466	K	5
N	115	33.9	0.0453	K	5
N	115	16.5	0.0856	K	5
N	98	27.6	0.04	K	5
N	98	21.4	0.1068	K	5
N	75	32.0	-0.0393	K	5
N	75	29.3	0.0404	K	5
N	119	38.7	0.0939	K	5
N	119	25.2	-0.0079	K	5
N	250	16.8	-0.0499	K	5
N	251	11.6	0.0239	K	5
N	275	60.4	0.2032	K	5
N	276	42.0	0.1604	K	5
Y	182	36.8	-0.0079	K	4
Y	182	41.2	0.1289	K	4
Y	88	3.4	-0.2153	K	4
Y	88	1.1	-0.1785	K	4
N	1262	46.3	0.1852	9	12
N	966	20.1	0.0723	9	12
N	500	11.0	0.0249	9	12
N	442	1.8	-0.1238	9	12
N	555	56.2	0.3603	9	12
N	456	23.0	0.0039	9	12
N	455	15.4	0.1231	9	12
N	378	6.3	0.0071	9	12
N	414	13.0	0.0496	9	12
N	364	2.7	0.0037	9	12
N	353	16.7	-0.1367	9	12
N	315	2.2	-0.1073	9	12
N	292	23.3	-0.0142	9	12
N	242	8.3	-0.087	9	12
Y	159	51.6	0.1883	9	12
Y	254	34.3	-0.0259	9	12
Y	245	39.6	0.0088	9	12
Y	163	6.1	0.0017	9	12

Y	22	0.0	NA	9	12
Y	12	0.0	NA	9	12
Y	63	7.9	-0.0911	9	12
Y	53	3.8	-0.083	9	12
N	775	40.8	0.2105	6	8
N	775	19.7	0.0656	6	8
N	716	25.6	0.1245	6	8
N	710	10.6	0.0028	6	8
N	791	51.5	0.2587	6	8
N	790	31.3	0.1157	6	8
N	813	17.1	0.146	6	8
N	811	6.2	0.0466	6	8
N	649	20.8	0.1969	6	8
N	652	7.1	0.0245	6	8
N	490	56.5	0.2004	K	8
N	490	39.6	0.1202	K	8
Y	539	13.0	0.2423	6	8
Y	566	4.1	0.0054	6	8
N	434	15.0	-0.1423	6	8
N	435	9.7	-0.0975	6	8
N	429	32.6	-0.0586	6	8
N	428	22.9	0.0399	6	8
Y	506	41.1	0.0425	6	8
Y	334	24.0	0.0164	6	8
Y	154	9.1	-0.0354	6	8
Y	159	5.7	-0.0972	6	8
Y	467	34.3	-0.0286	5	8
Y	420	15.7	-0.1219	5	8
Y	128	21.9	-0.0017	5	8
Y	127	13.4	0.166	5	8

LRSD Civic Advisory Committee Final Report



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Compiled by: Acadia Roher

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2015-2016 LRSD CAC Members

Executive Summary

The Little Rock School District Civic Advisory Committee (LRSD CAC), established by the State Board of Education after the takeover of the Little Rock School District, was commissioned to represent the concerns and ideas of the students, parents, teachers, and community members of the district in the absence of an elected school board. Community forums, surveys, and other activities were undertaken by the LRSD CAC during the spring of 2016.

About 250 stakeholders participated in a total of 33 small group discussions over the course of five forums. Participants discussed a variety of topics ranging from broad concerns about the lack of information and transparency in the school district to specific details of wraparound service needs such as health care and meals. Many of these issues remain relevant in the face of rapid changes in the district, many of which have been concerns for decades. The findings are grouped into five sections. Many themes fit into multiple categories and all topics are interconnected.

The first section explores the barriers and keys to providing a quality education for all children. Key findings:

- The ongoing challenge of neighborhood schools is that the student bodies become homogenous based on the racial and socioeconomic divisions of Little Rock's neighborhoods.
- The lack of clarity, transparency, and stability in the district is causing families to move their children to other educational institutions.
- Several participants stated that they would support a millage increase, and that if passed it should be allocated to schools with the highest needs.
- Participants pointed out that charter schools perform no better than traditional schools by the numbers, but the perception that charters are superior persists.

The second section focuses on student realities and life in the schools, including literacy, extracurriculars, discipline, class sizes, and ESOL. Key findings:

- A little over one third of groups discussed testing and not one recorded comment was in favor of the current testing regime.
- Participants unanimously agreed that smaller class sizes were needed in the LRSD.
- There was consensus among groups that recess and physical activity need to be increased.
- Participants expressed that the test used to determine the need for services lumps all Latino students together rather than focusing on new immigrants and their language access needs, and that some children with sufficient English skills are being tracked into ESOL programs.

The third section covers infrastructure challenges and needs. Key findings:

- Many comments centered on outrage over stark disparities between newer and older school buildings.
- Putting money into new schools is upsetting to families whose children attend school in older buildings that are not being adequately or safely maintained. Participants felt that all schools should be held to a high standard of health and safety.

- The majority of forum participants were opposed to any school closings, describing the potential impact of closed schools on their neighborhoods, as they have seen previous school closings create a hole in communities nearby.

The fourth section discusses teachers and quality instruction. Key findings:

- There is a clear sentiment that the LRSD needs teachers who are motivated, open minded, inspiring, and content. However, groups discussed at length the reasons that so many teachers are feeling stressed, drained, and hopeless.
- Most teachers at the forums expressed a noted decrease in support.
- Perspectives on Teach For America were negative across the board.

The final section covers community engagement in education. Key findings:

- Participants asked, “Are our voices heard? Do the powers that be pay any attention to us?” Many expressed feeling unheard after putting in the time and effort to give their input.
- Participants suggested that students are the experts on their schools and they should be consulted directly about changes that are needed.
- Administrators described a range of needs that community volunteers could fill, from bringing umbrellas to cover students entering the school on rainy days to providing literacy help to students reading below grade level.
- There was a sense that the business community was responsible for the state takeover and thus should be sponsoring schools in more tangible ways at all levels, not just supporting elementary schools.

Recommendations based on issues with agreement among forum participants include: increased resources for partnership development, wraparound services, extracurriculars, literacy programs, facilities, special education, and distressed schools. The LRSD CAC calls for an end to teacher cuts, continued vocal opposition to charter school expansion from administrators, a reduction in standardized testing, an increase in recess, and regular forums and hearings for public involvement and transparency.

We request that all stakeholders be given access to budget committee findings, written plans for distressed schools, criteria to be used in determining school closures, and information about the roles the state has played in the district since the takeover.

The LRSD should create space for further community discussion around topics that had disagreement, including discipline policies, trades and technology career training, neighborhood schools, technology in the classroom, and attendance zones.

There is more urgency than ever about the need to take stock of the LRSD’s challenges and opportunities, and chart a path forward that allows every child the chance to thrive.

Acknowledgements

The work of the Little Rock School District Civic Advisory Committee (LRSD CAC) has been a collaborative process among dozens of students, school staff, community stakeholders, and various organizations. The members of the 2015-2016 LRSD CAC are listed on the following page.

A major portion of the LRSD CAC's work consisted of planning and implementing community forums that were spearheaded by the Community Engagement Subcommittee of the LRSD CAC: Anika Whitfield-Chair, Gene Levy-Co-chair, Nanette Patino, Dionne Jackson, Alexis Williams, Seketa Ross, and three student representatives. Additionally, the series of community forums would not have been possible without the hundreds of people who came together on a short timeline to provide their time and talent, including Acadia Roher and Jennifer Henderson, who supported the management of this process through the generosity of the Winthrop Rockefeller Foundation and the Arkansas Public Policy Panel.

We are so very grateful to the host sites for the forums: Wakefield Elementary, Centro Cristiano Hispano, Gibbs Magnet Elementary, Saint Mark Baptist Church, and Roberts Elementary. We also appreciate the schools that hosted LRSD CAC meetings over the course of the year. The staff and administrators were a pleasure to work with.

Many thanks to our volunteers: Ashley Bachelder, Diane Vibhakar, Horace Smith, Connie Whitfield, Jenna Greer, Regan Moffitt, Bill Kopsky, Greg Adams, Liz Lucker, Janie Stultz, Meredith Morrison, Jennifer Guzman, Hersch Rothmel, Mary Wolf, Marion Humphrey, Leticia Reta, Merrill Schmidt, Ruth Shepherd, Akaylah Jones, Kymara Seals, Carol Young, Amber Jackson, Hilary Trudell, Helen Grace King, Tamika Edwards, Jerri Derlikowski, Nell Matthews, Alex Handfinger, David Monteith, Amy Johnson, Arjola Limani, Debbie Milam, Ana Phakhin, Connie Whitfield, Cathy Koehler, Sharon Jackson, Sandra Ledbetter, Ti Davis, Kyle Leyenberger, John Wilkerson, Debra Bowers, Beverly Broadnax-Thrasher, Glory Pearsall, Gwendolyn Jones, Amanda Maher, James Szenher, Ashley Moore, Claire Smyth, and Janecia Collins, and several others who pitched in as needed.

Each forum included performances by highly talented LRSD students. Over 150 students performed or served in other volunteer roles. They include:

- McClellan choir
- McClellan DECA, Unitown, and FBLA volunteers
- Baseline cheer and choir
- Hall AVID volunteers
- McDermott Student Council volunteers
- Henderson Diamond Divas volunteers
- Booker Arts orchestra, choir, and drama
- Williams choir and flag line
- Roberts choir and flag line
- Roberts PTSA volunteers

List of LRSD CAC Members

The zone members and philanthropic organizations appointed in 2015 were:

Zone 1

Joy Springer

Zone 2

Anika Whitfield

Zone 3

Peter Gess

Zone 4 and Co-chair

Dionne B. Jackson

Zone 5

John L. Wilkerson

Zone 6

Marq Golden

Zone 7

Brenda "BJ" Wyrick

Co-Chair

Greg Adams

Philanthropic Organizations

Little Rock Public Education Foundation -
Eugene Levy
Arkansas Hunger Relief Alliance - Kathy
Webb

Latino Community Member Representative

Terry Trevino-Richard

Teachers include:

Baseline Elementary School

Deborah Cavener

Latonya Jackson

Updated Teacher Representation at
Baseline as of September 7, 2015

Tamika Jordan

Nanette Patino

Cloverdale Middle School

Brooke Sanders

Yasmine Butte

Updated Teacher Representative at Cloverdale
Ritchie Holliman

Henderson Middle School

Sandra Ledbetter

Tiffani Jones

Fair High School

Sharon Jackson

Fred Dickins

Hall High School

Liz Lucker

Tracy Mason

Updated Teacher Representative at Hall
Amanda Warren

McClellan High School

Seketa Ross

Deborah Hansberry

Student Representation

Two students from each of the six
academically distressed schools listed
above

Introduction

The Civic Advisory Committee, established by the State Board of Education after the takeover of the Little Rock School District, was commissioned to represent the concerns and ideas of the students, parents, teachers, and community members of the district in the absence of an elected school board. The forums, surveys, and other activities undertaken by the LRSD CAC during the spring of 2016 were a key part of their work to reach out to constituents and provide space for discussion, questions, and data gathering. Much has happened in the LRSD since the takeover. The results described in this report represent a snapshot of attitudes before several major changes ensued, including the approval of a major expansion of charter schools in Pulaski County and the appointment of a new Superintendent. Reports on the work of LRSD CAC subcommittees are included in the appendix.

The information gathered at the forums covered a wide array of issues, all of which remain relevant in the face of rapid changes in the district, and many of which have been concerns for decades. Against a backdrop of a shrinking budget, distressed schools, pressure on teachers, the increase of high stakes testing, and a persistent achievement gap, residents of Little Rock came together to hash out their vision for ideal schools, discuss issues, and propose solutions.

There are many incredible success stories and pockets of excellence in the LRSD, but there are also inequities that exist that fall along clear race and class lines. Many forum participants called for a solid plan forward to ensure the success of every school and every child. The larger political environment has made this goal increasingly difficult. There is more urgency than ever about the need to take stock of the LRSD's challenges and opportunities, and chart a path forward that allows every child the chance to thrive.



Image: LRSD CAC Co-chair Dionne Jackson opens the first forum at Wakefield Elementary.

Methodology

The LRSD CAC utilized community forums and surveys to gather data from LRSD stakeholders.

The Community Engagement Subcommittee (“Subcommittee”) held a series of five forums at different locations around Little Rock during February and March of 2016. Each forum lasted two hours and started with a welcome and video on the current state of the LRSD, then moved into small group discussions led by a trained facilitator using a facilitation plan (see Appendix A). The questions guided each focus group, but also allowed for a free-flowing dialogue between the facilitator and participants. Facilitators and/or designated notetakers captured handwritten notes from each table discussion. Participants also co-created images on large sheets of paper to describe their vision for excellent schools in Little Rock. Finally, participants were asked to submit questions on Post-It notes, turn in a commitment card noting their willingness to contribute to improving the schools, and fill out an evaluation of the forum experience. Notes were transcribed for each small group discussion, then used to identify themes. Each set of notes was coded using the major themes to determine the frequency with which different topics were discussed across all forums.

Subcommittee members created the first drafts of the surveys for elementary students, middle and high school students, parents, and school staff, which were then shared with other LRSD CAC members and LRSD staff to gather further input. Survey questions covered school information, experiences at school, perceptions of parent and community involvement, and needs for improvement. Participants were also asked if they would be willing to get involved in efforts to improve their schools. A Spanish language version of each survey was also created for monolingual Spanish speakers. The surveys were administered on paper and online in April 2016. LRSD staff sent surveys to each school to complete. Survey results are not included in this report but will be forthcoming.

The flurry of activity around community input inspired several additional engagement activities, including one teacher who copied the forum’s structure and gathered input from her students at Hall High School.

Findings

Nearly 600 people signed in at the five forums. Of those, about 250 stayed the entire two hours and engaged fully in the small group discussions. The discrepancy can be attributed to the fact that many of those who signed in were family members of students performing or volunteering and were either not aware that the forums were seeking their input or had other family responsibilities. Some participants also left after realizing that the format did not allow for district officials and administrators to answer questions and concerns directly.

The 250 full participants included several repeat attendees. One particularly involved parent attended all five forums. An administrator from McClellan High School was present at almost all of the forums and several Civic Advisory Committee members attended most, if not all of the sessions. These folks went above and beyond; the majority of participants attended only one of the forums. Attendance varied by location:

Location	Attendance	VIPS Hours
Wakefield Elementary	112	125.5
Centro Cristiano Hispano	58	101.5
Gibbs Magnet Elementary	108	178.5
Saint Mark Baptist Church	180	270.5
Don R. Roberts Elementary	140	202.5
TOTAL	598	878.5

Facilitators led a total of 33 small group discussions over the course of the five forums. Participants discussed a variety of topics ranging from broad concerns about the lack of information and transparency throughout the school district to specific details of wraparound service needs such as health care and meals. The table below displays the number of groups that discussed each theme, which shows the frequency and can be used to demonstrate the priority of that topic in the minds of the participants. Many of these themes can be seen as subcategories of bigger themes. For example, dental services and nurses commonly came up when groups were discussing the variety of wraparound services needed in each school.

Topic	Number of groups discussed	Percent of groups discussed	Page Number
Facilities	27	81.82%	25
Parent involvement	25	75.76%	34
Equity	25	75.76%	10
Community involvement	24	72.73%	35
District transparency	22	66.67%	33
Budget	22	66.67%	13

Extracurriculars and experiences	22	66.67%	20
Diversity	21	63.64%	12
Closings and consolidations	20	60.61%	26
Forums/input	20	60.61%	33
Teacher morale	19	57.58%	29
School atmosphere	19	57.58%	18
Plan for distressed schools	18	54.55%	15
Busing	17	51.52%	27
Teacher support	16	48.48%	30
Literacy	16	48.48%	19
Wraparound services	14	42.42%	16
Discipline	14	42.42%	21
Technology	14	42.42%	28
Curriculum	14	42.42%	31
Charter schools	13	39.39%	17
Security and safety	13	39.39%	22
Testing	13	39.39%	
Individualized education	12	36.36%	22
Class sizes	11	33.33%	23
Recess/physical activity	11	33.33%	23
Nutrition and meals	11	33.33%	16
Counselors	11	33.33%	16
Teacher pay, benefits, rights	11	33.33%	30
Trades and technology training	9	27.27%	23
Mental health	9	27.27%	16
Qualified teachers	9	27.27%	31
Aftercare	8	24.24%	16
Token engagement	7	21.21%	32
Professional Development	6	18.18%	32
ESOL	6	18.18%	24
Teacher autonomy	5	15.15%	30
Math	5	15.15%	20
Tutoring	5	15.15%	16
Small schools	4	12.12%	18
Life skills	4	12.12%	24
Nurse	4	12.12%	16

Adult education	4	12.12%	36
Special education	4	12.12%	24
Peer learning	3	9.09%	18
Dental	3	9.09%	16
Pre-K	3	9.09%	25

For the remainder of the results section, the above themes have been grouped into categories:

<i>An excellent education for all children.....</i>	Page 10
<i>Student realities and life in the schools.....</i>	Page 18
<i>Infrastructure challenges and needs.....</i>	Page 25
<i>Teachers and quality instruction.....</i>	Page 29
<i>Community engagement in education.....</i>	Page 32

Many themes fit into multiple categories and all topics are interconnected. Improving education means thinking and acting holistically.

An excellent education for all children

Though our public schools are tasked with providing an excellent education for all children, participants agreed that many students are not served like they should be and that these disparities typically fall along race and class lines. Participants discussed at great length the barriers they see, including inadequate funding, neighborhood segregation, conditions at “distressed” schools, the proliferation of charter schools, and the lack of wraparound services needed to create better conditions for children to learn.

Equity

Twenty-five out of 33 small groups discussed the issues around equity in the Little Rock School District. Inequity was defined by several people as a situation in which students want to learn, but are not afforded equal opportunities, especially if they attend schools without enough books, effective teachers, functional technology, extracurricular activities, or solid facilities. Another participant defined equity as “fairness of treatment” rather than same treatment. Regardless of definition, the overwhelming sentiment was that the district needs to do a better job of helping all children to thrive. Many asked, “Why are there more resources in some schools than others?” There was discussion about tension and inequities that still exist due to unresolved issues dating back to the 1950s and 1960s.

The call to focus more resources on children with greater needs came from many different small group discussions. Participants suggested that support should be extended to the families, not just the individual student in need. Too many students are passed through the system without receiving the necessary resources and attention to ensure their achievement. One participant described the situation as a two-tiered system geared toward the more affluent, White students while failing the majority of Black and Latino students. Don R. Roberts Elementary was suggested several times as having the amenities that every school should provide. Parents from

other elementary schools in the district were surprised to find out about the opportunities provided to Roberts students, such as robotics.

One small group discussed at length their concern that people making decisions for the district do not understand structural oppression and how their decisions affect populations facing systemic injustice. By structural oppression, we mean the sum of all the past and present laws, policies, behaviors, and attitudes which maintain divisions between racial groups and create disadvantaged economic, political, and social living situations for Black and Latino families. An example of how this plays out in policy is the school-to-prison pipeline, which came up as a topic of conversation in several groups. One participant said they have witnessed security personnel targeting students of color for more harsh discipline. Data shows that LRSD decisions like those around discipline do not reflect the realities of the Black majority of the district.

A parent described their experience at one LRSD neighborhood school where they witnessed teachers “teaching toward” White students. Their concern was that their child and many other Black students don’t have the same foundation and are often forgotten. Other participants described a lack of teachers that represent the racial makeup of the student body and a lack of cultural competency among teachers more generally.

There was concern that, in many cases, students cannot afford to participate in extracurriculars even if they are offered. Also, because art, music, and sports are often not standard components of the school experience, many students miss out.

Technology is not equitably distributed among schools and students. Some schools offer take-home laptops to students, but one parent said the \$25 insurance fee is “not acceptable” because it limits which families can access the resource.

One participant articulated a concern that the highest ranked schools attract the best students, rather than having them distributed among the various schools. A student participant from Hall High School suggested that the rankings are skewed due to testing inconsistencies. The student described how test scores at Hall include the scores of students who have recently arrived from Latin America without a firm grasp of the English language in which the tests are given. Additionally, several questions were recorded regarding efforts of the LRSD to address the language and economic barriers faced by Latino students.

The Little Rock School District has a high concentration of students with disabilities and several participants felt that the district is penalized and increasingly burdened because charter schools can avoid enrolling these students.

Students from Hall High School discussed how Hall, McClellan, and Fair (all schools deemed “academically distressed” and with the highest concentrations of students of color) were recently moved from a block schedule with 8 classes to 7 period days. They said this jeopardizes many students’ opportunity to graduate with honors because they do not have time in their schedules to take the extra classes. The new schedule also puts students from these schools at a disadvantage to students at Parkview and Central, which are still on a block schedule and able to take an additional class each year. The change has affected both students and teachers, as before the teachers had more planning time and students had more time to complete homework. The students said that the daily increase in homework as a result of the schedule

change is a challenge for students who have jobs and other responsibilities. “They’re trying to improve our school but they’re making it worse. They’re taking away opportunities instead of giving us opportunities.”

Suggestions and solutions from participants about how to move toward a more equitable school system:

- Ensure that all schools are a similar size with equal distribution of students from a diversity of socioeconomic, racial, ethnic, and religious backgrounds
- Require uniforms at every school so that all students have the same standard of clothing
- Differentiated support for students who are performing below grade level
- Combine four schools into one so that educators can concentrate effort into one school to help struggling children improve
- Create conditions for a better sense of belonging among Latino students, especially new immigrants
- Return block scheduling to all high schools
- Build or expand new schools downtown and in east Little Rock
- White stakeholders should be more vocal about disparities
- Stop social promotion (the practice of promoting a child to the next grade level regardless of skill mastery in the belief that it will promote self-esteem)
- Focus volunteer efforts on students that need it the most
- Focus resources on building up schools in distress rather than building a new school in west Little Rock
- Make sure excellent teachers are evenly distributed throughout the district
- Take more risks in moving non-proficient students up
- Initiate a millage increase to be funneled directly to struggling schools
- Start a program for students who miss greater than a certain number of days

Diversity

The majority of participants described diversity as a desirable trait to have in a school. As one parent put it, “We need to diversify our schools so that kids are prepared for the world.” There is a perception that segregation has worsened since the 1980s.

Participants demonstrated widespread awareness that neighborhood segregation is a major driver of the lack of diversity within the schools. The ongoing challenge of neighborhood schools, or having certain schools follow a community schools model, is that the student bodies are fairly homogenous based on the race and socioeconomic divisions of Little Rock’s neighborhoods. Returning to a system of neighborhood schools essentially locks in segregation. Some feel that we are repeating the same mistakes that caused the state to pay desegregation funds in the first place.

People expressed that because so many White students have left the LRSD for private schools, other school districts, or charter schools, the goal of integration has become more difficult. The focus only on White students as somehow bringing diversity to the schools ignores the fact that our community and the nation are multiethnic. However, the withdrawal of White and affluent students comes with a unique set of challenges. Several White parents expressed concern that if students were spread among the LRSD to increase diversity, their child would end up being one of only a few White students at the school, which they felt would be intimidating. One parent described stark conditions after what they called a “mass exodus of the middle class”

from McDermott Elementary. Race and class often track together because of systemic oppression and students living in poverty have more needs than those whose families can supplement their educations, afford extracurriculars, and regularly volunteer their time.

There was recognition that some tools to promote racial integration such as busing and magnet schools have been more readily available under the desegregation plan, but that these may be in jeopardy once the state desegregation funds stop in the next year. Participants disagreed about whether busing was needed to integrate the schools. Since one of the forums was held at Gibbs Magnet Elementary, the voices of many Gibbs parents were represented. One parent said that the number one reason their family chose Gibbs was because the magnet component helps increase diversity. They suggested that schools with a specific niche, such as the focus on foreign language at Gibbs, are valuable environments that attract students from many different backgrounds. Several parents expressed concern that the combination of school consolidations and lack of desegregation funds would result in a loss of diversity at Gibbs.

Not everyone agreed that integration or diversity was necessary for a good education. As one participant put it: "I'm for neighborhood schools if they are equal." Another pointed out some of the challenges for low income students going to schools where the majority of the student body has a higher standard of living, such as a student from southwest Little Rock attending a school in west Little Rock. "The environment makes a difference in students. The atmosphere, how people talk- it's different. Students are exposed to a different life. When you see what other people have, you realize you've lived poor."

Several Hall High School students described divisions between Black and Latino students at their school, which often came to a head at the bus stop and often erupted in fights. They pointed out that there were problems before the increase in Latino students at the school, but now the district has some buses that are all Latino and the demographic shift may be elevating tensions.

Suggestions and solutions from participants about how to improve diversity:

- Educate high school students about tolerance and diversity
- Expand the school district boundaries or merge with Pulaski County Special School District
- Distribute students in west Little Rock among schools in other areas so that school populations are reflective of the population of the larger city
- Promote community understanding of issues of poverty

Budget

Twenty-two out of 33 small groups discussed issues relating to the LRSD budget or funding. Some people were surprised about the depth of the financial concerns, but most participants were well aware that the district does not have the funds it needs to fully resource its schools. There was added concern because of the current superintendent's laser focus on paring down the budget in the face of possible fiscal distress. Administrators and public officials have talked so much about the money that several small groups expressed concern that there may be a greater interest in the finances than in the students. Participants had more questions than suggestions, which is in part related to the lack of transparency discussed in more detail later in this report. Many small groups expressed an interest in seeing the details of the district's budget and understanding its revenue streams.

One major concern with the budget that came up several times was the fact that as more students leave the LRSD it becomes harder to pass a millage increase. Little Rock voters whose children will not benefit from the millage because they go to private or charter schools are much less likely to vote for the increase, which could lead to budget shortfalls in years to come as costs rise and existing funds cover less and less ground. Several participants stated that they would support a millage increase, and that if passed it should be allocated to schools with the highest needs. One suggested that the LRSD should be returned to local control before requesting a millage increase from voters.

There was concern that in the current climate of budget issues, the district has misplaced priorities. For example, one participant questioned why the LRSD is investing more in personnel to monitor classes than in actual teachers. Another participant expressed concern that only lip service would be paid to the oft-repeated phrase that “cuts will be made away from the classroom.”

Participants in several small groups described what they saw as inefficiencies in the budget, such as paying contractors to provide services rather than doing them in house and renting school buildings such as Booker. One parent described how the school her children attend is wasting money on providing them with ESOL services she felt they didn’t need. She said her children are now stuck in the classes and she feels the money could be better spent on students who need the services. Another example is the news that the new STEM school will not have adequate funds for the technology necessary to run its programs.

Participants had questions about:

- The work of the LRSD’s budget committee and how information could be obtained about their recommendations
- Efficiencies in busing that might save the district money
- Projected savings from closing school facilities
- Cost effectiveness of renovating existing facilities versus building new
- Whether LRSD administrators or the state Department of Education have the final say on budget cuts
- How much magnet school funding is tied to desegregation funds
- Whether the magnet program will continue after budget cuts
- How much it takes to run an individual school
- Whether busing cuts will impact where students are allowed to go to school
- Which entity pays for testing and how much it costs
- If the teachers are consulted about purchases made for curriculum resources and if they think those funds are well spent
- The reasoning behind cutbacks in security
- How the loss of \$37 million will be handled
- Other sources of funding that can be sought to replace the funds that will soon be lost

Participants’ suggestions regarding budgeting included:

- Budget cuts should happen at the top administrative levels rather than through school closings
- Stop wasting money on textbooks for elementary students, use computer instruction instead

- Cut the budget in places that don't directly affect student success
- Manage bus system within the LRSD rather than contracting with a third party company
- Raise taxes to send students to well-funded neighborhood schools
- Ask the City of Little Rock to provide resources to assist in school improvement
- Ask more local businesses to get involved in resourcing schools
- No additional cuts to teachers
- Sell some of the district real estate
- Make sustainable investments
- Provide seed money for PTSA's

Plan for distressed schools

About half of the small groups discussed the schools in academic distress, for which the LRSD was taken over by the state in 2015. The majority of comments centered around the demand that the state Board of Education come forward with a plan for student performance in the distressed schools. The public has not seen any evidence that there is a clear path forward for the six schools. Because this was the stated reason for the state takeover and there has been no transparency about a plan, several participants called for the state to return the district to local control. One wrote: "What will be the purpose of 'take over' if the testing/performance doesn't show improvement?" One teacher working at a school on the academically distressed list shared his concern that his school is failing students in the same way that it was before the takeover. Another participant questioned whether local control would solve anything, stating that if the state would step up into their responsibility then perhaps they would have more resources to bring to the table.

Some have expressed confusion that the focus seems to be on the financial situation of the district when the schools in academic distress were the stated reason for the takeover. Others expressed anger and frustration under the circumstances. People want to be involved and provide feedback, but as one participant put it, "It's hard to comment on a plan that you don't know."

Baseline Academy, one of the original distressed schools that has since been removed from the list, was lifted up by several participants as a model for others. Baseline was given freedom and resources to meet the needs of students in nontraditional ways.

In addition to the schools on the distressed list, there are 22 schools with D or F ratings. Some participants wanted to know more about how the schools got to this point, what triggers a classification on the list

The lack of clarity, transparency, and stability in the district is causing families to move their children to other educational institutions. Several participants also mentioned the stigma that comes with being given a label like "academically distressed." The official labels often spark non-official labels that discourage prospective students and give current students a bad name. Discussion occurred in several small groups about the perceptions of McClellan and Fair. Teachers are leaving both schools and substitutes are loath to accept work at these schools.

A major challenge to moving schools off of the distressed list is the fact that testing has changed every year for the past three years. If there is no baseline to which the district can compare scores from previous years, the designation remains.

Potential solutions suggested by participants included:

- Move stronger teachers and staff to distressed schools
- Create special programs at distressed schools to get more students interested in attending
- LRSD should make a plan to address student achievement in the distressed schools rather than continuing to wait for the State Board of Education or the Department of Education

Wraparound services

Many LRSD students, especially those in the distressed schools, have concerns outside of the classroom that must be addressed so they can thrive. Fourteen out of 33 groups discussed the need for wraparound services and specific examples of the kinds of services that should be provided. One participant stated their belief that it is the school's responsibility to reach out into the community to gather resources and assistance for the various necessary programs. Others suggested the LRSD administration should put comprehensive programs in place across all schools.

Wraparound services include:

- Food and nutrition
- Clothing and personal supplies
- Dental and vision
- Mental health and counseling
- Nurse or other health care provider
- Connection with outside services and resources such as SNAP benefits (food stamps) and the public library
- Aftercare

Nutrition and meals can make a huge difference for students coming to school hungry or malnourished. Several participants shared the success some schools have had offering breakfast in the classroom. Many called for more fresh food options in school meals. Others discussed the larger issues of food insecurity, including the lack of food availability once students go home at the end of the day, on the weekend, and over the summer. Some also advocated for extending the time allotted for lunch and improving the connections between school gardens and meals.

Mental health is an often overlooked but essential service that was suggested by several participants. Determining the root problems of a student that acts out can help them get treatment, cope, or heal rather than being labeled with behavior issues and facing disciplinary action. Many students need a place to discuss their issues, and some would benefit from the attention of a social worker or psychologist. Teachers at the forums described the difficulties of children who are grieving, caring for siblings, facing bullying, or dealing with troubling situations at home. One teacher said, "PTSD seems to be a rule and not an exception for a lot of children in the LRSD and there are no resources in place to help teachers." Another participant suggested that every school needed a social worker or parent resource staff member trained in trauma informed care. Baseline Academy has a youth specialist that serves in some of these capacities.

Additional counseling is needed in high schools to ensure that students understand career and college options. Counselors are currently stretched too thin and many students do not get the benefit of their assistance.

Physical health can sometimes be an overriding concern both for students and their families. One participant mentioned a successful dental clinic at Wakefield Elementary that could be replicated elsewhere. Another used the example of a charter school in Houston that has an urgent care facility on campus. Others suggested that every school should have a full time nurse.

Affordable, active aftercare is an unmet need for many families with working parents. The care provided after school hours currently is not free. And as one participant said, not all schools offer care. Some Meadowcliff students go home to an empty house each afternoon. Participants suggested that free aftercare programs could provide tutoring and counseling.

Tutoring is a larger need across the district than the schools currently have the capacity to provide. Participant suggestions for increased tutoring services included having “duty” teachers work with students who need help with gap skills, offering tutoring during lunch, and after school tutoring.

Charter schools

One third of the small groups discussed the issue of charter schools in Little Rock. Participants pointed out that the charter schools perform no better than traditional schools by the numbers, but the perception that charters are superior persists. One participant expressed concern about the apparent increase in the rate of business involvement and privatization of the schools since the state takeover.

One parent wanted to know what strategies the charter schools claim to use to influence achievement that are different from LRSD schools.

The forums took place prior to a 3,000 seat charter school expansion approval by the State Board of Education. At the time, Superintendent Kurrus had already gone on record opposing the expansion because of the strain it would place on the LRSD. Several participants encouraged the Superintendent’s defense of the district and were glad to see him stepping up. In their discussions, forum participants pointed out some of the problems with charters that have an impact on the district:

- Charters can avoid enrolling students with disabilities, thus concentrating those students with higher support needs within the LRSD
- Charters are less restricted on multiple levels than the LRSD thanks to waivers
- Parents who might send their children to certain schools within the district see charter schools as the next best option if they are not accepted to their top choices
- Charter school accountability is unclear
- LISA Academy and eStem attract and retain mostly high performing, well-resourced students and thus have a disproportionate number of White and Asian students when compared to LRSD demographics, leaving low income students of color and students with special needs and disabilities concentrated in the LRSD

Some participants viewed the expansion of charter schools as inevitable and instead asked questions such as, “how are we partnering with charter schools to make sure southwest Little Rock students are served even if schools are closed?” Other participants wanted to know what the school district could do to attract families back to the traditional public schools. Still others were skeptical that the LRSD can improve with the threat from charter expansion. One participant said that people they know view the LRSD as a lost cause due to the charter schools and the constant attacks from the legislature and other public officials. They pointed out that even our local public university, UALR, is teaming up with a charter school rather than the LRSD.

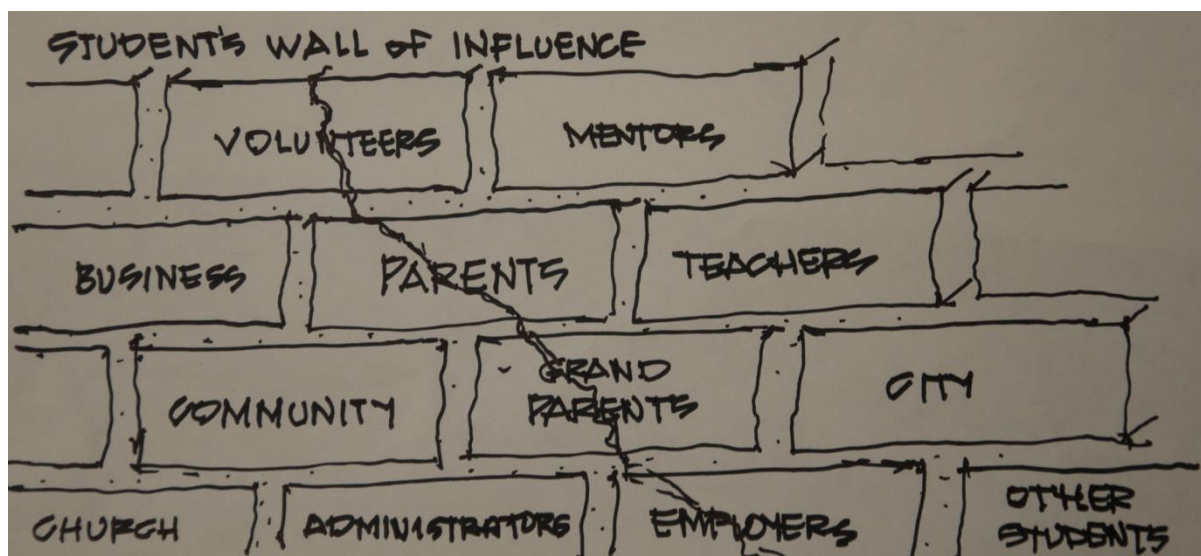


Image: Participant artwork from the small group visioning activity.

Student realities and life in the schools

During the forums, participants were asked to envision the ideal school setting, since schools are often the heart of a neighborhood. Many groups visualized this by drawing or writing on large sheets of paper. Clear similarities emerged between drawings and among the notes from each group's discussion.

Stakeholders want schools with:

- Small, caring communities and classrooms that connect and embrace every child
- Compassionate communication between students and teachers
- Rapid response to bullying, ensuring that bullied children are safe
- One-on-one attention for all students
- “Second home” feel
- More creativity, less stress
- Activities that spark curiosity and joy
- Strong work ethic at all levels, from students up to administrators
- Peer support and learning
- No labels on children
- Welcoming environments that facilitate inclusion for children with many different needs
- Stability and safety
- Unique, not cookie cutter, programs and specialized schools

- Friendly faces
- Technology infused
- School pride
- Cooperation among teachers
- Solid infrastructure, such as internet
- Celebration of progress and achievement
- Better understanding of student differences
- No favoritism or preferential treatment
- Qualified, accountable administration
- Welcoming atmosphere for parents, families, and community members
- Older children mentoring younger children

One participant suggested a system they witnessed elsewhere, in which every adult in the school works with 4 to 10 students grouped by ability level each day for one hour to address gaps. This system has made a difference in student confidence and in needs met.

Several groups discussed the need for better publicity about success stories in the schools. Some believe this would help to change false perceptions about the schools. One participant noted that the higher performing schools like Horace Mann and Pulaski Heights do not seem to have any trouble getting their stories out, but schools like Henderson have excellent stories as well that should be shared.

Disagreement was noted among several groups when discussing the possibility of extending the school day or year. Several participants made the case for more instruction and intervention time, as well as the need for more recess and exposure to subjects and experiences outside of the core curriculum. Others disagreed and felt that the school day was too long for their children.

Literacy

Reading and literacy were discussed among small groups as the foundation of all learning and school success. There is awareness that many children are being passed through the system without reading on grade level. One participant stated that the average middle schooler in the LRSD reads on a 3rd grade level. There is a general concern that the LRSD does not take literacy seriously. Several participants asked some version of the question, “Does the district have a reading program?”

One group discussed the importance of literacy in the ability to structure sentences and write a sound paper later in life. Many college students cannot compose a paper, which one participant believes is due to laziness made possible by tools such as auto-correct on the computer.

Participants in at least seven small groups called specifically for the intervention program Reading Recovery to return to the district. One participant suggested that the program be implemented in more than just elementary schools.

Suggestions from participants included:

- Core curriculum should go from 4 to 5 courses, with reading as the 5th to improve scores all around
- Avoid race to the bottom of progressing all students at a lower reading level

- Schools should model Booker, which hosts evening meetings for families with food where literacy packets are distributed
- Host honors night in conjunction with literacy night
- Teach more grammar and spelling phonics
- Reinstate parent nights for literacy and math at all elementary, middle, and high schools
- LRSD should allow time for programs to work before they buy another program
- Emphasize comprehension, reading, and writing throughout the curriculum
- Return cursive to the curriculum
- Give kids more books to take home and keep

Math

To a lesser extent, forum participants described the need for a focus on math in addition to literacy. One participant shared that scores have gone down since the new math curriculum was put in place because the program did not fit the students. STEM (Science, Technology, Engineering, and Mathematics) education was a central focus for several who noted its growing importance in the global economy. Some suggested that schools should have math specialists (similar to the reading specialists) and host more math nights.

Extracurriculars and experiences

Education is not confined to the classroom. Children also learn through outside experiences they may not have at home. Many participants believe extracurriculars should be front and center for all LRSD students starting in pre-K. Suggested extracurricular activities included clubs of all kinds, field trips, shadowing, arts, foreign language, theme weeks like Dr. Seuss Week, music, hands-on science experiments, EAST lab, the Love Your School gardens and cooking classes, and culture fairs.

One participant suggested that these activities should be expanded and codified directly into all levels of the curriculum to achieve more holistic learning rather than viewing them as extracurriculars. The benefits of experiential and hands-on learning at all levels was discussed by multiple groups.

Many groups discussed the cuts to art and music programs and said they need to be reinstated, especially at the elementary level. One participant shared the concern that these subjects are often viewed as enrichment, but not as realistic future careers and livelihoods.

Gibbs Magnet Elementary was used as an example several times to show that more elementary students should have access to opportunities such as plays, Model UN, and foreign languages.

Another example of a successful program shared by a participant was the Aviators summer program, which brought diverse children together to engage in creative, inspiring, hands-on application and reinforcement of classroom concepts. A student from Hall High School shared that she chose Hall over Parkview because of the AVID program and all that it has helped her to accomplish.

Sports are a major part of many students' school experiences, but a few participants shared that not all sports are invested in equally. One student described how the soccer team at her school, which is popular among Latino students, is not as well funded as basketball and football.

The soccer team wears old uniforms, does not get pep rallies, and does not always have their wins announced at school.

Several groups discussed religious education, with some participants arguing for more study of the Bible and religion in school and others pointing out that the law does not allow this to be a required part of the public school curriculum. There was discussion about the need for student-driven clubs around religious identities.

Discipline

Discipline was one of few topics that had real disagreement among forum participants. Some parents and teachers felt that lack of discipline was holding schools back and should be more strict, while others expressed their concern that discipline was too harsh.

Those who wanted stricter discipline said that teachers do not always take action when needed. They also said schools should better enforce student handbook rules like those around sagging and that consequences for bullying should be high because it puts victims in dangerous situations. Several participants said it is the school's responsibility to step up because many children do not face consequences for their behavior at home. One participant drew a causal relationship between distressed schools and lack of discipline. At Henderson, for example, teachers reportedly spent 20 minutes of a 45 minute class dealing with behavior issues. Teachers may be loath to respond to violations out of fear of facing backlash for the perception that they responded too harshly.

Others felt that discipline should be less strict or should be reformed in other ways. One participant described witnessing smart but disruptive children being diverted from the classroom because there were no effective programs to serve them in the schools they attended. Several small groups discussed the concern that many children are labeled as having behavior problems when unmet needs under the surface may be causing the behavior. Those problems may need to be addressed with counseling, meals, or other services rather than detention and suspension. Another participant said that if the student handbook was truly enforced, it would put 40% of students on the street. One suggestion focused on the conscious discipline and loving guidance method promoted by Dr. Becky Bailey. Another participant suggested that schools implement conflict management strategies.

As discussed in the equity section above, discipline practices and policies can have disparate effects on children with different race and class identities. Several participants noted that schools sometimes feel like prisons and that security personnel are abusive and should be retrained. The school-to-prison pipeline disproportionately affects students of color.

An issue raised in several groups was the fact that charter schools do not have to follow the same rules about accepting or rehabilitating disruptive students. They can expel and punish students in ways that send them back to the traditional public schools where they are under obligation to keep the students in the system. One participant also said that charters have been known to push students out to lower dropout rates, which is something that the LRSD cannot do and thus puts them at a disadvantage when looking at the numbers.

One group discussed at length the possibility that compulsory schooling is to blame for classroom disruptions. They noted that students who do not want to be in school are required

to be there and that there's nothing individual teachers can do to overcome the struggles these students face in the larger system. They concluded that retaining students against their will can cause behavior problems.

Security and safety

Some groups discussed security and safety in connection to discipline issues. There are concerns for student and staff safety within the schools, as well as concerns about protection from harm coming from outside the school.

The majority of discussions around security and safety led to calls for increased security in the schools. Participants cited assaults and fights at school, issues on buses, tensions that may arise between groups of students if schools are consolidated. Some were concerned about cuts to the security force in the face of new security threats nationally, such as gun violence. Several parents shared that they feel more confident with the added security measures in recent years, including the requirement that visitors show an ID and that individuals must be on a special list in order to check a student out of school.

A few participants argued the opposite, that the LRSD should have more "open space" campuses to create a more welcoming environment for community volunteers and parents. One parent said that it worries them to see so much security at their child's school. For those who believe security is overemphasized, they pointed to the mesh backpacks and locked doors as examples of how schools have gone overboard.

Testing

A little over one third of groups discussed testing and not one recorded comment was in favor of the current testing regime. Many participants agreed that there should be some form of assessment for students, but that it needed to be more holistic and strategic than the standardized testing that is currently in place.

Participants described the testing as restrictive and stressful for teachers as well as students. Teachers need more freedom to teach and students lose valuable instruction time by being pulled out of the classroom for multiple tests each year. The results are rarely received in time to reassess what's needed for particular groups of students. Stressed teachers leave the profession under the unique pressure that testing has added in the past decade.

Other testing concerns brought up by participants included testing costs and the state's constant decision to change the type of testing given each year, which complicates the ability to accurately gauge student progress. One parent suggested that testing costs could be cut rather than teacher benefits.

Individualized education

Because each child learns differently, about a third of the groups discussed the need for individualized attention and diverse teaching tools and styles. Opinions were split about whether it is better to have many different proficiency levels in one classroom or if students are better served by grouping students into classes based on achievement. One participant said that instruction should be influenced by the students so that a teacher can teach toward their interests rather than presenting content in a top-down way. Parents with high performing and low performing students both expressed concern that their students on either end of the

spectrum were not getting the attention they needed. One parent was concerned that high performers are being held back because more focus is going toward students with more academic needs. They suggested that schools embrace a GT (Gifted and Talented) strategy for all students that would allow for more differentiated instruction.

Class sizes

One way to get more individualized attention for students is to decrease class sizes. One third of small groups discussed this topic and unanimously agreed that smaller class sizes were needed in the LRSD. Because classes are too large, teachers don't have time to work with students who are below grade level and classroom management is more of a challenge. The two suggested strategies were to either decrease the number of students in each classroom or move toward co-teaching models with more than one instructor in each class. One parent said that 20 students per class should be the limit.

Recess and physical activity

There was consensus among groups that recess and physical activity needs to be increased. Participants described a shift toward less and less recess, which means that children are sitting and writing for the vast majority of their day. Increased physical activity has been linked to better focus in children. Some children simply need to get energy out so they can be better engaged in the classroom. One participant described the troubling trend of limiting recess as a disciplinary action, which often leads to increased disruptions and behavior issues.

Unstructured lunch and recess time was described by several participants as essential time for students to socialize, learn teamwork, and settle disagreements.

Suggestions from participants about how to increase recess and physical activity included:

- Incorporate movement into learning
- Have students do work while standing at desks or walking
- Extend the school day in order to increase lunch and recess time
- Experiment with adding more recess to the day in the distressed schools to see if it impacts academic assessments
- Have recess before lunch

Trades and technology training

Not all students want to or can attend college. Nine out of 33 groups discussed other alternatives for students who want to work in trades or the tech industry in jobs that do not require degrees. Participants discussed the fact that many schools no longer offer classes like shop, carpentry, small engine, automotive, and plumbing. LRSD students who want to go into these careers can attend Metropolitan, but participants were unsure how many spots are available there and how an interested student can gain entry. Several small groups wondered whether work study is still allowed in the schools. One small group discussed how powerful it could be to have professional mentors involved with a class, such as licensed plumbers working with student apprentices.

Several small groups discussed the challenge that "tracking" is now illegal. It is important to provide options for a variety of possible futures, but locking students into certain paths is not something participants wanted to see happen.

One concern was that non-college-bound students face stigmas about their choices and/or realities. In the face of the current economy in which a college degree no longer guarantees solid work, the focus on college prep is potentially dangerous. One small group called for the need to destigmatize the option of going into trades or the tech industry.

In today's world, technology is a growing sector and several small groups discussed the need for classes in coding, web design, and robotics.

One participant also discussed the possibility of offering courses that could lead to an associate's degree or allow a student to gain college credit, especially for students who do not plan to attend a 4-year college.

ESOL (English for Speakers of Other Languages)

Six groups, including the majority of groups at the Spanish-language forum, discussed the need for changes in the district's ESOL program.

Several participants told stories about children being tracked into ESOL programs who do not need the program and would do better by staying in the classroom. Others said that the test used to determine the need for services is unfair and often lumps all Latinos in together rather than focusing on new immigrants and their language access needs.

Two parents at different forums described having their children placed in ESOL classes that they did not need, then getting stuck in the program. Other parents and students described the need for all teachers to receive training in working with ESOL students. The goal, they said, is to help students progress and then integrate into the regular curriculum, not keep them segregated indefinitely.

Some schools seem to be doing a better job than others. A Hall High School student said that the programs offered at her school through the Newcomer Center are well utilized and very helpful for Latino students she knows who do not speak much English. She also pointed out that the students needing ESOL at Hall are not just Latinos, but include new immigrants from many places including the Philippines and India.

Life skills

A missing link discussed in four groups was the lack of life skills instruction. Some participants felt that programs about money management should start as early as pre-K. Others felt that high school was the most necessary. They advocated for classes in personal finance, wellness, and general life preparedness similar to what Louisiana schools have implemented.

Special education

Serious concerns were brought to light about special education in the LRSD. Participants were troubled by the lack of organizing and planning for special education, as well as the ongoing poor treatment of special needs students despite the district's awareness of the issues. Several groups wanted to know how much funding is allotted to special education and whether the LRSD has a comprehensive plan for serving special needs children. One parent in particular expressed concern that their autistic child will not be college ready, but has no opportunity to explore other options for the future at their current school.

Solutions offered by participants included:

- Develop inclusive communities by ensuring that school buildings, lighting, and the general environment are conducive for students with special needs
- Promote early diagnosis of learning disabilities so that children get the assistance they need as soon as possible
- Improve the assessment used to diagnose dyslexia, which does not currently assess children adequately

Pre-K

Kindergarten readiness was viewed by a few participants as key to future academic success. Ideas included making preschool mandatory, opening more early childhood centers, and offering home visits in addition to quality pre-K programs.

Infrastructure challenges and needs

Issues relating to physical infrastructure of buildings and equipment were some of the most frequently discussed across the forums. Participants shared concerns that LRSD administrators discuss buildings more often than students, but most also recognized that infrastructure affects student learning and behavior, as well as student retention in the LRSD. A report from the Facilities Subcommittee of the LRSD CAC can be viewed in Appendix B.

Facilities

Facilities was the most discussed theme of all the forums with over 80% of groups touching on the topic from a variety of angles. Many comments centered on outrage over stark disparities between newer and older school buildings.

Putting money into new schools is upsetting to families whose children attend school in older buildings that are not being adequately or safely maintained. Staff from several schools said that their requests for maintenance are routinely ignored. One teacher shared, “we used to have pride in the building, but it’s hard when it’s raining.” Students in some older schools attend class in portable trailers that are a direct result of the lack of investment in the facilities, overcrowding, and underutilization of schools not filled to capacity. Participants felt that all schools should be held to a high standard of health and safety.

Maintenance issues described by participants from their experiences in older school buildings included:

- Caving ceilings
- Leaking roofs
- Uncomfortable and outdated furniture
- Graffiti
- Mold

Some participants expressed concerns that money is not being spent wisely in school facilities. At one school, a parent was happy with new water fountains but felt that ceiling issues should have been the first priority.

Amenities that participants felt should be available at every school included:

- Gym and indoor recess space
- Multipurpose space
- Library
- Pre-K library in elementary schools
- Functional temperature controls in each classroom
- Classrooms large enough for the number of students and curriculum activities
- Art studio
- Adequate restroom facilities for the number and needs of students
- Science labs
- EAST lab
- Music room well stocked with instruments
- Vegetable garden

Ideally, every school should have facilities with inviting colors, sounds, smells, and nooks and crannies to suit different personalities. One participant noted that having a nice facility is an attraction to parents, who will feel more confident dropping their children off in front of a well maintained building. Facilities can also make a difference in how kids learn and are motivated, though new schools alone do not create better students. It can also be difficult to attract quality teachers and administrators to work in substandard facilities.

Closings and consolidations

Local media has reported extensively about plans to build new schools and close or consolidate others. There was a great deal of anxiety among participants about the uncertainty of which schools will close, where new schools will be opened, and whose children will be most heavily affected by the changes. Participants were concerned that public input has not been sought by administrators making these decisions. The fear and anxiety around not knowing who will be affected is compounded by the rapid change in superintendents over the past year. One example shared at the forums was Dr. Suggs' promise that magnet programs would be continued, but it remains unclear whether the new leadership will honor that commitment.

The majority of forum participants were opposed to any school closings. "When you close schools, you send a message that students there are not important," one person said. Others described the potential impact of closed schools on their neighborhoods, as they have seen previous school closings create a hole in communities nearby. A few participants seemed resigned to school closings as a reality, with one participant suggesting that larger school facilities are possible if the campus is designed to create a manageable learning community. One participant speculated that consolidations could be positive if they result in better use of funds and more targeted focus on students with low academic success. At the very least, said one participant, "be aware that school closures will cause sadness. Don't discount that sadness, but actively address it by wisely providing clear evidence-based services quickly to displaced students (such as modern facilities)."

Several groups called for clarity around the criteria being used to determine which schools could be closed or consolidated. The assumption was that the LRSD was taking a business approach and looking strictly at the numbers, rather than considering the myriad ways to measure the value of schools. Closing certain schools, especially magnets, could exacerbate racial segregation in the city, some participants warned, as more middle class families would likely

seek other options or choose to move to other neighborhoods to benefit from favorable attendance zones. Other factors that participants believe should be taken into account include the impact on busing, health concerns such as stress and depression that can result from upheaval, the emotional connection of residents to their neighborhood schools, impacts on students who thrive in smaller school environments, and relative investment in various schools over the decades. One participant foresaw family time being compromised by the consolidation of schools and expected longer bus routes. Another participant called for a credible person to explain the consequences of closing schools with a focus on the impacts to low income and working class communities.

Parents from east Little Rock schools are skeptical of what building a new school in west Little Rock would accomplish. “I’d rather have \$37.4 million in more teachers than more buildings,” one parent stated. Several people called for better joint use of existing buildings, such as opening schools at night for adult education programs. A related issue was questions about what would be done with facilities no longer in use. Would neighborhoods be able to use them? Would they be torn down?

Several Gibbs parents and staff said they knew that the older building has its challenges, but hoped that the structural issues would not spell the end of the excellent school. There was general consensus that older facilities should be replaced with modern schools or heavily renovated, but not at the cost of closing neighborhood or magnet schools. “Before we build new schools out west, we need to take care of the facilities we have” was a common refrain. Others suggested that schools downtown should expand rather than contribute to the city’s westward expansion. Stakeholders from the eastern part of the city expressed the belief that the LRSD should be investing more in schools that have not received needed attention, rather than spending extra funds to build schools in areas of town with more affluent, White students that typically have more supports available due to their race and class privilege. West Little Rock parents felt differently. Several expressed the feeling of having no good public school options for middle and high school, which would force them to look outside of the LRSD.

One participant suggested redrawing attendance zones to even enrollment among the schools and ensure that surrounding communities are a part of each school, rather than moving forward with closings, consolidations, and new campuses. Another alternative idea was to shutter the myriad offsite buildings owned and operated by the LRSD rather than shutting schools.

Busing

Transportation was discussed by a little over half of the 33 small groups. Many participants responded to comments made in the video shown prior to the small group discussions, which described challenges with busing and its burden on the budget.

Some participants argued for a cut to busing costs and hassle by returning to a system of neighborhood schools, with the well-known caveat that this would likely lead to segregated student bodies. They pointed out that attendance zone boundaries have changed a great deal over the years and students are now bussed all over the city but the success has been minimal. Some disagreed with the current trend of busing students to different schools based on behavioral problems or academic challenges.

Others disagreed, citing the need for integrated, diverse schools that will likely only be achieved through busing due to the current context of neighborhood segregation and White flight from the LRSD. Situations such as the location of the new southwest Little Rock high school will likely require busing since the site is not nestled within an existing neighborhood. Transportation is something that several participants did not want to see on the chopping block, as it is essential for the accessibility of free public education to families that cannot transport their children to school.

Some small groups discussed the intersection of this issue with school closings and consolidations, which will inevitably lead to longer bus rides for some children. Black children on the east side of the city would be disproportionately affected, which led to suggestions that White students be bussed to eastern schools rather than busing Black students to western schools. One participant was concerned that longer bus rides would drive more truancy, which could snowball out of control.

Other concerns included pickup times that were too early, children arriving at school much earlier than necessary, unresponsiveness of the bus company, the long distances immigrant students must travel to attend a school with adequate ESOL programs, and lack of adequate safety for students during bus rides.

Those who advocated no changes in attendance zones or the amount of busing still had changes to suggest, which included:

- Add more routes and smaller buses so that students have shorter ride times
- Create more efficient and reliable routes
- Improve driver training
- Drop children off at school closer to the time that school begins
- Have the LRSD manage its own buses rather than contracting out
- Utilize the existing public transit infrastructure to transport children to school

Technology

Education in the 21st century is facilitated via smart boards, tablets, and even drones and robots in some places. Fourteen out of 33 groups discussed technology in the schools.

Participants described challenges in the older schools, where technology has not been adequately upgraded and internet service is slow.

Participants shared their reflections on the breadth of technology that is now used in the schools. Technical devices such as laptops, tablets, and computers in each classroom are utilized daily. Media equipment such as video cameras and digital cameras are more readily available. Technology for robotics programs includes electronic moveable parts and chips to write code whereby students are aided, assisted, and entertained. Some LRSD schools have access to more and better equipment than others. Several participants called for more integration of technology in the schools in general. Chromebooks have also been helpful for students to complete assignments and access instruction at home.

Not all were sold on the value of technology in the classroom. One participant expressed the concern that these devices would replace real teachers. Another said that electronics can get in the way of human-to-human connection and should be put down more. One participant

expressed a perception that students learn less in front of computers. Additionally, all technology requires skilled upkeep and ongoing repair, which sometimes comes with a high price tag.

Teachers and quality instruction

LRSD teachers are under a great deal of pressure, from high stakes testing to salary cuts to the recent announcement that Teach For America would begin placements in Little Rock schools. Forum participants discussed the rights and responsibilities of teachers on many levels.

Teacher morale

The uncertainty of school closures, budget cuts, and changing leadership, among other things, have a profound effect on the morale of those on the front lines of educating our children on a daily basis: teachers. Nineteen out of 33 groups discussed teacher morale. There is a clear sentiment that the LRSD needs teachers who are motivated, open minded, inspiring, and content. However, groups mostly discussed the reasons that so many teachers are feeling stressed, drained, and hopeless.

Some of the reasons that participants, many of whom were teachers themselves, shared about the reasons for low morale were:

- Pay and benefits were cut without input from teachers
- Testing stress
- Teaching in schools labeled “academically distressed”
- State takeover
- Constant negative news about new district challenges reported in the media
- Higher expectations with less support
- Perception in some schools that the administrators do not trust the teachers
- Punished for giving students grades that are earned rather than inflating grades and producing disciplinary actions
- Planning and training hours cut, which means teachers will have to do those necessary activities on their own time

These blows often lead to teachers leaving the district or wanting to leave. In one case, a teacher reported that a M.Ed. student said she had been told to stay away from the LRSD for employment.

Suggested solutions included:

- Better rewards and recognition for teachers who go above and beyond
- Reduce testing and allow teachers more freedom in the classroom
- An open, energetic administration at each school that incentivizes teachers’ creativity
- Avoid labeling schools
- Require administrators and policymakers to spend time in the classroom
- Allow for greater collaboration between teachers who can support each other
- Remove personal and political agendas that determine hiring and firing decisions

Teacher support

A little under half of the small groups discussed the need for more support mechanisms for teachers, especially in the face of growing demands and increasing cutbacks. One teacher said there is much discussion from administrators about improvements underway in support and collaboration with teachers, but many people on the ground are not seeing the changes. She gave an example of having students in her class who do not speak English, yet the request she made for Rosetta Stone six weeks prior had not been answered. She shared other stories of teachers who waited upwards of 8 weeks for functional smartboards and others who needed computers in their classrooms but were still waiting. In addition to teachers lacking necessary equipment, there is sometimes inadequate training on equipment that is provided. One parent shared the story of science kits that went unused because the teacher was not prepared to utilize the resource.

In fact, what most teachers at the forums expressed was a noted decrease in support. A major blow was having planning time in distressed schools cut by 180 minutes, which has negative effects on academics because teachers are essentially forced to prep without compensation. Teachers need adequate planning time, especially for teachers who teach multiple levels and classes. Another example of the decrease in support is cutbacks of paraprofessionals, specialists, coaches, and other support staff.

Teacher support varies across the district. One teacher from Dunbar described their anger when watching students on television designing their ideal school and their own classroom lacks windows and supplies. Teachers often purchase their own supplies, including food and other student needs. Lack of teacher storage was an issue raised in one small group discussion.

A potential solution would be for administrators to encourage cross-curriculum team building and collaboration. Team teaching can reduce the burden on individual teachers.

Teacher autonomy

Teacher autonomy was often discussed in direct opposition to high stakes testing, which restricts the choices that teachers have in their classrooms. Multiple small groups called for more autonomy and flexibility for teachers. One participant called for the end to the Common Core to allow for more freedom. Flexibility and creativity in the classroom ensures that teachers stay energized and the varied learning styles of different children are addressed.

Teacher pay, benefits, and rights

One contributor to low morale is the cuts to teacher insurance and pay. In the video shown at each forum, the Superintendent extended his gratitude to teachers for making the sacrifice of a pay cut. Several teachers at the forums bristled at this idea and pushed back on the notion that they willingly accepted the cuts. The changes will have consequences for drawing new teaching talent to the LRSD, which now faces competition from charter schools and expanding school districts in areas like Benton.

Several parents were also clear that they wanted their children's teachers to be paid well. One participant said, "The sacrifices seem unfair when educators already aren't paid enough." Another said they wanted teachers to feel secure, which means fair pay, full insurance, and all the trainings and support they might need.

One dissenter suggested that teachers are really driven by the paycheck and that benefits such as paid leave should be cut.

Curriculum

Fourteen of the 33 groups discussed curriculum concerns and ideas. Several participants wondered if teachers are consulted about curriculum resources the district purchases. Do teachers think they are effective?

Ideas offered by participants:

- Create transitional classrooms that utilize retired teachers and parents to work with newcomers and children who are behind in their studies
- Integrate curriculum that teaches principles, morals, and connection to spirituality.
- Build collaborations between different schools to expand students' horizons and social interactions
- Ensure developmentally appropriate instruction and practice
- Stop wasting money on textbooks for elementary students and use online resources instead
- Implement aligned curriculum and integrated instruction that connects silos and makes schooling more relevant
- Ensure that pedagogy matches the realities that students face in their daily lives
- Add reading to the core curriculum in all grades
- Take the time to gather reliable data to determine if curriculum and programs are working (5-10 years)
- Support for "flipping the classroom" (a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions)
- Creativity with parent centers
- Research-based curriculum
- More scaffolding in grades

Qualified teachers

Nine groups discussed the need for qualified teachers, an issue that has gained momentum since the LRSD's announcement that Teach For America (TFA) teachers would be placed in the schools. Several participants said that National Board Certified teachers should be valued because every student deserves it. Participants argued that the highest qualified teachers should be incentivized to teach in struggling schools, and that teachers should specialize in the areas they have the greatest proficiency.

Perspectives on Teach For America were negative across the board. One teacher shared their frustration about being told there was a hiring freeze and then reading in the newspaper that the district would be hiring 60 TFA teachers. Participants discussed problems including the fact that TFA teachers are usually thrown into distressed schools without knowing pedagogy or how to teach children with special needs, crumble under stress and leave their placements prematurely, and have a "change the world" mentality that is short term.

Further concern was raised about the fact that the TFA placements would be in academically distressed schools, the very environments that need the most experienced, committed, and

highly qualified teachers. Forum participants wanted to know how parents would be informed if their children would be taught by an uncertified teacher.

Professional development

Six small groups discussed the need for quality professional development. One teacher said that professional development is typically focused on how to complete paperwork, rather than imparting teaching tools. Another teacher said that quality professional development is shut out and that it “takes an act of Congress” for teachers to get worthwhile training. Several teachers expressed concern about the fact that professional development hours were cut for the upcoming school year.

Community engagement in education

Parent and community involvement were two of the top most discussed topics at the forums, with district transparency coming in close behind. The phrase “it takes a village” was repeated throughout the forums. Many people know that everyone in our community has a stake in ensuring our public schools are excellent, but barriers to this involvement persist.

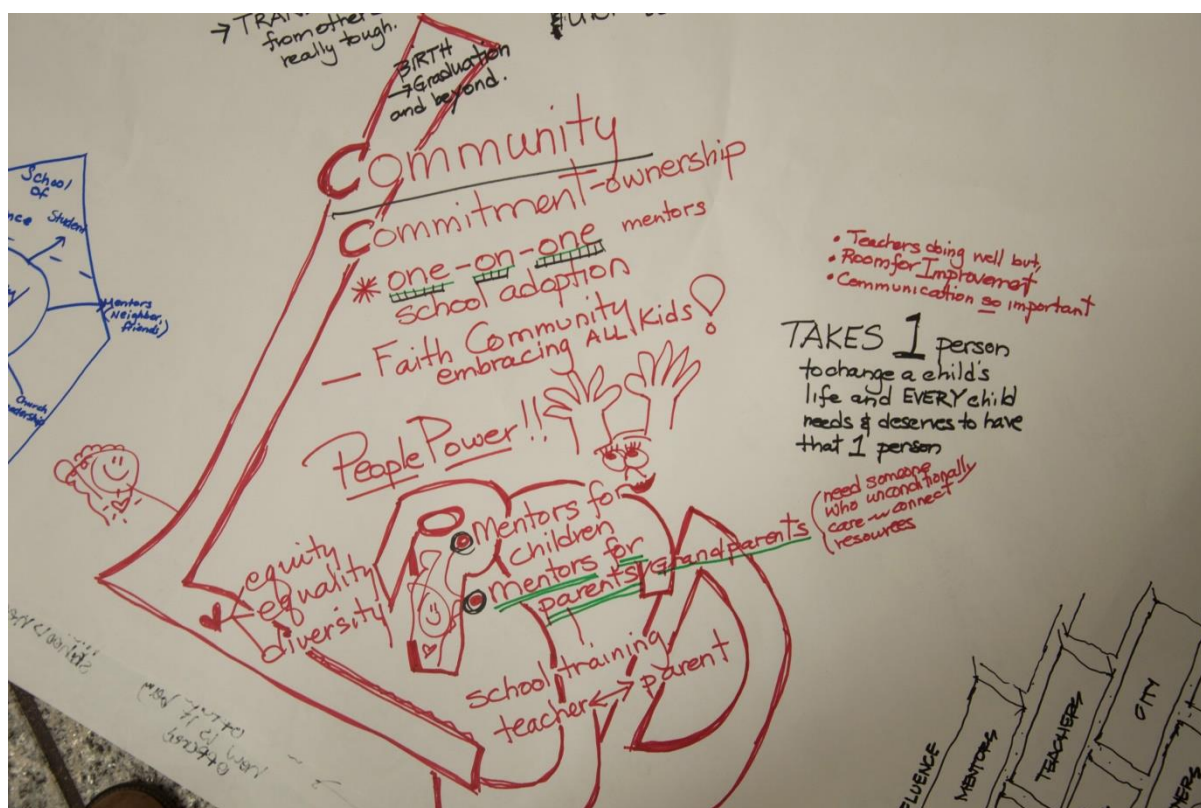


Image: Participant artwork from the small group visioning activity.

Token engagement

“Are our voices heard? Do the powers that be pay any attention to us?” Versions of this question were posed in multiple small group discussions. Many participants were skeptical that the time they were spending providing input would amount to much, yet they remained engaged. One participant felt sure that others would get involved if they thought they could

have a real influence in the decision making process. Yet so much trust has been lost among the LRSD's stakeholders that events like the Community Forums are viewed as a form of pacification rather than an opportunity to provide feedback that will amount to anything. "Suggestions have been made for years but nobody listens," one participant said. Participants have had the experience of spending their time listening and responding, only to have their input enter a black hole with no response.

Forums and input

While some participants felt that the forums were too polite and would never lead to true community involvement in decision making, others found value in the forums. Some participants shared that they gained new information and appreciated the opportunity to hear from other people who also had concerns. One person said the forums should be continued because they were "somewhat therapeutic."

Several participants were motivated to find out more about how the district was operating in the absence of a school board and tease out the different ways to influence the district. One suggestion was that forums be continued in a different format, as a monthly event led by the Superintendent to openly discuss and field questions about the budget, status of school construction and closings, among other issues. Another suggestion centered on student input: "We should ask students what they are proud of in their schools and promote that, and what they are frustrated with and fix that. They know what's going on." Yet another suggestion was that the district host regular forums where parents from very different schools could build relationships and discuss specific topics.

Most people agree that community input should be a central part of major decisions like new school construction or closures. Many participants genuinely wanted to know the avenues available to them to pressure decision makers, especially in the context of confusion about how stakeholders can communicate with the district in the absence of a school board. The real test, some said, will be whether administrators actually follow through on community suggestions and demands.

District transparency

Lack of transparency drives much of the confusion and distrust expressed in the forums. Twenty-two out of 33 groups discussed transparency.

The variety of comments made on this topic suggest that participants would define transparency as a two-way street that involves administrators being open and forthcoming, while also listening to the public and being accountable to community interests and demands. Transparency starts with sharing thorough information and communicating regularly with stakeholders before decisions are made. One participant shared their concern that "administrators are using the takeover as an excuse to hide from people." The lack of representation and direct control has led to a situation in which even district employees have to read the paper to find out what's going on. Several questions were posed asking who is really running the show in the LRSD since lines of responsibility and power are murky.

Participant suggestions on how to improve transparency:

- Return the district to local control

- Require the Superintendent to be present at community forums and engage with participants
- Establish a clear point of contact within the district for parents to approach with concerns
- Revamp the LRSD website to help stakeholders access information quickly
- LRSD administration should release regular reports to the public
- Start a blog and/or listserv to keep interested parties updated

Parent involvement

Parent involvement was the second most popular topic, with 25 groups weighing in.

Several barriers to parental involvement were discussed, including the lack of accountability to parent concerns and suggestions, which discourages those who would otherwise be very involved. Multiple groups mentioned more tangible barriers, such as demanding work schedules, multiple jobs, lack of transportation, and bad experiences the parents have had, either in their own schooling or at their children's school. When it comes to children needing mental health care or other wraparound services, family involvement becomes more of an immediate need, but is not always an option due to economic pressure, shame, etc. A teacher described dealing with parents who did not seem to care that their children were skipping classes or getting into trouble at school and had other priorities like partying. One participant noted that the most involved parents are often those of the high achieving kids, some of which is linked to the economic ability to be present and volunteer one's time. Another commonly described problem was that parents do not always understand the homework their children are bringing home and so cannot assist them with it. In some cases this is due to a language barrier or low education level of the parent.

Many parents are reluctant to sign up for volunteering in the schools because their lives are already hectic and over-committed. One participant noted that parents tend to back off from involvement in the schools at the secondary level, but that they should be encouraged to sustain their engagement through their child's graduation.

The LRSD has some successful avenues for parent involvement, such as Dads of Great Students at Horace Mann and Booker and Watch Dog Dads at Gibbs and Watson. Another example was how Mabelvale returned student test scores to parents at an open house event and then provided specific materials to parents to help their children. They learned that more parents will come to a parent-teacher conference or school event if that's where test scores will be distributed. One school found that events held before school often had the best parent attendance. Another strategy is advocating for parents to come to school for positive reasons to watch their child perform, receive an award, or participate in a fun program. One administrator said that sometimes getting people in the building is half the battle and the burden is on school staff to "show we are not judging."

Participants' ideas around improving parent involvement include:

- Having parents in classrooms to act as caregivers so the teacher can focus on teaching
- Have active parents personally invite other parents to come out and volunteer or attend events
- Provide food at all parent meetings
- Make parents feel welcome so they are not intimidated by coming to school

- Define what parent involvement truly is and make sure there is a menu of things to participate in
- Provide parent mentors for support and enrichment
- Provide clear instruction to parents about how to help their students by checking to make sure homework is done, attending parent-teacher conferences, etc.
- Re-install parents' nights at community schools
- Recruit parent volunteers at school registration days
- Engage parents in programs with incentives such as prizes and gift cards
- Require parents to volunteer a certain number of hours each year
- Provide community support for working parents and single parents
- Help parents earn their GED and learn languages so they can better help their students and improve the family's economic situation
- Offer parenting classes through partners such as the Center for Youth and Families
- Offer wraparound services for students and parents
- Meet parents where they are at their churches and other gatherings
- Train parents in financial literacy

Community involvement

In addition to the need for parent involvement, an overwhelming number of forum participants described the need for engagement from the larger community, whether that be the neighborhoods around schools, businesses that call Little Rock home, or tutors who do not have children in the school district. Engagement from more than school staff and parents will demonstrate to students that they matter and that the larger society cares about their success.

One participant pointed out the importance of having volunteers in the school that students can relate to, for example in age and race. Several small groups discussed the need for more volunteers to be directed to schools with lower parent involvement and resources.

Reaching out to neighborhoods should be the responsibility of individual schools as well as district staff. Many neighborhoods have seniors and others with extra time who could help out if asked. Administrators described a range of needs that community volunteers could fill, from bringing umbrellas to cover students entering the school on rainy days to providing literacy help to students reading below grade level. Schools should keep communities updated through email listservs, newsletters, and brochures.

For neighborhoods in which schools may be closed, several participants brought up the idea of neighborhood residents or associations managing the former school buildings as community centers. Others lamented the loss in families, pride, and neighborhood identity that could result from school closures since neighborhood schools are often the heart of a neighborhood. Regardless of school closures, participants agreed that neighborhood involvement was an essential component of a thriving school. One participant suggested that neighborhoods should have a direct hand in governing schools within their boundaries, not just increasing volunteer capacity.

Participants mentioned several barriers to community involvement such as background checks and lack of follow up from the district with potential volunteers. While most people agreed that potential volunteers should be screened, there was also a sense that too much bureaucracy and red tape stood in the way.

Community institutions like libraries are sometimes where children on suspension or out of school for other reasons end up in the middle of the day. The LRSD could partner with the public libraries to catch those students and ensure they remain engaged. Another participant suggested bringing back neighborhood homework centers, perhaps utilizing the space at Neighborhood Resource Centers.

The LRSD has a Partners in Education program to facilitate relationships with businesses, non-profits, and other community institutions. Several people were aware of this program, but suggested that it should be expanded. Three different small groups expressed disappointment that UALR was partnering with eStem rather than the LRSD. Other ideas for formalized collaborations included community gardens, nearby colleges, and businesses located near schools.

Business support was discussed many times by groups that dealt with the topic of community involvement. Participants noted that businesses tend to support certain elementary schools, but that there is not consistent support across the board or in secondary schools. There was a sense that the business community was responsible for the state takeover and thus should be sponsoring schools in more tangible ways if they want to see them change.

Many groups also discussed the incredible capacity that churches, as the center of many residents' lives, could bring to serving students in their areas. Some churches are already involved, such as a downtown church that adopted Booker and brings lunches and flowers to teachers, displays student art at their church, among other things. Participants mentioned a Presbyterian church that adopted Bale Elementary

Several participants directed comments at their fellow forum attendees, imploring them to stay informed and be active in the schools as volunteers, mentors, tutors, and advocates.

Adult education

A tangible way to get parents and community members into the schools is to have joint use agreements so that parents and neighborhood residents can benefit from school amenities and space for classes and trainings. After hours and in the summer, most schools are closed to the public, but several groups discussed possibilities for enhancing opportunities for adults through fitness programs, GED training, and continuing education. This kind of exchange could be a win-win for students, parents, and the community as a whole. One participant mentioned that there was previously funding for these ideas under a 21st Century grant, but the funding was not renewed despite community petitions.



Images: Small group discussions at the fourth community forum.

Recommendations

The community feedback provided in this report includes dozens of detailed suggestions and proposals from a diverse range of stakeholders. We ask that decision makers give the findings section a thorough reading. The views expressed here are not exhaustive of the views of all LRSD stakeholders, and many of the ideas and suggestions put forth are contradictory though some consensus emerged among forum participants on certain topics. Our recommendations are broken into three categories based on the wide variety of responses collected through this community engagement process.

First, several themes garnered unanimous agreement. Recommendations based on those agreements are:

- Initiate a millage increase to be funneled directly to struggling schools. Provide these schools with dedicated volunteers, teacher incentives, and wraparound services extended to families and students.
- Allocate more staff resources to improving LRSD partnerships with businesses, city departments, non-profits to ensure schools have adequate funding, capacity, and community investment.
- No additional cuts to teachers' salaries, benefits, or rights.
- Extend comprehensive wraparound services to all schools, including free breakfast and lunch, a full time nurse, dental and vision clinics, mental health services, free aftercare, and referrals to outside services such as SNAP and ARKids.
- Continue to vocally oppose the expansion of charter schools in Pulaski County.
- Publicize written plans for each distressed school and seek public comment.
- Increase publicity and communications about LRSD success stories and points of pride.
- Reinstate Reading Recovery in elementary and middle schools.
- Reinstate extracurriculars such as music, art, and foreign languages.
- Reduce standardized testing at all levels.
- Decrease class sizes by hiring more teachers or moving toward co-teaching models.
- Increase recess time by at least 15 minutes across the district.
- Reform the screening process for ESOL students and the process by which students are reintegrated into regular classrooms.
- Advocate for more state funding for special education, pre-K, and mental health services.
- Ensure commensurate facilities and amenities at all schools, including a gym and indoor recess space, library, art studio, adequate restrooms, music room, and school garden.
- Hold public hearings about school closings and consolidations before decisions are made.
- Reform maintenance request and response process to ensure facilities are well maintained and issues are remedied in a timely manner.
- Create a stakeholder committee to study and spread the best practices in LRSD schools noted throughout the findings section of this report.
- Hold monthly community forums led by LRSD administrators to discuss and field questions about the budget, student achievement, school closings, facilities improvements, and other concerns.

Second, several themes had more questions than suggestions. In the interest of transparency and data-driven decisions, we request that all LRSD stakeholders be given access to:

- All packets, meeting minutes, and recommendations of the budget committee
- Comprehensive written plans for each academically distressed school
- Criteria that will be used to determine which schools will be closed or consolidated
- List of the roles Commissioner Key, the Department of Education, and the State Board of Education have played in the LRSD subsequent to the takeover

Finally, disagreement around several topics suggest that the LRSD should create spaces for further community discussion to understand the varying viewpoints and make more informed decisions. Those topics include:

- Extending the school day and/or year
- Discipline techniques, safety, and security
- Training for trades and technology careers in the schools
- Neighborhood schools
- Technology in the classroom
- Attendance zones



Image: Forum participants view a video update from Superintendent Kurrus.

Appendix A: Forum facilitation guide

Welcome, Background and Overview of Forums

Video

Guidelines for Discussion

Introductions

- Facilitators BRIEFLY introduce themselves
 - Ask if participants have questions about the guidelines for discussion
- Ask participants to introduce themselves with their name and whether they are a parent, student, teacher, community member, etc.

Response to video

- What stood out to you? Surprised you?
- What's missing?
- What questions do you still have?
 - Have participants write their remaining questions on Post-It notes and turn into facilitator to put in "parking lot." We are collecting these questions to get answered later.

Visioning

- Think back. What was school like for you? What did you like or dislike?
 - How is school different now from when you went to school?
- Have your group draw or write together on a large sheet of paper.
 - Picture a school where everyone is focused on making sure that every child receives an excellent education. What are the things you would want for your child, the children you teach, the school you and your peers attend (depending who is at the table)?
 - Physically draw or describe it. Possible probes:
 - What do you see? What are people doing? What images, colors, feelings, sounds are there? What does it look like in the classrooms, in the cafeteria, in the hallways? What does it feel like to go to school here? How do the teachers interact with the students? How are the students learning? What are the students learning?
 - What are the talents, gifts, and experiences that people are bringing?
 - Who else is involved in the school? Who needs to be involved? What are all the different things that go into ensuring a student's success in school?

Discussion

"Now we are going to move into specifics about your experiences and ideas for the schools."

- What did we draw or write earlier that is already being done in our schools?
- What should be different -- what needs a change? What's already going on but needs to be expanded or altered to better fit your needs?
 - Facilitator can reference vision drawing and pull out discussion on specific points.
- What are other ways we can we make the schools great?

- What would you like to see happening at your school? What would help you to be more involved in building schools of excellence?
- We all have very busy lives. How can we support each other to make sure we can stay involved in these efforts?

Commitment

- Based on the discussion today what will you do in your school/community?
 - If people are stuck: this can be as simple as a parent saying they commit to staying informed about progress in their kid's school, but if people want to make bigger commitments that's great too!
 - Have participants fill out the commitment card.
- What do you need to successfully carry out that commitment? (Resources? Information? Assistance?)
- Collect commitment cards.
- Pass out the evaluation sheets at your table.

Report Backs

Appendix B: Facilities Subcommittee Report

Commissioned in October 2015, the Facilities Subcommittee was formed to review criteria for sustaining facilities in the Little Rock School District. This report provides initial criteria for review of facilities and the committee's position to better accommodate the population within the Little Rock School System. The information provided supports the notion that the Little Rock School District cannot support 48 facilities; therefore, it must adjust to its projected population.

The committee recommends a careful examination by the District to properly plan for the adjustment of school facilities and alignment. This examination (table 1) should include facility usage, facility conditions, school radius within one mile, economic and racial diversity, along with school performance. This may also require rezoning and transportation realignments. This process should be planned immediately with time to phase in aspects for parental concerns.

The committee is also supportive of development for new school facilities, which shall improve the quality of educational resources. This effort will require consolidation and new alignment of zones. Kathy Webb, co-chair of the facilities sub-committee, and Cathy Koehler, Little Rock Education Association President, served on the LRSD committee as non-employees to review architects for the middle school project in West Little Rock and the high school project in Southwest Little Rock.

The committee met for six hours on each of two consecutive days. Each architecture firm made a presentation, followed by questions from the committee. Each firm was scored on questions provided to us for consistency. Two firms were awarded the bids for the projects.

In April, the committee reconvened to select construction management firms for the two projects. The committee met for 5 hours, and followed the same format and scoring procedures. The construction management firms will be announced in early May.

In review of facilities, the committee reviewed several reports, which were consolidated into a single document. This document provided a snapshot of school capacity, conditions, locations, and school performance. The committee found a number of schools do not meet capacity and a number are within a one-mile radius. However, we recognize that most of the Little Rock Schools are not in a failing status and many facilities are in fair condition. Therefore, we recommend addressing the most immediate concerns first. This should involve facilities in the worst condition and those within the one-mile radius.

Below we have identified schools for review:

- Hamilton (poor use of capacity; should be reconstituted; students moved to Metropolitan)
- McClellan
- Cloverdale
- Booker
- Dodd
- Woodruff (move pre-k)
- Fair
- Geyer Springs

Wilson
Watson

The committee recognizes a critical need to make adjustments, which will improve and sustain the Little Rock School District. The committee also reflects the feelings of the community the decisions must be fair to all citizens and in the best interest of students and parents. The recommendations of the committee and the community input should be considered in the final decisions of the Little Rock School District.

	School Population				Zoning and Building Utilization			Full Time Staff			Operating Cost		Fanny Howing Summary					ADE School Scores and Grades				
	TOTAL Oct 2015	% SPED	%FREE AND REDUCE D	%ELL	Students In Attendance Zone	Bldg Utilization	Actual % of School Pop in Zone	Admin	Teachers	Aides	Operating Cost Per Pupil	Total Operating Cost 2015-16	Facility Condition Index (0 - 1, 0=Best)	Educational Adequacy Score (5 Perfect)	Security Score (5 Perfect)	Condition 2014 Fanny Howing	School Score ADE (2014-15)	School Grade ADE (2014-15)	Status		of Schools Approxim ately 1 Mile Radius	
HIGH SCHOOLS																						
CENTRAL	2485	5.4%	46.8%	5.2%	2048	109.2%	69.6%		7	163.85	4.4	\$ 6,836.95	\$ 16,989,829	0.23	2.00	2.00	Fair	252	B	Focused		
FAIR	910	15.4%	71.5%	5.6%	1491	75.8%	74.0%		4	73.07	6	\$ 8,846.97	\$ 8,050,739	0.13	2.00	3.00	Good	173	F	Distressed		
HALL	1158	15.1%	79.5%	22.3%	1310	66.0%	57.8%		5	106	10	\$ 10,356.38	\$ 11,992,689	0.22	3.00	3.00	Fair	174	F	Distressed		
MCCLELLAN	819	15.4%	92.3%	5.4%	1242	56.9%	82.0%		4	69.55	7	\$ 10,345.50	\$ 8,472,967	0.40	2.00	2.00	Poor	210	C	Distressed		
PARKVIEW	1086	4.8%	47.4%	12.5%		90.5%			5	83	0	\$ 8,364.99	\$ 9,084,376	0.16	2.00	3.00	Fair	265	B			
ACC**	99	0.0%	0.0%	13.1%					1	13.5	16			0.25			Fair					
HAMILTON--	138	0.0%	0.0%	2.2%					4	33.43	2			0.24			Fair					
ALT.AGENCIES--	10	0.0%	0.0%	0.0%																		
SUB TOTAL	6468	11.2%	67.5%	10.2%	6091	79.7%	70.9%		30	542.4	45.4	\$ 8,440.11	\$ 54,590,600	0.24	2.20	2.60		214.8	C			
		0.0%	0.0%	0.0%																		
MIDDLE SCHOOLS																						
CLOVERDALE	592	11.5%	103.5%	22.3%	881	66.9%	85.3%		5	52.9	2	\$ 11,220.40	\$ 6,642,477	0.71	2.00	1.00	Critical	157	F	Distressed		
DUNBAR	688	11.9%	82.7%	9.4%	565	77.5%	57.4%		4	60.13	1	\$ 9,588.67	\$ 6,597,006	0.13	2.00	3.00	Good	181	D	Focused		
FOREST HEIGHTS*	710	7.5%	69.6%	6.8%		91.0%			3	57	9	\$ 8,614.53	\$ 6,116,318	0.23	5.00	5.00	Fair	157	F			
HENDERSON	772	15.7%	84.1%	10.8%	1300	80.4%	93.8%		5	65.07	4	\$ 9,415.27	\$ 7,268,585	0.30	2.00	2.00	Poor	158	F	Distressed		
MABELVALE	638	12.9%	92.2%	13.9%	823	93.7%	88.9%		4	56.9	4	\$ 10,088.76	\$ 6,436,626	0.19	2.00	1.00	Fair	178	F	Focused		
MANN	815	9.3%	59.8%	15.5%		90.6%			4	63	8	\$ 8,563.56	\$ 6,979,298	0.14	3.00	3.00	Good	197	D			
PULASKI HEIGHTS	807	11.5%	48.3%	1.9%	868	94.1%	88.0%		5	61.6	3	\$ 8,350.21	\$ 6,738,622	0.43	3.00	2.00	Poor	205	D	Focused		
HAMILTON--		0.0%	0.0%	0.0%																		
ALT.AGENCIES--	15	0.0%	0.0%	0.0%																		
SUB TOTAL	5037	11.5%	82.0%	13.1%	4437	84.9%	82.7%		30	416.6	31	\$ 9,287.06	\$ 46,778,932	0.30	2.71	2.43		176.1	F			
		0.0%	0.0%	0.0%																		
		0.0%	0.0%	0.0%																		
ELEMENTARY																						
BALE	376	15.2%	79.8%	13.0%	621	77.0%	74.2%		1	26.8	9	\$ 8,047.74	\$ 3,025,950	0.35	2.00	2.00	Poor	228	C	Focused		2
BASELINE	302	14.6%	100.0%	48.7%	437	83.9%	91.1%		2	32.93	1	\$ 14,522.18	\$ 4,385,697	0.39	2.00	2.00	Poor	197	D	Distressed		1
BOOKER	475	14.3%	87.6%	15.8%		73.6%			2	39	6.94	\$ 8,599.09	\$ 4,084,570	0.14	2.00	1.00	Good	190	D			5
BRADY	447	8.9%	80.1%	9.4%	743	84.7%	81.9%		1	32	9	\$ 7,384.50	\$ 3,300,871	0.06	2.00	2.00	Good	240	B	Focused		
CARVER	322	15.2%	83.5%	8.1%		57.9%			1	29.93	7	\$ 9,781.70	\$ 3,149,709	0.26	3.00	1.00	Poor	277	A			3
CHICOT	784	8.3%	100.8%	24.5%	561	104.7%	32.5%		3	51.3	9	\$ 6,940.44	\$ 5,441,306	0.09	2.00	3.00	Good	188	D	Focused		2
DODD	359	7.5%	88.3%	30.6%	433	132.5%	77.4%		1	26.73	5	\$ 7,782.45	\$ 2,793,899	0.34	1.00	2.00	Poor	231	C			0
FAIR PARK	178	0.0%	39.3%	0.0%		58.6%			1	9	13	\$ 8,337.27	\$ 1,484,034	0.08	2.00	3.00	Poor					
FOREST PARK	440	5.0%	18.6%	4.5%	460	110.0%	95.0%		1	30.8	4	\$ 7,021.00	\$ 3,089,239	0.24	3.00	4.00	Poor	300	A			3
FRANKLIN	350	15.1%	94.9%	3.7%	483	65.8%	71.4%		1	28.24	8	\$ 9,968.60	\$ 3,489,009	0.13	2.00	2.00	Poor	213	C	Focused		3
FULBRIGHT	618	12.5%	35.0%	6.3%	610	109.4%	74.9%		2	40.9	16.87	\$ 7,182.25	\$ 4,438,630	0.45	2.00	3.00	Fair	231	C			2
GEYER SPRINGS	223	4.9%	111.2%	10.8%		62.3%			2	20.65	2	\$ 9,160.51	\$ 2,042,794	0.25	2.00	2.00	Poor	172	F			5
GIBBS	302	6.0%	46.4%	3.3%		64.0%			1	26.03	3	\$ 9,329.81	\$ 2,817,604	0.34	2.00	2.00	Poor	253	B			4
JEFFERSON	381	9.2%	31.5%	1.8%	359	80.9%	78.7%		1	29.7	7.87	\$ 8,955.87	\$ 3,412,185	0.34	2.00	2.00	Fair	266	B			2
KING	462	15.4%	97.6%	0.2%	422	64.6%	62.3%		2	34.4	8	\$ 9,054.18	\$ 4,183,031	0.12	4.00	2.00	Poor	183	D	Focused		2
MABELVALE	547	11.9%	90.9%	20.1%	618	123.5%	80.4%		2	34	8	\$ 7,101.66	\$ 3,884,609	0.60	2.00	2.00	Poor	236	C			1
MCDERMOTT	377	14.1%	94.2%	9.5%	501	83.2%	80.9%		1	29.1	5	\$ 8,811.18	\$ 3,321,816	0.19	2.00	2.00	Fair	197	D			4
MEADOWCLIFF	349	10.6%	96.0%	14.0%	454	97.5%	81.1%		1	25.6	5	\$ 7,613.02	\$ 2,656,945	0.28	2.00	2.00	Poor	197	D			3
OTTER CREEK	543	11.0%	83.4%	22.3%	679	101.1%	90.6%		2	33.4	9	\$ 6,806.70	\$ 3,696,038	0.35	3.00	4.00	Fair	236	C			0
PULASKI HEIGHTS	320	11.3%	59.4%	3.1%	407	91.4%	89.1%		1	22.5	3.73	\$ 8,093.38	\$ 2,589,880	0.14	2.00	1.00	Poor	211	C	Focused		3
ROBERTS	892	9.9%	26.1%	12.4%	997	99.7%	95.4%		3	58.93	15	\$ 6,888.07	\$ 6,144,156	0.17	5.00	5.00	Good	289	A			0
ROCKEFELLER	422	10.0%	84.4%	1.9%		87.7%			2	34.2	8	\$ 9,442.25	\$ 3,984,628	0.14	1.00	2.00	Good	186	D			5
ROMINE	316	22.2%	103.8%	14.2%	384	62.3%	72.5%		1	27.5	8.4	\$ 9,919.46	\$ 3,134,548	0.38	3.00	4.00	Poor	177	F			2
STEPHENS	365	13.4%	101.9%	2.2%	429	56.5%	78.6%		1	29.5	7	\$ 9,152.68	\$ 3,340,728	0.18	4.00	4.00	Fair	200	D			3
TERRY	466	11.6%	75.8%	11.8%	571	81.0%	75.5%	1.5	31	14.1		\$ 8,173.06	\$ 3,808,646	0.27	2.00	2.00	Poor	290	A			2
WAKEFIELD	590	6.1%	92.5%	27.1%	595	97.2%	80.0%		2	37	3.8	\$ 6,437.43	\$ 3,798,083	0.24	4.00	4.00	Fair	228	C	Focused		3
WASHINGTON	487	19.9%	90.3%	1.8%	598	58.3%	77.0%		2	41	13	\$ 9,904.53	\$ 4,823,504	0.27	4.00	1.00	Poor	201	D	Focused		3
WATSON	415	11.6%	88.7%	33.0%	914	70.2%	58.6%	1.5	30	7		\$ 7,791.58	\$ 3,233,504	0.47	3.00	2.00	Poor			Focused		1
WESTERN HILLS	270	15.9%	80.7%	11.1%	235	84.4%	55.6%		1	21.96	5	\$ 9,068.21	\$ 2,448,416	0.47	3.00	3.00	Poor	192	D	Focused		4
WILLIAMS	438	7.5%	40.9%	11.2%		74.9%			1	30.93	5.67	\$ 7,356.32	\$ 3,222,069	0.18	4.00	5.00	Fair	265	B			4
WILSON	345	19.7%	77.1%	16.5%	449	101.5%	71.0%		1	24.9	10	\$ 8,788.11	\$ 3,031,898	0.38	3.00	3.00	Poor	217	C	Focused		5
WOODRUFF	156	0.0%	76.3%	0.0%	156	97.5%	1.3%		1	9	13	\$ 7,442.74	\$ 1,161,067	0.35	3.00	1.00	Poor					
ALT.AGENCIES	7	0.0%	0.0%	0.0%																		
SUB TOTAL	13324	11.2%	76.8%	12.3%	13116	84.3%	73.1%		47	978.93	250.38	\$ 8,464.31	\$ 109,419,063	0.27	2.59	2.50		223.8	C			
		0.0%	0.0%	0.0%																		
Students w/out Attendance Zone		0.0%	0.0%	0.0%	945																	
GRAND TOTAL	24829	11.3%	75.4%	11.9%	24889	83.0%	75.5%		77	1372.53	115.37	\$ 8,464.31	\$ 109,419,063	0.27	2.67	2.45	Fair					

Critical
Poor
Fair
Good

May 12, 2016

From: Joy Springer
Re: Facilities Report

Here are my comments regarding the report:

- 1) I have not seen sufficient evidence to show that the LRSD cannot support 48 facilities;
- 2) Agree that the District should carefully examine and properly plan for its facilities and utilize objective, nondiscriminatory criteria in doing so;
- 3) Agree that the District should include the community, in particular parents, whose children attend the schools being targeted, in making these type of decisions;
- 4) Agree that there is a need for new facilities in the district, especially those schools located southwest of the district, particularly, Cloverdale and McClellan;
- 5) Not aware of the findings of the facilities subcommittee and their charge; how does it become a part of this report? What about the budget committee findings as well?;
- 6) Do not agree that 1) facility capacity and 2) one mile radius should be guiding criteria utilized by the District or any one for determining closure and/or consolidation of schools¹;
- 7) The District failed to look at the big picture or it has not shared, at least during the meetings where I have been in attendance and I have only missed one (April 2016), other cost savings measures that don't effect students and neighborhoods. Several examples: why would the District continue to spend millions of dollars on programs that have not been effective in addressing student achievement and millions of dollars on reports stating that programs are not being implemented with fidelity. This has been communicated to the District years ago, yet the District continues to spend millions on these efforts with no new findings –millions of dollars not being used wisely. Continued waste of millions of dollars that could be used to keep a school open that has 300 students or less where the school has shown growth in literacy and math skills. Another example, administrative costs need to be addressed. Why would the District spend over \$100,000 a year for another superintendent position (assistant to the superintendent) when it already has a deputy superintendent, superintendent for accountability, chief academic officer (another name for superintendent) superintendent for secondary schools, superintendent for elementary schools, and the list goes on... The costs associated one of the positions could keep one of those achieving, one mile radius elementary school open and running;

¹ . There have been no **benefit cost analysis** shared with this committee to demonstrate that schools with smaller populations and within one mile radius of each are not cost justified. Data show just the opposite. Those schools have more than 50% of its students who are proficient in reading and math. In addition, those schools help to make the community where they are located more viable. The District cannot and should not be allowed to continue discriminating against the students and patrons of Zone 1 by closing its schools.

- 8) Feedback from patrons during the community forums regarding facilities has not been shared and are not a part of their report;
- 9) Need feedback from the LRSD budget committee that was convened to address cost savings measures for the district that don't directly impact students and communities; and
- 10) It appears that the committee is being rushed to come up with a report when it is obvious that additional data needs to be discussed and reviewed. **An example would be the manpower reports for every school in the district.**

I emphasize that 1) facility capacity and 2) one mile radius should not be guiding criteria utilized by the District or any one for determining closure and/or consolidation of schools.

I believe that these criteria are discriminatory.

To: State Board of Education

From: Committee on Pulaski County School District Boundaries (Jay Barth, chair;
Kim Davis, Sam Ledbetter, and Diane Zook)

At its special meeting on 28 January 2015, the State Board of Education (SBE) established a committee “charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015 regularly scheduled meeting.” This represents that report.

Since January, the committee held a series of five meetings during which it examined demographic and tax data across the county, heard from the superintendents of the four school districts presently operating in the county, and heard public comments from numerous individuals and entities with ties to the communities of interest in the county. (See attached committee meeting minutes.) As a result of this work, the committee has come to understand the complexity of issues surrounding the school district lines within Pulaski County.

At the outset, it should be recognized that the State Board of Education’s powers related to any alteration of the Pulaski County Special School District (PCSSD) boundaries are sharply limited at present by a series of federal court actions dating back to the 1989 federal court settlement agreement. As reiterated by rulings by the federal court in 2003 and 2014, the State Board of Education may not alter the district lines of the PCSSD until that district is declared unitary by the federal court. Indeed, under the 2014 settlement agreement/consent judgment, “[t]he State will oppose the creation of any other school districts from PCSSD’s territory is declared fully unitary and is released from court supervision.” That said, as the PCSSD remains in state control because of fiscal distress, the statutory requirements that “the state board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within five (5) consecutive school years of classification of fiscal distress status” (Ark. Code Ann. § 6-20-1908) may come into conflict with these previous agreements if the PCSSD remains in fiscal distress at the end of a five-year period. This report recognizes that federal court orders take precedence over state laws.

The committee strongly believes that the healthiest school districts are those where communities of interest (identified by municipal boundaries, among other factors) are in synchronicity with school district boundaries. That said, it is crucial that any district have the necessary tax base to appropriately serve its student population. Finally, district lines cannot be used to create racially identifiable school districts.

Driven by these principles and based on our study, at the point at which the PCSSD is declared unitary, we believe that the process through which these alterations to districts lines in Pulaski County should be considered by the SBE:

- A) South of the Arkansas River: The division of the city of Little Rock into two different school districts has undermined the health of the LRSD across recent years. Therefore, the LRSD and the city of Little Rock's boundaries should be brought together. However, once the western portion of the city of Little Rock was brought into the LRSD, a limited tax base would exist in the remainder of the PCSSD area south of the Arkansas River. Therefore, it is our sense that a single school district south of the River (perhaps named Little Rock-South Pulaski School District) be created to create cohesion and to enhance efficiency in educational offerings.
- B) Saline County Portions of PCSSD: Most of the students living in the municipality of Shannon Hills, in Saline County, attend the Bryant School District, but a handful of students in Shannon Hills live within the PCSSD and attend PCSSD schools. The committee was convinced that in the interest of maintaining community cohesion in Shannon Hills, it makes sense that that portion of Saline County, presently a part of PCSSD, be shifted to the Bryant School District. A second small portion of Saline County to the southwest (See attached map.) is also in PCSSD and, for consistency's sake, we believe that area should also be shifted to the adjoining Bryant School District.
- C) North of the Arkansas River: In addition to Jacksonville, three other identifiable communities exist north of the Arkansas River in the county (North Little Rock, Sherwood, and Maumelle). Large chunks of the municipality of North Little Rock are outside of the NLRSD and the value of creating coterminous lines between the city and NLRSD is compelling. In addition, with the Jacksonville-North Pulaski District as a precedent, the cities of Sherwood and Maumelle have established a case for separate school districts including those communities and surrounding areas. When unitary status is achieved for PCSSD, reconfiguration of the boundaries could begin as outlined in Ark. Code Ann. § 6-13-1414. Additionally, provided that a potential new district meets the eligibility criteria outlined in Ark. Code Ann. § 6-13-1501 et. seq., a detachment process could begin with negotiations among North Little Rock, Maumelle, and Sherwood to ascertain the most appropriate division of the portions of PCSSD north of the Arkansas River. In this work, of course, showing full respect for Ark. Code Ann. § 6-13-1414(f) and 6-13-1504 is vital so that racially identifiable district(s) are not created through this process. As the case of Jacksonville-North Pulaski has shown the detachment process is complicated both in design and in implementation, but there is strong

value in the development of four identifiable districts with cities as hubs north of the River.

- D) Scott Community: The Scott community, which is not a municipality, straddles the Pulaski and Lonoke County lines. Students in the community are split into separate school districts. Thus, while similar to the Shannon Hills case, it is different because it is not fully within one county. Based on the public comments we received, we believe that a new border should be created with areas south of Upper Steel Bend Road and south of Lower Steel Bend Road moved to the England School District in Lonoke County to maintain that community of interest while also reducing travel time for students. (See attached map.)

Finally, the recently created Jacksonville-North Pulaski School District should be allowed to operate in accordance with the district lines created as a result of the detachment approved by the SBE in 2014.

In addition, particularly if more districts are created in the county, it is clear to the committee that education in Pulaski County could be made more efficient through the utilization of an Education Service Cooperative to provide certain services across the districts of the county and through other inter-district agreements on the provision of services (e.g. transportation).

The committee asks that the SBE accept this report and endorse this approach to school district lines within Pulaski County at the point, if and when the SBE's powers over district lines in Pulaski County are restored.

+++

Mr. Ledbetter submitted the following statement:

Supplemental Statement on the Pulaski County Boundary Committee Report

Regarding the statement in our report about "healthiest schools" and "communities of interest," it is often suggested that an attribute of successful schools (but not necessarily successful school districts) is having attendance zones that reflect communities of interest. Certainly this seems to foster community involvement in individual schools. However, the suggestion that creating a school district that encompasses the entire geographic area of Pulaski County south of the Arkansas River (except for a portion of Shannon Hills) will result in "communities of interest in synchronicity with school district boundaries" strikes me as being questionable. There are many diverse communities south of the river (e.g. Chenal Valley vs. Wrightsville).

Furthermore, dividing the county into four districts north of the river and a single district south of river (resulting in a net gain of one new district) is not compatible with the concept of having 1) more efficiencies in shared services (transportation, food services, building services, technology, etc.); 2) equality in funding (property values will vary widely between wealthy areas like downtown, western suburbs, and shopping malls vs. areas that are depressed -- resulting in winners vs. losers); and 3) diversity among students and faculty. On this point, I am concerned that this proposal has the potential to concentrate kids, particularly those in the district south of the river, into pockets of poverty and further exacerbate segregation along racial lines.

We have learned from our experience with the detachment of the Jacksonville/North Pulaski School District that creating new districts from the Pulaski County Special School District (PCSSD) is very complex. Issues relating to division of assets, debt and personnel have been very challenging. The statute that deals with detachment may need to be revised in light of this experience.

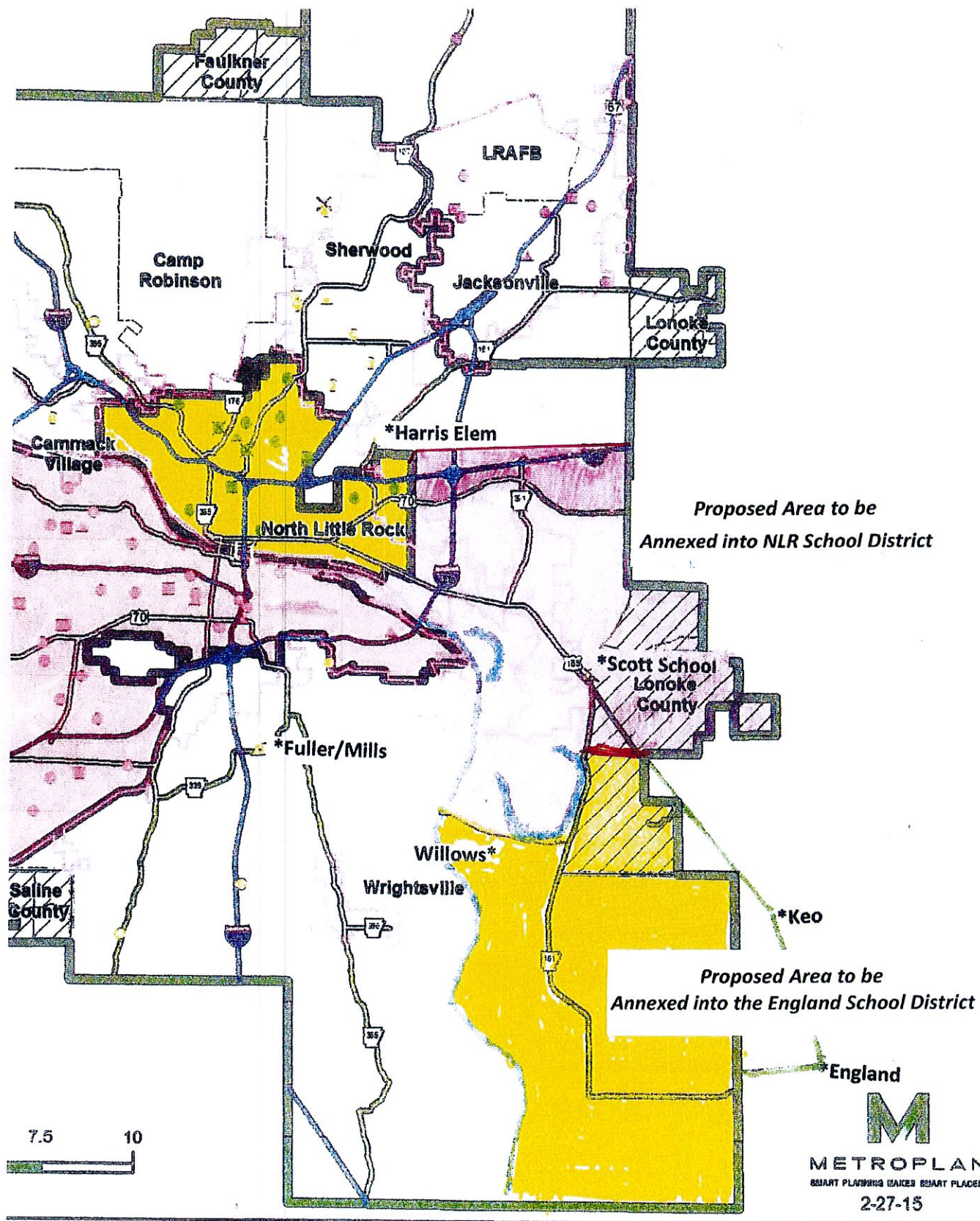
Finally, we are just a year or two removed from the desegregation litigation, and the PCSSD is still under federal court supervision. There may be value in giving our existing schools and the kids in those schools an opportunity to succeed outside of the interference that litigation has represented. The SBE should consider giving these schools some breathing room and carefully consider any changes that run the risk of returning these schools to the historic patterns that got them into court some 35 years ago.

These are my concerns after reflecting on the proposal that we are presenting to the Board today. While I concur in the report and recommendation of the Pulaski County Boundary Committee, I am offering these additional concerns and observations for the record to be considered for any future actions.

*On June 11, 2015, the State Board of Education approved the above report including the supplemental statement. This document is submitted as the **Pulaski County Boundaries Study Report.***

PULASKI COUNTY SCHOOLS DISTRICTS AND SCHOOL ENROLLMENT

This map displays the school districts and enrollment for Pulaski County, Missouri. The map is color-coded by district: USD High School (red), NLRSD High School (green), PCSSD High School (yellow), JNPSD High School (purple), USD Middle School (blue), NLRSD Middle School (light blue), PCSSD Middle School (light green), JNPSD Middle School (light purple), USD Elementary School (orange), NLRSD Elementary School (light orange), PCSSD Elementary School (light yellow), and JNPSD Elementary School (light blue). The map also shows major highways (Interstates 44, 49, 55, 70, 76, 90, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000). The map also shows major highways (Interstates 44, 49, 55, 70, 76, 90, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728,





LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

June 14, 2016

To the Little Rock Area Public Education Stakeholder Group

Ladies and Gentlemen:

I look forward to speaking with you on June 29, 2016, about the issues which are posed in the invitation which was extended to me. In advance of our discussion I would like to provide you with some of the information which was presented to the Arkansas State Board of Education on March 31, 2016, as a part of the proceedings which resulted in the expansions of eStem and LISA. My cover memorandum entitled "Little Rock School District Data Submission and Discussion" outlines many of the concerns which remain today.

My request on March 31, 2016 was that the State Board study these major issues prior to considering the charter expansions. The board approved the expansions. These expansions will create within your study area two large charter school districts. When eStem's expansion is complete it will be within the top fifteen or so school districts in Arkansas. Both of these schools, and their expansions, were approved in furtherance of a policy of "competition and choice."

By approving these charter expansions, the state has authorized the construction of two new public school building projects at a time when LRSD has excess capacity in many areas, and shortages in others.

The Commissioner of Education gave Little Rock Preparatory Academy ("LRPA") a waiver of the charter rules to allow it to file a request to relocate after the filing deadline had passed. Construction on the relocation project was initiated prior to any state approval to move. The Charter Authorizing Panel approved the move. The issue will be before the State Board on July 14, 2016.

This stakeholder group was authorized by State Board action on April 14, 2016. The minutes of the meeting reflect that the aim of the group is to "identify opportunities for collaboration and coordination among charter schools and traditional schools." Sometime between March 31, 2016, and April 14, 2016, the state board made a policy lurch from "competition and choice" to "collaboration and coordination." This lurch was made too late, and after the big decisions about expanding charter districts have already been made.

The new LRPA, eStem and LISA projects require the charters in question to spend something more than \$2,000,000 in public funds per year in rent payments to non-public entities. The lessors receiving public monies from eStem and LRPA are not fully disclosed. Assuming these leases have fair market returns, these large public investments represent a present value of something in the order of \$25 to \$30 million in new capital investment for public schools within the boundaries of the LRSD.

It would be helpful to the public's understanding of the recent charter expansions, and your work, if the persons involved in these public school transactions (including all lease transactions) were disclosed. It would also be appropriate, because public monies are being expended, if these transactions were reviewed to be sure that the transactions are fair and in the public interest from a financial point of view. These issues need to be examined, regardless of the future growth of charter schools and regardless of any plans for collaboration. Traditional public schools utilize a bidding process when financing school construction. If collaboration is to occur, these conflicting methods of school finance need to be reconciled.

The State Board decision on LRPA will be worthy of your scrutiny, and perhaps you should advise the State Board of your thoughts on this. If the LRPA relocation is approved, the possible impact of this group will be lessened even further.

Finally, I encourage you to refrain from a detailed analysis of specific potential collaborations until this group, the commissioner, the governor and the State Board of Education have clearly articulated the policies which drive their decisions. "Competition and choice" were used as justifications for the recent decisions which preempted much of your work. The major decisions in favor of charter school expansion have already been made. The idea of a committee to provide advice about "collaboration and coordination" to a changing State Board of Education, after the major decisions have been made, requires frank and honest explanation.

Sincerely,



Baker Kurrus

LRSD EXHIBITS

1 – LRSD Response to ADE Board Questions

Ex. A – Charter Schools in Pulaski County

Ex. B – Affluence Rank and Academic Rank, Elementary Schools

Ex. C – FY16 Districts Enrollment By Race – LRSD, LISA, eStem

Ex. C1, C2, C3 – Special Education Annual Performance Report, Data on Least Restrictive Environment

Ex. D. – Former LRSD Students Lost to eStem and LISA

Ex. E – Comparison of Middle Schools

Ex. F – LRSD Dyslexia Programs

Ex. G – City Census Change in Zone 1, 2000-2015 (Metroplan)

Ex. H – LRSD Board Election Zone Map

Ex. I – Excess LRSD School Seats in Zone 1

Ex. J – LRSD Elementary School Zones, 1 Mile Radii

Ex. K – Potential Impact of Charter Expansions on LRSD

Ex. L – LRSD Per-Pupil Expenditures

Ex. M – LRSD Students Not Retained (All Students Who Left LRSD)

Ex. N – Vacant LRSD Seats in Proposed Charter Expansion Areas

Ex. O – Teacher Sick Days

Ex. P – LRSD Response to Intervention Programs

Ex. Q1, Q2, Q3 – Student Supports/Tutoring – Elementary, Middle, and High

Ex. R – LRSD 2016 Secondary Summer Programs

Ex. S – LRSD 2016 Elementary Summer Programs

Ex. T – LRSD Alternative Learning Environment Referrals

Ex. U – LRSD Students Lost to Private/Homeschool

Ex. V – LRSD Graduation Rate

Ex. W – Vacant LRSD Seats by Zip Code

Ex. X – Former LRSD Students who Left for LISA/eStem and Returned to LRSD by Race

LITTLE ROCK SCHOOL DISTRICT

DATA SUBMISSION AND DISCUSSION

COVENANT KEEPERS, ESTEM AND LISA

The decisions of the Board of Education with respect to Covenant Keepers, LISA and eStem will shape the future of education in Little Rock for decades. This submission includes a discussion of the pending matters relating to those institutions, and includes a great deal of information requested by members of the board of education. Much of the information requested is referenced directly throughout the body of this submission. The balance of the information (Exhibits L through X) is appended to this report.

INTRODUCTION.

The City of Little Rock is now served by twenty-one charter schools and two traditional public school districts (Exhibit A). Thirteen charters are located within the geographic boundaries of LRSD, and six more letters of intent have been submitted by organizations wishing to start charters in LRSD. eStem and LISA are relatively large school districts already, and are seeking to grow into some of the very largest districts in the state. If the expansions of eStem and LISA are approved, approximately 9,366 students will be enrolled in Pulaski County charter schools.

Covenant Keepers primarily serves minority students who qualify for free or reduced price meals. The school faces a number of challenges.

Little Rock School District ("LRSD") has some of the highest and lowest performing schools in the state. LRSD has a large number of older, serviceable facilities which merit consideration for change. If larger and larger public school districts such as LISA and eStem are going to be constructing facilities with public money, the educational landscape in the city of Little Rock changes. The ability of the LRSD to consider a millage increase also changes dramatically. Comprehensive planning is needed. Otherwise, the public education system in Little Rock will be haphazard, inefficient, and ineffective. In order to provide a unitary, efficient and effective public system, the prudent approach at this time is to initiate a planning process that will ensure that all public school students are served effectively. This could be transformational for our city and our state. Most importantly, this will be transformational for the students of greatest need who depend upon the public system.

LRSD, eStem and LISA SERVE AFFLUENT STUDENTS WELL.

The chart attached as Exhibit B reflects that LRSD, eStem and LISA serve affluent students well. The table attached as Exhibit C reflects that eStem and LISA enroll higher numbers of affluent students than does LRSD. eStem and LISA elementaries would be the fourth and fifth most affluent schools in LRSD, ranking just ahead of Fulbright Elementary in Pleasant Valley. The results at all of the listed schools tend to correlate to income, which is a proxy for residential stability, health, wellness, parental educational attainment, reliable transportation and student supplemental supports.

The information in Exhibit D shows that on average from FY2009-2015 about 81.9% of the former LRSD students enrolled by eStem and LISA were proficient and advanced in literacy, and 77.2% were proficient and advanced in math when they arrived at the charter school. Over the same comparison time period, LRSD students averaged 60.1% proficient and advanced in literacy and 58.0% proficient and advanced in math. Although eStem and LISA are “open enrollment” charters, the simple fact is that they do not enroll as many students who are academically challenged as does Covenant Keepers or LRSD.

The data which is provided with this report shows that LISA and eStem are solid performers, but not exemplary when the demographics of their students are considered. Covenant Keepers is an open enrollment public charter school with demographics which are dissimilar to the eStem and LISA districts. An awareness of these demographic differences, and the relationships of these demographics to those of LRSD, are critical to the determination of what is best for public education in Little Rock at this juncture.

In all three comparative cases, LRSD actually has similar or more positive performance when affluence is considered.

It is instructive to note that most public charter performance is correlated to the affluence of the students enrolled. Exhibit E shows the poverty rates and PARCC scores for five middle schools, including three from LRSD. Quest Middle School in west Little Rock has a poverty rate much different from Quest Middle School in Pine Bluff. Assuming the schools are generally equivalent, the disparity in results is notable.

STUDENTS IN POVERTY, ENGLISH LANGUAGE LEARNERS AND DISABLED STUDENTS ARE MORE LIKELY TO BE IN LRSD THAN IN ESTEM AND LISA.

The table attached as Exhibit C shows that LISA and eStem enroll a disproportionately low number of poor students, students who are limited in English proficiency and disabled students. eStem and LISA enroll no disabled students who require intense services in specialized classrooms. Most of the special education students on their rolls are able to spend most of their time in a regular classroom. The statistics with respect to disability include information taken from the Arkansas Special Education District Annual Performance Reports filed by each school. The most recent reports for each school district are attached as Exhibits C-1, C-2 and C-3. These reports show that the special education students in LRSD have much greater levels of disability.

LRSD serves a great many students who have markers of dyslexia. Although the ADE did not request dyslexia information from eStem, LISA and Covenant Keepers, the information is certainly available to ADE upon request. A report on LRSD’s dyslexia identification and intervention program is attached as Exhibit F. The Bureau of Legislative Research is conducting a study of the other public schools in Arkansas with respect to their efforts in this area.

FINANCIAL CONSIDERATIONS.

eStem has asked to expand by building two new facilities east of I-30, in the area of the Clinton Library and Heifer Project International. This part of Little Rock is not growing in residential population, as shown by Exhibit G.

If the planned enrollment caps are raised, charter schools which operate in the geographic boundaries of LRSD will educate about 6,700 students. Another 2,500 public school students will be educated in other charter public schools located in Pulaski County. About 62% of all Arkansas charter students (exclusive of the virtual schools) would be in Pulaski County if the expansions are approved.

Exhibit H is a map of the Little Rock School Board zones. Zone 1 encompasses the area of the proposed eStem schools. Little Rock has ten traditional schools in this area, one career/technical center, and a pre-kindergarten center. These schools have about 7,645 total seats (Exhibit I). There are about 3,119 children ages 5-17 who live in this zone, and the school-aged population in this area has declined by about 39% from 2000 to 2015. (See Exhibit G). Even though LRSD buses students from other areas to fill the seats, LRSD still has about 1,000 vacant seats in the area.

eStem proposes to spend over \$1.5 million per year in public money to build new schools in an area that already has far too many seats to serve the students who live in the area. Although the details of the investment (building costs, lease capitalization rate, financing and investor rate of return) are apparently not public, this would appear to be an unnecessary use of public money. There simply is no need for another public school building in the area.

LISA has identified an office building in a commercial area of west Little Rock for its school site. The site would not be suitable or allowable as an elementary school under current state standards, and it is not located in an area where underserved children could reach the school by walking. The site is going to be leased at a cost of \$396,572.00 per year.

LRSD certainly stands to lose funding if the other public charter districts grow within LRSD's boundaries. The funding dollars are actually transfers from LRSD to the charter districts. The state does not have any net cost to fund charter schools. The "host" districts actually fund the charter schools based on the students drawn from those districts. LRSD funding transfers were determined using historical data with respect to eStem. The LRSD student losses and the resultant financial impacts are estimated from the reports furnished to Little Rock School District ("LRSD") from the Commissioner of Education and from the data analysis LRSD performed. Pulaski County Special School District and North Little Rock School District will also fund these charter expansions, based on students from those districts which attend the expanded charter districts.

For example, if LISA enrolls 306 additional students from LRSD, as the ADE predicts, the gross funding transfer from LRSD to LISA would be approximately \$2,014,704 based on the 2015-2016 per-student foundation funding amount. LRSD would gain a small amount, on a per student basis, from its excess millage collections, but some of the excess is committed to debt service funding and other fixed costs.

If eStem adds 2,382 students, and if about 40% of the new eStem students come from LRSD, the funding transfer from LRSD to eStem would be in the range of \$6.3 million per year.

These funding transfer figures are approximations, and ADE can perhaps confirm these hurried calculations. The additional monies transferred would depend on the number of lost students who qualify for various types of categorical funding (alternative learning environment students, special education students, English language learners, and national school lunch students).

LRSD would receive supplemental funding for declining enrollment, and eStem and LISA would presumably receive supplemental funding for growth. Some of LRSD's total enrollment loss may also be offset by enrollment gains at other locations, such as the new west Little Rock middle school.

The financial questions are not, in the longer term, answered by the amount of LRSD's revenue transfers or losses. The primary questions relate to system efficiency, facilities utilization and construction, performance, and fairness under the unitary status rules. In the longer term, these are the considerations that are paramount. In the shorter term, the funding losses are real, and the drastic measures required will be painful and damaging without time to plan for them.

The real and immediate problem is that LRSD must still educate the students that remain, and these students will be more needy, as a percentage of the whole, than before the eStem and LISA expansions. LRSD's fixed costs do not go down immediately when students leave from multiple schools. For example, if a school district loses one thousand students from forty or more locations, the loss at any school would be, on average twenty-five students. If these students come from each grade, the loss per grade would only be four or five students per grade. Classes cannot be eliminated, and in the short run the same personnel are still needed. The costs of operation only go down if and when schools are consolidated. (The analysis is similar to a load analysis done by an airline. It costs almost as much to operate the airline, regardless of whether the planes are full or only half-full.) In LRSD's case, the district is already facing the prospect of many empty seats in certain areas. (Much of the problem was not due to charters, but stems from the construction of inter-district magnet schools which no longer are enrolling students from other districts. LRSD had more of these seats than PCCSD and NLR. For example, Washington Elementary has a capacity of 964 seats, many of which were formerly filled by students from other districts. Now the school has 442 vacant seats. These fixed costs can be driven down over time, but the cost to LRSD is enormous. Closing any school fuels the perception that LRSD is failing. This can be the largest and most damaging cost of all. The need to become more efficient and effective is real and immediate already in LRSD. These expansions compound the problem, and increase the potential for damage faced by LRSD as it reinvents itself.

The students who exit are more likely to be higher achievers. This compounds LRSD's academic distress problems. The characterization of LRSD as distressed causes additional direct costs for school improvement specialists, and fuels a downward spiral in enrollment that further reduces revenue.

LRSD is already facing the challenge of cutting over \$37 million from its budget. The requirement to cut another \$8 million or more is daunting. Some costs simply cannot be cut, such as the costs of servicing the LRSD's \$188 million in bonded indebtedness. Other costs for excess facilities are being reviewed and considered by the Civic Advisory Committee appointed by this board. The committee recently completed a series of community meetings dealing with a variety of subjects, including facilities. A report on these issues is expected very soon. Upon receipt of that report, a plan will be formulated.

OPERATING MULTIPLE SYSTEMS OF PUBLIC EDUCATION IN THE SAME GEOGRAPHIC AREA IS INEFFICIENT.

The policy question at the center of this matter relates to the obligation of the State of Arkansas to provide alternative public school districts like LISA, eStem and Covenant Keepers for public school students. The charter statutes do not describe the creation of large, alternative school districts. The statutes describe charter schools as being independent from "the existing structure of local school districts..." Ark. Code Ann. §6-23-102. These new schools requested by LISA and eStem are not independent, but are actually part of charter districts that are larger than about three-fourths of the other public school districts in Arkansas. When the provisions of the charter authorizing statute are read comprehensively, it is clear that the law was passed to create innovative schools that would employ non-traditional teaching methods at stand-alone sites in an effort to provide new choices for parents, new professional opportunities for teachers, and "learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving..." The schools were supposed to allow teachers to be responsible "for the learning program at the *school site* (emphasis supplied)".

The current expansions of the eStem and LISA charter districts do not address these considerations. To the contrary, the idea of large, corporate-style public school districts created on top of traditional districts is contrary to the purposes and intent outlined in the charter statute. All of the site-based management concepts described in the law are contradicted by the notion of large, centrally-managed charter districts.

eStem's expansion application describes new real estate investments for public charter schools which will cost about \$2,021,572 per year for thirty years or so. The ownership of the lessor is not disclosed. The rates of return used to calculate the lease payments are also not disclosed. The bulk of these new investments will be made on expensive real estate in a part of town with declining student numbers (39% decline in the last 15 years). This same area already has five elementary schools within a range of 1.5 miles. See map attached as Ex. J. As previously stated, these existing elementary schools have thousands of vacant seats. See Ex. I. This does not appear to be a wise expenditure of public funds.

Perhaps this level of spending and duplication would be merited if the academic performance at public charters was compelling, but that is simply not the case. The results simply do not bear out the necessity, especially without some planning about how to use the duplicate facilities which exist now.

Comprehensive planning is necessary to provide public education services to the students who reside in LRSD.

ANY GOVERNMENT ACTION WHICH TENDS TO ISOLATE POVERTY STUDENTS, ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES SHOULD BE CAREFULLY CONSIDERED.

Unless the charter districts change the way they enroll students, their proposed expansions will tend to increase the percentage of students of poverty, non-English speakers and special education students in LRSD and the other public schools which serve the same areas. Attached as Exhibit K is a chart which shows the percentages of poverty students, English language learners, and disabled students who currently attend LRSD, LISA and eStem. The chart also reflects the anticipated changes in these student groups if current enrollment trends are continued. Any state action which tends to create dual public systems of education is a very troubling matter. If a public system (or in this case two public systems) exists for higher income students, students who speak English as their primary language, and students who are not disabled, the community will not be well-served. The documents attached as Exhibits C and D reflect that LISA and eStem enroll students who are less poor, and who are more likely to speak English fluently. The LISA and eStem students are less likely to be disabled, and the ones who are covered by special education classifications are less impacted than the students in LRSD (Exhibits C1, C2, C3). It must also be noted here again that, when these demographics are taken into consideration, the performances of LISA and eStem are not exceptional. When they and Covenant Keepers are measured against LRSD schools with similar demographics, the LRSD schools perform as well or better.

The fact that some persons wish to enroll in public schools with these demographics does not impose upon the state any obligation to provide dual systems of public education. The better question is whether the persons on waiting lists are failing in the current system, and whether the proposed expansions will change outcomes. Are the charter public alternatives providing better educational opportunities, or simply providing different environments?

An analysis needs to be done to determine if there are there large numbers of students who are failing in North Little Rock School District, Pulaski County School District and LRSD who would succeed if enrolled in Covenant Keepers, LISA, and eStem. If so, the practices in those charter environments need to be transferred to the other public schools. Thus far, the available data does not show that the higher performing charter schools are employing practices which materially change projected outcomes. The raw data from all of the public schools, including the failed and failing charters, shows that disproportionate numbers of low income students, non-English speakers and students with disabilities correlate to lower levels of average achievement in schools where these students are enrolled. LRSD confronts this issue daily, and it is a challenge. Nothing should be done to make that challenging task more difficult.

WHAT SHOULD BE DONE AT THIS TIME?

These proceedings demonstrate the need for a thoughtful, comprehensive and data-driven analysis by ADE. The result of that analysis may be that the current course of action is validated. On the other hand, partnerships and other collaborations may emerge. A plan of action to deal with complex situations almost always results in better outcomes. At this time, there is no such plan.

The costs and risks of enlarging alternative school districts like eStem and LISA are real. LRSD is in a delicate position, with major changes in the works. LRSD is building its first new middle school since the 1950's. Yesterday LRSD held one of the most exciting planning meetings in its history with the architects and planners for the new southwest Little Rock High School. These two projects will cost over \$100 million in public money. These projects were planned and approved in advance.

LRSD will certainly find it much more challenging to exit academic distress if proficient and advanced students migrate to the other public systems. The waiting lists that exist for these schools demonstrate that some public school patrons would like to attend these two schools. The same could be said for many of the public schools in LRSD, NLR and PCSSD. There is ample research which shows that students of differing levels of achievement who are blended in schools tend to have higher levels of achievement. If this is true, then isolating failing public school students would not be a preferred public policy. There may be solutions to these issues if the public schools operating in the city are encouraged to coordinate their efforts, or at least discuss their plans.

Covenant Keepers, LISA, eStem and LRSD need to be evaluated, with a view toward the future of each public institution. The evaluations should include demographic factors. Do the schools improve outcomes for students? Do the schools provide some students with public alternatives that may provide benefits or convenience to constituent groups, but little tangible benefits to students and the community at large? Even if some benefits do exist, how are these benefits weighed against the costs and risks of the multiple systems which have arisen without any collaborative planning? Is the State of Arkansas obligated to provide multiple general public systems of education, and can it afford to do so?

The charter authorizing statute gives preference to granting a charter in a district with higher than average poverty. Such preference would make no sense unless the proposed charter serves enough poverty students to lower the percentage of students of poverty in the host district. These applications do the opposite. The charter authorizing statutes give preference to an application for a charter which will operate in a district in academic distress. Such a preference would make no sense whatsoever unless the charter school in question serves low-achieving students in numbers sufficient to improve academic achievement averages in the host district. Otherwise the granting of the charter only increases the poverty in the host district, and pushes the host district deeper into academic distress. Granting the eStem and LISA applications as filed would increase the poverty percentage in LRSD, and push LRSD deeper into academic distress.

LRSD has made a lot of progress since it was placed under state control. Two new facilities are in the works, each in an area of great need, and without any tax increase. The district's operations are now much more efficient and effective by almost any measure, and the benefits of these efficiencies are expected to be realized in the future. Quantum leaps in achievement will probably not be immediate, but clearly there is progress. The first high-stakes tests will begin on April 11. The first results will not be known until sometime this summer.

The Constitution of the State of Arkansas requires that the state maintain a general, suitable and efficient system of free public schools. Efficiency is not an accident. In order to have an efficient system, planning needs to occur. Some measure of thoughtful, factual deliberation needs to occur, so that the unitary system which results will serve all students well. Little Rock needs only one public system. It can be made up of many constituent parts, including charter schools and traditional schools, but the parts need to work together and not at cross-purposes.

Stanford University's Hoover Institution publishes Education Next. The Winter 2015 edition contains a lengthy article about Detroit's complex system of charter and traditional schools. Detroit now has about 109 public charter schools which serve almost as many students as the traditional public schools. After examining the situation in Detroit in detail, the Center on Reinventing Public Education stated, "Detroit needs a plan. Detroit is a powerful illustration of what happens when no one takes responsibility for the entire system of publicly supported schools in a city." The authors went on to conclude that Detroit will need strong civic leadership, a plan for investment and action, and creative problem solving.

The City of Little Rock needs a plan for education that is thoughtful, thorough and comprehensive. ADE is uniquely positioned to lead the effort to craft such a plan.

EXHIBIT A**Enrollment Count by Charter School (2015-2016)**

Charter School Location Key:	
Little Rock School District zone	
Pulaski County	
State (Outside of Pulaski Cty.)	

	ID	Location Description	Total Enrollment	Proposed Enrollment
1	6044702	COVENANT KEEPERS CHARTER	171	
2	6047701	ESTEM ELEMENTARY SCHOOL	490	
3	6047703	ESTEM HIGH CHARTER	499	
4	6047702	ESTEM MIDDLE SCHOOL	473	
5	6055702	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	233	
6	6041702	LISA ACADEMY	484	
7	6041703	LISA ACADEMY HIGH	341	
8	6049701	LITTLE ROCK PREP ACADEMY ELEMENTARY	312	
9	6049702	LITTLE ROCK PREP ACADEMY	118	
10	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	116	
11	6054703	QUEST MIDDLE SCHOOL OF LITTLE ROCK	231	
12	6057701	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	111	
13	6052703	SIATECH HIGH CHARTER	166	
		Total Charter Enrollment in LRSD zone	3,745	6,702
14	6056701	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	297	
15	6050703	JACKSONVILLE LIGHTHOUSE COLLEGE PREP ACADEMY HIGH	425	
16	6050701	JACKSONVILLE LIGHTHOUSE ELEMENTARY	389	
18	6041701	LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL	356	
19	6041706	LISA ACADEMY NORTH HIGH CHARTER SCHOOL	118	
20	6041705	LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL	226	
21	6040702	MAUMELLE CHARTER ELEMENTARY	493	
22	6040703	MAUMELLE CHARTER HIGH SCHOOL	360	
		Total Charter Enrollment in Pulaski County (Incl. LRSD zone)	6,409	9,366
23	0440701	ARKANSAS ARTS ACADEMY ELEMENTARY/MIDDLE SCHOOL	532	
24	0440703	ARKANSAS ARTS ACADEMY HIGH SCHOOL	242	
25	6043703	ARKANSAS VIRTUAL ACADEMY HIGH SCHOOL	336	
26	6043701	ARK VIRTUAL ACADEMY ELEMENTARY	846	
27	6043702	ARK VIRTUAL ACADEMY MIDDLE SCHOOL	630	
28	7240703	HAAS HALL ACADEMY	352	
29	0443703	HAAS HALL ACADEMY BENTONVILLE	295	
30	3840701	IMBODEN AREA CHARTER SCHOOL	44	
31	5440706	KIPP BLYTHEVILLE COLLEGIATE HIGH SCHOOL	121	
32	5440701	KIPP DELTA ELEM LITERACY ACADEMY	393	
33	5440705	KIPP: BLYTHEVILLE COLLEGE PREP	259	
34	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	310	
35	5440703	KIPP:DELTA COLLEGIATE HIGH SCHOOL	256	
36	0442702	NORTHWEST ARKANSAS CLASSICAL ACADEMY	497	
37	0442703	NORTHWEST ARKANSAS CLASSICAL ACADEMY HIGH	54	
38	7241701	OZARK MONTESSORI ACADEMY SPRINGDALE	136	
39	3541703	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH SCHOOL	38	
40	3541701	PINE BLUFF LIGHTHOUSE ELEMENTARY	305	
41	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	89	
		Total Arkansas Charter Enrollment:	12,144	15,101

EXHIBIT B

Elementary School Academic Rank - 2014 ESEA Data

Schools	Affluence Ranking	Poverty %	Lit Rank	Lit. Prof/Adv	Math Rank	Math Prof/Adv	Pov & Lit Rank Diff.	Pov & Math Rank Diff.	Average Difference	Academic Rank
Forest Park	1	26.02	1	97.64%	1	92.45%	0	0	0	14
Roberts	2	31.13	4	90.02%	2	91.56%	-2	0	-1	19
Jefferson	3	32.98	5	88.27%	5	87.76%	-2	-2	-2	21
Lisa Acad. North Elem (Sherwood)	4	34.54	9	81.82%	9	83.03%	-5	-5	-5	27
eStem Elementary	5	40.58	7	84.15%	4	89.62%	-2	1	-0.5	16
Fulbright	6	46.07	6	87.45%	7	85.02%	0	-1	-0.5	17
Gibbs	7	50.60	3	90.15%	8	84.09%	4	-1	1.5	12
Williams	8	54.71	2	91.09%	3	90.10%	6	5	5.5	5
Pulaski Heights	9	56.98	11	76.54%	11	75.00%	-2	-2	-2	22
Otter Creek	10	81.04	13	74.60%	12	74.70%	-3	-2	-2.5	24
Little Rock Prep Academy Elem.	11	82.39	28	55.67%	30	43.30%	-17	-19	-18	30
Carver	12	84.19	10	78.74%	10	79.31%	2	2	2	9
Terry	13	84.32	8	82.07%	6	86.21%	5	7	6	3
Booker	14	85.51	15	70.00%	20	58.57%	-1	-6	-3.5	26
Romine	15	88.46	29	55.47%	28	47.45%	-14	-13	-13.5	29
Western Hills	16	88.64	21	65.04%	25	56.10%	-5	-9	-7	28
Dodd	17	89.66	17	69.11%	13	65.04%	0	4	2	10
McDermott	18	89.80	20	65.27%	17	60.48%	-2	1	-0.5	18
King	19	90.93	25	61.67%	19	59.03%	-6	0	-3	25
Bale	20	91.27	19	65.58%	15	62.34%	1	5	3	8
Mabelvale	21	91.56	14	71.85%	24	56.30%	7	-3	2	11
Brady	22	92.24	12	75.51%	22	57.82%	10	0	5	7
Meadowcliff	23	92.79	18	66.67%	16	61.90%	5	7	6	4
Wilson	24	93.43	27	56.67%	21	58.33%	-3	3	0	15
Franklin	25	93.66	23	64.00%	29	44.00%	2	-4	-1	20
Watson	26	93.95	30	51.36%	26	55.43%	-4	0	-2	23
Rockefeller	27	94.72	24	63.87%	27	53.78%	3	0	1.5	13
Stephens	28	95.60	16	69.40%	18	59.70%	12	10	11	2
Wakefield	29	96.55	22	64.89%	14	63.56%	7	15	11	1
Washington	30	96.68	26	58.96%	23	57.23%	4	7	5.5	6

Source: ADE Data Center - School Performance Data Reports
<https://adedata.arkansas.gov/arc/>

EXHIBIT C

District Description	Student Total	Black Total	Black %	Hispanic Total	Hispanic %	LEP Total	LEP%	White Total	White %	Asian Total	Asian %	Other Races Total	Other Races %	Free and Reduced Lunch %	Special Ed. Total	Special Ed. %	Total Portfolio Sped.	% Sped. in Reg Class 80%+ of day	% Sped. in Reg. Class 40-79% of day	% Sped in Reg. Class 0-39% of day	% Sped in Alternative Settings (Homebound, residential, private, etc.)
LITTLE ROCK SCHOOL DISTRICT	23,164	15,070	65.1%	3,124	13.5%	2855	12.3%	4,065	17.5%	567	2.4%	338	1.46%	80.90%	2716	11.73%	177	50.45%	27.27%	17.82%	4.46%
ESTEM PUBLIC CHARTER SCHOOL	1,462	658	45.0%	84	5.7%	22	1.5%	626	42.8%	45	3.1%	49	3.35%	32.60%	108	7.39%	0	99.13%	0.00%	0.00%	0.87%
LISA ACADEMY	1,525	562	36.9%	247	16.2%	50	3.3%	489	32.1%	186	12.2%	41	2.69%	43.40%	100	6.56%	2	56.25%	43.75%	0.00%	0.00%

Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-2.70% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	5.14	5.77	Y

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.90%	53.97%	50.45%	N

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.39%	12.99%	17.82%	N

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.37%	2.55%	4.46%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	28.53	31.01	0.00%	N

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	28.56	29.80	0.00%	Y

Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	0.00% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	5.14	5.77	Y

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.90%	53.97%	56.25%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.39%	12.99%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	28.53	31.01	-1.00%	N/A

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	28.56	29.80	-1.00%	N/A

Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	Allowable Difference	LEA Difference	Target Met by LEA (Y/N)
	≤1.36	-0.43% pts	Y

B) Suspension/Expulsion by Race and Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	State Rate	State Target	Target Met by LEA (Y/N)
	5.14	5.77	Y

Indicator 05: School Age (5-21) Least Restrictive Environment**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	52.90%	53.97%	99.13%	Y

B) In the Regular Class less than 40% of the day

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	13.39%	12.99%	0.00%	Y

C) Other Settings outside the regular class

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	2.37%	2.55%	0.87%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

Indicator 06: Early Childhood (3-5) Least Restrictive Environment**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	28.53	31.01	-1.00%	N/A

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
	28.56	29.80	-1.00%	N/A

Former LRSD Students Enrolled by LISA and eStem (combined) FY2009-FY2016

School Year	LRSD Enrollment	New LISA/eStem Enrollment	LRSD Students Lost to LISA/eStem	% of Charter Increase from LRSD	LRSD Sped	LRSD % Sped	# Sped to Charters	% Sped to Charters
2008-2009	24660	1007	423	42%	2542	10.3%	11	2.6%
2009-2010	24380	428	163	38%	2558	10.5%	1	0.6%
2010-2011	24226	582	206	35%	2587	10.7%	0	0.0%
2011-2012	24049	864	257	30%	2677	11.1%	0	0.0%
2012-2013	23594	676	263	39%	2711	11.5%	3	1.1%
2013-2014	23676	468	179	38%	2668	11.3%	6	3.4%
2014-2015	23363	492	202	41%	2669	11.4%	15	7.4%
2015-2016	23164	477	163	34%	2657	11.5%	6	3.7%
Totals FY2009 - 2016		4994	1856	37%		11.0%	42	2.3%

LRSD ELL	LRSD %ELL	#ELL to Charters	% ELL to Charters	LRSD F&R	LRSD %F&R	#F&R to Charters	% F&R to Charters	LRSD Full-Price	LRSD % Full-Price	# Full-Price to Charters	% Full-Price to Charters
1455	5.9%	3	1%	15995	64.9%	176	42%	8665	35.1%	247	58%
1736	7.1%	0	0%	17066	70.0%	58	36%	7314	30.0%	105	64%
1896	7.8%	2	1%	16975	70.1%	70	34%	7251	29.9%	136	66%
2085	8.7%	1	0%	17100	71.1%	109	42%	6949	28.9%	148	58%
2292	9.7%	2	1%	17100	72.5%	130	49%	6949	29.5%	133	51%
2391	10.1%	0	0%	17100	72.2%	70	39%	6949	29.4%	109	61%
2669	11.4%	5	2%	17499	74.9%	76	38%	5864	25.1%	98	49%
2855	12.3%	0	0%	17499	75.5%	45	28%	5864	25.3%	90	55%
	9.1%	13	1%		71.3%	734	40%		29.2%	1066	57%

11-12 and 14-15 were base years for F&R Counts

LRSD Asian Total	LRSD Asian %	#Asian to Charters	% Asian to Charters	LRSD Black Total	LRSD % Black	#Black to charters	% Black to Charters	Hispanic Total	LRSD % Hispanic	#Hispanic to Charters
432	1.8%	24	6%	16936	69%	227	54%	1865	8%	17
450	1.8%	11	7%	16574	68%	65	40%	1927	8%	14
509	2.1%	11	5%	16245	67%	103	50%	2174	9%	12
534	2.2%	18	7%	16114	67%	130	51%	2322	10%	8
523	2.2%	17	6%	15708	67%	151	57%	2540	11%	21
579	2.4%	14	8%	15689	66%	80	45%	2728	12%	16
557	2.4%	13	6%	15371	66%	109	54%	2925	13%	17
567	2.4%	13	8%	15070	65%	79	48%	3124	13%	19
	2.2%	121	7%		67%	944	51%		10%	124

% Hispanic to Charters	LRSD Other Total	LRSD Other %	#Other to Charters	% Other to Charters	LRSD White Total	LRSD White %	#White to Charters	% White to Charters	LRSD % Bas/BB
4%	73	0.0%	23	5%	5354	22%	154	36%	51.8%
9%	76	0.3%	11	7%	5353	22%	69	42%	47.3%
6%	211	0.9%	13	6%	5087	21%	76	37%	40.8%
3%	260	1.1%	16	6%	4819	20%	90	35%	38.6%
8%	274	1.2%	23	9%	4549	19%	65	25%	31.7%
9%	300	1.3%	20	11%	4380	18%	63	35%	33.7%
8%	346	1.5%	15	7%	4164	18%	60	30%	35.7%
12%	338	1.5%	9	6%	4065	18%	43	26%	PARCC
10%		1.0%	130	7%		20%	620	33%	40.0%

(Simple mathematical :

LITERACY			MATH			
LRSD % Bas/BB to Charters	LRSD % Prof/Adv	LRSD % Prof/Adv to Charters	LRSD % Bas/BB	LRSD % Bas/BB to Charters	LRSD % Prof/Adv	LRSD % Prof/Adv to Charters
27.6%	48.2%	72.4%	51.2%	26.8%	48.8%	73.2%
18.4%	52.7%	81.6%	44.9%	27.3%	55.1%	72.7%
20.6%	59.2%	79.4%	42.1%	24.1%	57.9%	75.9%
20.8%	62.4%	79.2%	39.7%	21.1%	60.3%	78.9%
12.2%	68.3%	87.8%	39.1%	22.8%	60.9%	77.2%
14.3%	66.3%	85.7%	42.0%	17.1%	58.0%	82.9%
12.7%	64.3%	87.3%	46.2%	24.6%	64.7%	79.9%
PARCC	PARCC	PARCC	PARCC	PARCC	PARCC	PARCC
18.1%	60.1%	81.9%	43.6%	23.4%	58.0%	77.2%

averages used for summary percentages.)

EXHIBIT E

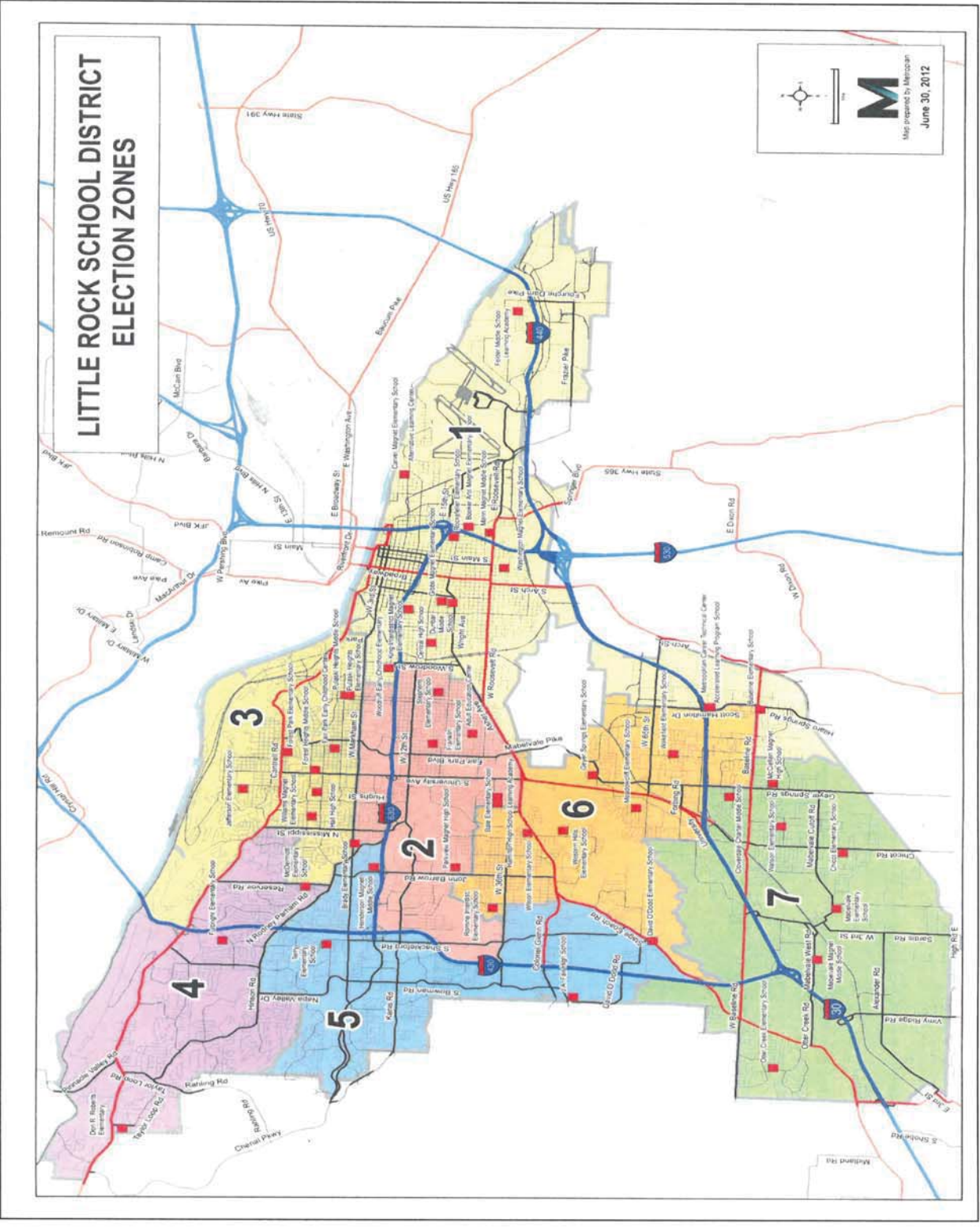
2015 PARCC ASSESSMENT AND POVERTY %

School	2015 Literacy Achieving %	2015 Math Achieving %	Poverty%
CLOVERDALE MIDDLE SCHOOL	15.48%	5.71%	96.49%
HENDERSON MIDDLE SCHOOL	17.01%	5.84%	92.11%
MABELVALE MIDDLE SCHOOL	22.13%	7.68%	91.45%
PULASKI HEIGHTS MIDDLE SCHOOL	52.85%	32.51%	89.82%
RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL OF LITTLE ROCK	49.63%	27.41%	55.76%
RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL OF PINE BLUFF	4.65%	0.00%	14.46%

LRSD Population Zone 1 2000-2010

Metroplan Extrapolation for LRSD Board Zone 1 2015

Census 2000				Census 2010				Totals				Share of Total LRSD Population by Board Zone in 2015			
Zone	Pop	Age 5-17	Share of Pop Age 5-17	Pop	Age 5-17	Share of Pop Age 5-17		Zone	Pop	Age 5-17	Share of Pop Age 5-17	LRSD Tot	Pop Age 5-17 as Share of LRSD	Tot Pop 5-17	Change 00-15
1	27,989	5,085	18.2%	24,572	3,528	14.4%		1	24,995	3,119	12.5%	13.8%	10.5%		-38.66%



- Zone 1**

 - Baseline
 - Booker
 - Carver
 - Central
 - Dunbar
 - Gibbs
 - King
 - Mann
 - Metro/ACC
 - Rockefeller
 - Washington
 - Woodruff ECC
- Zone 2**

 - Adult Ed. Center
 - Bale
 - Brady
 - Franklin
 - Hamilton/Felder
 - Parkview
 - Stephens
- Zone 3**

 - Fair Park ECC
 - Forest Heights
 - Forest Park
 - Hall
 - Jefferson
 - Pulaski Heights E
 - Pulaski Heights M
 - Williams
- Zone 4**

 - Fulbright
 - McDermott
 - Roberts

- Zone 5**

 - J.A. Fair
 - Henderson
 - Terry
- Zone 6**

 - Dodd
 - Geyer Springs
 - Meadowcliff
 - Romine
 - Wakefield
 - Western Hills
 - Wilson
- Zone 7**

 - Chicot Primary
 - Cloverdale
 - Mabelvale E
 - Mabelvale M
 - McClellan
 - Otter Creek
 - Watson

EXHIBIT I

Excess Capacity in LRSD School Board Election Zone 1 (East/Central Little Rock)

Current Schools	Type	Seats	Est. Ages 5-17 Census 2015	Excess LRSD Seats
Baseline	Elementary	330		
Booker	Elementary	554		
Carver	Elementary	400		
Central	High	2200		
Dunbar	Middle	750		
Gibbs	Elementary	330		
King	Elementary	513		
Mann	Middle	900		
Metropolitan Career Technical Center	Career Center	Varies		
Rockefeller	Elementary	535		
Washington	Elementary	964		
Woodruff	EC	169		
		7645	3119	4526

Little Rock School District Elementary School Attendance Zones

The map displays the Little Rock School District with its elementary school attendance zones. The zones are numbered 1 through 25. A legend in the bottom left corner provides the color key for these zones. The map also includes a grid with latitude and longitude coordinates.

Legend:

- 1 Blue
- 2 Green
- 3 Yellow
- 4 Orange
- 5 Red
- 6 Purple
- 7 Brown
- 8 Grey
- 9 Blue
- 10 Green
- 11 Yellow
- 12 Orange
- 13 Red
- 14 Purple
- 15 Brown
- 16 Grey
- 17 Blue
- 18 Green
- 19 Yellow
- 20 Orange
- 21 Red
- 22 Purple
- 23 Brown
- 24 Grey
- 25 Blue

Map Labels:

- 1. BLUE
- 2. GREEN
- 3. YELLOW
- 4. ORANGE
- 5. RED
- 6. PURPLE
- 7. BROWN
- 8. GREY
- 9. BLUE
- 10. GREEN
- 11. YELLOW
- 12. ORANGE
- 13. RED
- 14. PURPLE
- 15. BROWN
- 16. GREY
- 17. BLUE
- 18. GREEN
- 19. YELLOW
- 20. ORANGE
- 21. RED
- 22. PURPLE
- 23. BROWN
- 24. GREY
- 25. BLUE

Map Grid:

- Latitude: 35° N, 36° N, 37° N, 38° N, 39° N, 40° N, 41° N, 42° N, 43° N, 44° N, 45° N, 46° N, 47° N, 48° N, 49° N, 50° N, 51° N, 52° N, 53° N, 54° N, 55° N, 56° N, 57° N, 58° N, 59° N, 60° N, 61° N, 62° N, 63° N, 64° N, 65° N, 66° N, 67° N, 68° N, 69° N, 70° N, 71° N, 72° N, 73° N, 74° N, 75° N, 76° N, 77° N, 78° N, 79° N, 80° N, 81° N, 82° N, 83° N, 84° N, 85° N, 86° N, 87° N, 88° N, 89° N, 90° N
- Longitude: 90° W, 89° W, 88° W, 87° W, 86° W, 85° W, 84° W, 83° W, 82° W, 81° W, 80° W, 79° W, 78° W, 77° W, 76° W, 75° W, 74° W, 73° W, 72° W, 71° W, 70° W, 69° W, 68° W, 67° W, 66° W, 65° W, 64° W, 63° W, 62° W, 61° W, 60° W, 59° W, 58° W, 57° W, 56° W, 55° W, 54° W, 53° W, 52° W, 51° W, 50° W, 49° W, 48° W, 47° W, 46° W, 45° W, 44° W, 43° W, 42° W, 41° W, 40° W, 39° W, 38° W, 37° W, 36° W, 35° W, 34° W, 33° W, 32° W, 31° W, 30° W, 29° W, 28° W, 27° W, 26° W, 25° W, 24° W, 23° W, 22° W, 21° W, 20° W, 19° W, 18° W, 17° W, 16° W, 15° W, 14° W, 13° W, 12° W, 11° W, 10° W, 9° W, 8° W, 7° W, 6° W, 5° W, 4° W, 3° W, 2° W, 1° W, 0° W, 1° E, 2° E, 3° E, 4° E, 5° E, 6° E, 7° E, 8° E, 9° E, 10° E, 11° E, 12° E, 13° E, 14° E, 15° E, 16° E, 17° E, 18° E, 19° E, 20° E, 21° E, 22° E, 23° E, 24° E, 25° E, 26° E, 27° E, 28° E, 29° E, 30° E, 31° E, 32° E, 33° E, 34° E, 35° E, 36° E, 37° E, 38° E, 39° E, 40° E, 41° E, 42° E, 43° E, 44° E, 45° E, 46° E, 47° E, 48° E, 49° E, 50° E, 51° E, 52° E, 53° E, 54° E, 55° E, 56° E, 57° E, 58° E, 59° E, 60° E, 61° E, 62° E, 63° E, 64° E, 65° E, 66° E, 67° E, 68° E, 69° E, 70° E, 71° E, 72° E, 73° E, 74° E, 75° E, 76° E, 77° E, 78° E, 79° E, 80° E, 81° E, 82° E, 83° E, 84° E, 85° E, 86° E, 87° E, 88° E, 89° E, 90° E

Current Demographic Information 2015-2016																
School	Enrollment	F&R #	% F&R Lunch	Sped #	% Special Ed.	ELL #	ELL %	#White	% White	#Black	% Black	# Hispanic	% Hispanic	# Asian	% Asian	
Little Rock	23,164	18740	80.90%	2716	11.73%	2855	12.33%	4054	17.5%	15080	65.1%	3124	13.5%	567	2.4%	
eSTEM	1462	477	32.60%	108	7.39%	22	1.50%	626	42.8%	658	45.0%	84	5.7%	45	3.1%	
LISA Academy	1525	662	43.40%	100	6.56%	50	3.28%	490	32.1%	563	36.9%	247	16.2%	186	12.2%	
LISA/eStem 2009-2016, Percentages of Students From LRSD																
Combined Schools	37%		39.50%		2.30%		0.70%		33.40%		50.90%		10.30%		6.50%	
School Expansions	Proposed Enroll.	Increase														
eSTEM	3,844	2382														
LISA Academy	2,100	575														
Total Change LISA/eStem		2,957														
LRSD - Current and Projected																
Change in Demographic Information if 40% of new charter students are from LRSD	Projected new enrollment if 40% from LRSD	Change at 40%	# F&R decreases	F&R% New	#F&R New	ELL Decrease	#ELL New	ELL % New	# Sped Decrease	#Sped New	%Sped New	White decrease	#White new	Black decrease	#Black New	%Black New
LRSD - New	21981	-1,183	467	83.13%	18272	8	2847	13.0%	27	2689	12.23%	395	16.64%	602	14478	65.86%
LRSD - Current	23164			80.90%				12.33%			11.73%		17.5%			65.10%

SCHOOL	VACANT LRSD SEATS
eStem - Shall St., 3rd St.	1244
eStem - UALR High	1743
LISA Elementary WLR	517

SCHOOL ID	SCHOOL	ZIP CODE	OPERATING CAPACITY	ENROLLMENT 3/25/16	VACANT SEATS
16	MABELVALE MAGNET MIDDLE SCHOOL	72103	675	619	56
28	CHICOT PRIMARY SCHOOL	72103	900	784	116
46	MABELVALE ELEMENTARY SCHOOL	72103	586	554	32
	VACANT SEATS				204
1	CENTRAL HIGH SCHOOL	72202	2200	2352	0
21	CARVER MATH/SCIENCE MAGNET	72202	418	321	97
27	GIBBS MAGNET SCHOOL	72202	362	299	63
35	MARTIN LUTHER KING JR. ELEMENTARY	72202	552	455	97
	VACANT SEATS				257
5	PARKVIEW ARTS/SCIENCE MAGNET	72204	1200	1068	132
17	BALE ELEMENTARY SCHOOL	72204	387	378	9
32	DODD ELEMENTARY SCHOOL	72204	402	369	33
25	FRANKLIN ELEMENTARY SCHOOL	72204	420	358	62
40	ROMINE ELEMENTARY SCHOOL	72204	430	320	110
41	STEPHENS ELEMENTARY SCHOOL	72204	529	345	184
29	WESTERN HILLS ELEMENTARY	72204	282	254	28
44	WILSON ELEMENTARY SCHOOL	72204	360	332	28
	VACANT SEATS				586
2	HALL HIGH SCHOOL	72205	1600	1051	549
9	FOREST HEIGHTS STEM ACADEMY	72205	300	298	2
13	HENDERSON MIDDLE SCHOOL	72205	960	764	196
10	PULASKI HEIGHTS MIDDLE SCHOOL	72205	858	791	67
18	BRADY ELEMENTARY SCHOOL	72205	477	426	51
38	PULASKI HEIGHTS ELEMENTARY	72205	352	313	39
	VACANT SEATS				904

SCHOOL ID	SCHOOL	ZIP CODE	OPERATING CAPACITY	ENROLLMENT 3/25/16	VACANT SEATS
7	DUNBAR INT'L STUDIES MAGNET MIDDLE SCH	72206	750	674	76
3	MANN ARTS/SCIENCES MAGNET	72206	900	813	87
6	BOOKER ARTS MAGNET SCHOOL	72206	554	497	57
36	ROCKEFELLER ELEMENTARY SCHOOL	72206	535	436	99
42	WASHINGTON MATH/SCIENCE MAGNET	72206	964	480	484
	VACANT SEATS				803
24	FOREST PARK ELEMENTARY SCHOOL	72207	495	437	58
30	JEFFERSON ELEMENTARY SCHOOL	72207	450	384	66
20	MCDERMOTT ELEMENTARY SCHOOL	72207	485	377	108
43	WILLIAMS MAGNET SCHOOL	72207	523	434	89
	VACANT SEATS				321
12	MC CLELLAN MAGNET HIGH SCHOOL	72209	1440	768	672
15	CLOVERDALE MAGNET MIDDLE SCHOOL	72209	885	600	285
22	BASLINE ELEMENTARY SCHOOL	72209	387	300	87
37	GEYER SPRINGS GIFTED & TALENTED ACADEMY	72209	360	218	142
33	MEADOWCLIFF ELEMENTARY SCHOOL	72209	415	346	69
50	OTTER CREEK ELEMENTARY SCHOOL	72209	576	535	41
51	WAKEFIELD ELEMENTARY SCHOOL	72209	636	598	38
52	WATSON INTERMEDIATE SCHOOL (3-5)	72209	455	426	29
	VACANT SEATS				1363
8	J A FAIR MAGNET HIGH SCHOOL	72210	1200	810	390
	VACANT SEATS				390
47	TERRY ELEMENTARY SCHOOL	72211	487	453	34
	VACANT SEATS				34
48	FULBRIGHT ELEMENTARY SCHOOL	72212	676	611	65
	VACANT SEATS				65
49	ROBERTS ELEMENTARY SCHOOL	72223	961	903	58
	VACANT SEATS				58
	TOTAL VACANT SEATS				4985

3/25/2016

EXHIBIT W						VACANT LITTLE ROCK SCHOOL DISTRICT SEATS BY ZIP CODE			
SCHOOL ID	SCHOOL	ZIP CODE	OPERATING CAPACITY	ENROLLMENT 3/25/16	VACANT SEATS				
16	MABELVALE MAGNET MIDDLE SCHOOL	72103	675	619	56				
28	CHICOT PRIMARY SCHOOL	72103	900	784	116				
46	MABELVALE ELEMENTARY SCHOOL	72103	586	554	32				
	VACANT SEATS				204				
1	CENTRAL HIGH SCHOOL	72202	2200	2352	0				
21	CARVER MATH/SCIENCE MAGNET	72202	418	321	97				
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35	MARTIN LUTHER KING JR. ELEMENTARY	72202	552	455	97				
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17	BALE ELEMENTARY SCHOOL	72204	387	378	9				
32	DODD ELEMENTARY SCHOOL	72204	402	369	33				
25	FRANKLIN ELEMENTARY SCHOOL	72204	420	358	62				
40	ROMINE ELEMENTARY SCHOOL	72204	430	320	110				
41	STEPHENS ELEMENTARY SCHOOL	72204	529	345	184				
29	WESTERN HILLS ELEMENTARY	72204	282	254	28				
44	WILSON ELEMENTARY SCHOOL	72204	360	332	28				
	VACANT SEATS				586				
2	HALL HIGH SCHOOL	72205	1600	1051	549				
9	FOREST HEIGHTS STEM ACADEMY	72205	300	298	2				
13	HENDERSON MIDDLE SCHOOL	72205	960	764	196				
10	PULASKI HEIGHTS MIDDLE SCHOOL	72205	858	791	67				
18	BRADY ELEMENTARY SCHOOL	72205	477	426	51				
38	PULASKI HEIGHTS ELEMENTARY	72205	352	313	39				
	VACANT SEATS				904				
7	DUNBAR INT'L STUDIES MAGNET MIDDLE SCH	72206	750	674	76				
3	MANN ARTS/SCIENCES MAGNET	72206	900	813	87				
6	BOOKER ARTS MAGNET SCHOOL	72206	554	497	57				
36	ROCKEFELLER ELEMENTARY SCHOOL	72206	535	436	99				
42	WASHINGTON MATH/SCIENCE MAGNET	72206	964	480	484				
	VACANT SEATS				803				

SCHOOL ID	SCHOOL	ZIP CODE	OPERATING CAPACITY	ENROLLMENT 3/25/16	VACANT SEATS
24	FOREST PARK ELEMENTARY SCHOOL	72207	495	437	58
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20	MCDERMOTT ELEMENTARY SCHOOL	72207	485	377	108
43	WILLIAMS MAGNET SCHOOL	72207	523	434	89
	VACANT SEATS				321
12	MC CLELLAN MAGNET HIGH SCHOOL	72209	1440	768	672
15	CLOVERDALE MAGNET MIDDLE SCHOOL	72209	885	600	285
22	BASELINE ELEMENTARY SCHOOL	72209	387	300	87
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	VACANT SEATS				34
48	FULBRIGHT ELEMENTARY SCHOOL	72212	676	611	65
	VACANT SEATS				65
49	ROBERTS ELEMENTARY SCHOOL	72223	961	903	58
	VACANT SEATS				58
	TOTAL VACANT SEATS				4985

3/25/2016

EXHIBIT X

FORMER LRSD STUDENTS WHO RETURNED TO LRSD FROM LISA AND ESTEM COMBINED, FY 2009-2016

School Year	Total Former Students who Returned	% Sped from Charters	% ELL from Charters	% F&R from Charters	% Full Price from Charters	% Asian from Charters	% Black from Charters	% Hispanic from Charters	% Other from Charters	% White from Charters
2008-2009	163	1.2%	0.6%	45.4%	54.6%	9.8%	58.9%	1.8%	0.0%	29.5%
2009-2010	55	0.0%	0.0%	43.6%	56.4%	12.7%	32.7%	10.9%	3.6%	40.0%
2010-2011	58	0.0%	0.0%	31.3%	69.0%	6.9%	62.1%	1.7%	0.0%	29.3%
2011-2012	91	0.0%	1.1%	40.7%	59.3%	12.1%	55.0%	2.2%	4.4%	26.4%
2012-2013	74	0.0%	0.0%	47.3%	52.7%	10.8%	64.9%	1.4%	1.4%	21.6%
2013-2014	24	8.3%	29.2%	29.2%	70.8%	8.3%	58.3%	4.2%	0.0%	29.2%
2014-2015	10	0.0%	0.0%	70.0%	30.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Total % Students Returned	475	1.4%	4.4%	43.9%	56.1%	8.7%	61.7%	3.2%	1.3%	25.1%

(Simple mathematical averages used for summary percentages)

	Students	% Sped	% ELL	% F&R	% Full Price	% Asian	% Black	% Hispanic	% Other	% White
Total % Students who left LRSD for Charters	1856	2.3%	1.0%	40.0%	57.0%	2.2%	51.0%	10.0%	1.0%	33.0%
Total % Students Returned	475	1.4%	4.4%	43.9%	56.1%	8.7%	61.7%	3.2%	1.3%	25.1%
Difference in Rate:		0.9%	-3.4%	-3.9%	0.9%	-6.5%	-10.7%	6.8%	-0.3%	7.9%



Effective Schools- School Districts

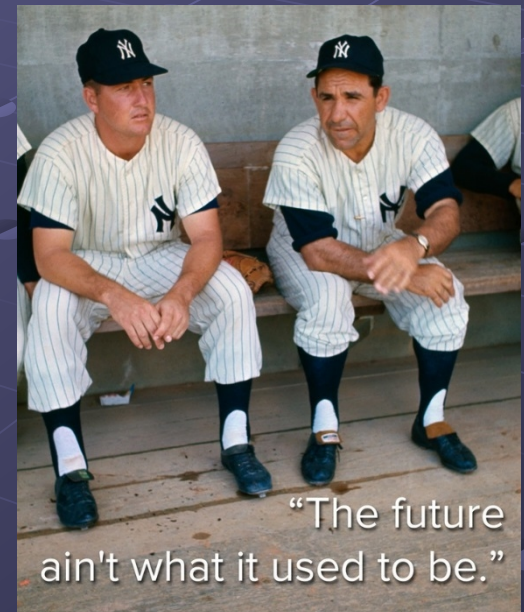
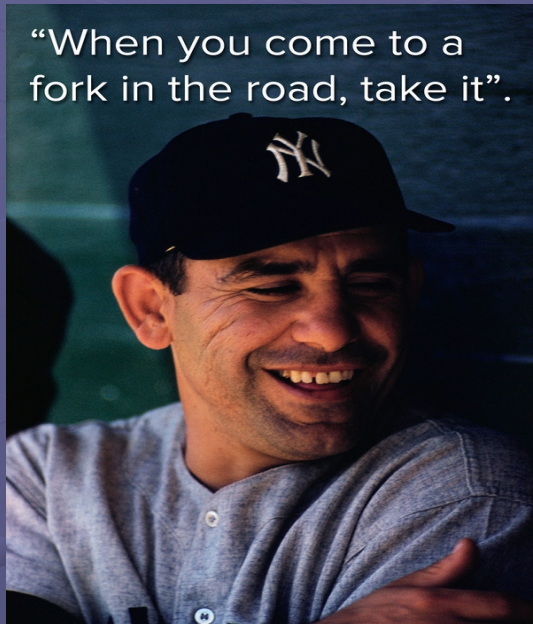
SUMMER OF 2016



21ST CENTURY DELIVERABLE



Lest We Forget



School and Teacher Effects on Student Achievement

School / Teacher Effectiveness	Enter	Leave
Average School / Average Teacher	50 th	50 th
Highly Ineffective School / Highly Ineffective Teacher	50 th	3 rd
Highly Effective School / Highly Ineffective Teacher	50 th	37 th
Highly Ineffective School / Highly Effective Teacher	50 th	63 rd
Highly Effective School / Average Teacher	50 th	78 th
Highly Effective School / Highly Effective Teacher	50 th	96 th

FOCUS - “What We Can All Support”



- **Instructional Leaders**
- **Creation of Culture and Climate**
- **Effective Utilization of Resources**
- **Adult Engagement**



Michael Poore

Incoming Superintendent

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Little Rock, AR 72201

Phone: 501.447.1005

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@lrsd



LITTLE ROCK AREA PUBLIC EDUCATION STOCKHOLDER GROUP. "The members requested to hear 5-10 minute presentations from Mr. Baker Kurrus, Mr. Michael Poore, and Dr. Jerry Guess regarding the characteristics of a quality school and your perspectives about public schools that the stakeholder group should consider. The members will conduct a brief Q and A."

1. Under Lakeview the State, not local school districts, has the constitutional responsibility to provide an equitable and adequate education for all of the school age children of Arkansas

2. For the State to meet this responsibility, every school district should be providing its students with an education program that serves the range of student needs from the most significantly handicapped to the most intellectually precocious. This is not happening under our present system.

3. Factors outside of the control of the school districts affect the districts' performance outcomes. Poverty is the most significant such factor; and in central, south, and eastern Arkansas, high poverty almost always equates to high percentage of black population. Racial and economic segregation go together. Middle class student populations are different than student populations with high percentages of poverty. Schools with high percentages of poverty may be doing a better job of educating students than schools with middle class populations, even though standardized test scores may not reflect the success of the district struggling with high poverty populations.

4. The State of Arkansas should hold all districts, and each school within a district, to standards of best practices in effective instruction and administration/supervision, as well as governance. This is the only way to be certain that each district satisfies the State's constitutional responsibility to provide a range of services for ALL STUDENTS from the most significantly handicapped to the most intellectually precocious.

5. I believe there are at present three major failings in school structure that prevent the State from fulfilling its responsibility.

6. The first is publically funded charter schools. I agree with Baker Kurrus. It is impossible for the State to fund two parallel school systems which by their nature will segregate students into two groups — one group with the most difficult to educate; the other with the students easiest to educate.

7. The second obstacle is that the State is presently delegating its constitutional responsibility to school boards that are not meeting, indeed that are incapable of meeting, that responsibility.

8. Third, there is a substantial shortage of competent and qualified school administrators. In a nutshell, Arkansas has more standard and charter districts than it has people qualified to lead those schools.

9. I believe it is of the utmost importance for this group to keep in mind another common failing in perception of quality in education. If for no other reason than the State's basis for funding education, all public schools are size competitive. The single standard of performance that the public applies to standard and charter public schools is this: a school that's growing in enrollment is successful; while a school that's becoming smaller is failing. This is false.

Arkansas Charter Schools

Definitions

1. **Application** – the proposal for obtaining conversion public charter school status, open enrollment public charter school status, or limited public charter school status
2. **Authorizer** – an entity that authorizes a charter, which may be Department of Education or State Board of Education
3. **Charter** – performance-based contract for an initial five-year period between the authorizer and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of this title specified in the contract
4. **District conversion public charter school** – a public school that has converted to operating under the terms of a charter approved by the local school board and the authorizer.
5. **Open enrollment public charter school** – a public school that:
 - a. Is operating under the terms of a charter granted by the authorizer on the application of an eligible entity;
eligible entity –
 1. a public institution of higher education;
 2. private nonsectarian institution of higher education;
 3. a governmental entity; or
 4. an organization that:
 - a. is nonsectarian in its program, admissions policies, employment practices, and operations; and
 - b. has applied for tax exempt status under 501(c)(3) of the Internal Revenue Code of 1986.
 - b. May draw its students from any public school district in this state; and
 - c. Is a local educational agency under the Elementary and Secondary Education Act of 1965 as it existed on April 10, 2009.

Legislative Intent (paraphrased from Ark. Code Ann. §§ 6-23-102)

It was the intent of the General Assembly to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing local school districts as a method to accomplish:

1. Improved student learning;
2. Increase learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as low-achieving
3. Encourage the use of innovative teaching methods;
4. Create new professional opportunities for teachers , including the responsibility for the learning program;
5. Provide parents and pupils with expanded choices in their educational opportunities available within the public school system; and
6. Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Charter School Activity in Little Rock

2000 to 2005

- The first charter school in Little Rock, Little Rock Residential Elementary, opened its doors in the fall of 2001 and operated for that school year. In June of 2002, the operator surrendered its charter due to financial considerations and low enrollment.
- LISA Academy began serving students in the fall of 2004, has been through two renewal cycles, and its current charter expires on June 30, 2017. Recently, the charter has been approved to add an additional campus.
- In 2005, LRSD began operating Arthur Bo Felder Learning Academy as a district conversion charter.

2006 to 2010

- Dreamland Academy of Performing & Communication Arts and Hope Academy both began serving students in the fall of 2007. In July of 2010, Hope Academy's charter was revoked by the authorizer due to financial deficits and lack of compliance.
- In the fall of 2008, Covenant Keepers College Preparatory Charter School and eStem Public Charter Schools both began serving students. eStem has been through one renewal and its current charter expires on June 30, 2023. Recently, eStem has been approved to begin an expansion. Covenant Keepers has been through two renewals and its current charter expires on June 30, 2019.

- Little Rock Prep Academy began serving students in the fall of 2009. The charter has been through one renewal and its contract expires on June 30, 2017. The charter is currently requesting a location change.
- The Cloverdale Aerospace Technology Conversion Charter Middle School and Urban Collegiate Public Charter School for Young Men both opened their doors in the fall of 2010.

2011 to 2015

- In 2011, the charter for Urban Collegiate Public Charter School for Young Men was revoked by the authorizer due to the charter not meeting standards in school compliance, and LRSD surrendered its charter of the Arthur Bo Felder Learning Academy.
- In 2012, the School for Integrated Academics and Technologies (SIATech) opened its doors. The charter has been through one renewal and the current contract expires on June 30, 2019. Also, Dreamland Academy of Performing & Communication Arts did not receive a renewal contract from the authorizer due to a lack of academic progress.
- Premier High School of Little Rock began serving students in the fall of 2013 and its contract expires on June 30, 2018.
- Quest Middle School of West Little Rock began serving students in the fall of 2014 and its contract expires on June 30, 2019.
- In 2015, Exalt Academy of Southwest Little Rock and Rockbridge Montessori Academy both began serving students, and their contracts expire on June 30, 2020. Also, LRSD did not request a renewal of its charter for the Cloverdale Aerospace Technology Conversion Charter Middle School.

Currently, there are nine charters operating within the bounds of the Little Rock School District.

- Covenant Keepers College Preparatory Charter School
- eStem Public Charter Schools
- Exalt Academy of Southwest Little Rock
- LISA Academy
- Little Rock Preparatory Academy
- Premier High School
- Quest Middle School of West Little Rock
- Rockbridge Montessori Academy
- School for Integrated Academics and Technologies

No new charter operators are expected to enter the bounds of the Little Rock School District prior to the 2018-2019 school year.

Summary of Charter School Activity in Little Rock

2000-2005	
3 Opened, 1 Closed	
Opened	Closed
Little Rock Residential Elementary	Little Rock Residential Elementary
LISA Academy*	
Arthur Bo Felder Learning Academy	
2006-2010	
7 Opened, 1 Closed	
Opened	Closed
Dreamland Academy of Performing & Communication Arts	Hope Academy
Hope Academy	
Covenant Keepers College Preparatory Charter School*	
eStem Public Charter Schools*	
Little Rock Preparatory Academy*	
Cloverdale Aerospace Technology Conversion Charter Middle School	
Urban Collegiate Public Charter School for Young Men	
2011-2015	
4 Opened, 4 Closed	
Opened	Closed
School for Integrated Academics and Technologies*	Arthur Bo Felder Learning Academy
Premier High School*	Urban Collegiate Public Charter School for Young Men
Quest Middle School of West Little Rock*	Dreamland Academy of Performing & Communication Arts
Exalt Academy of Southwest Little Rock*	Cloverdale Aerospace Technology Conversion Charter Middle School
Rockbridge Montessori Academy*	

*9 Currently Operating, more information can be found on these charters in the following pages.

Authorization, Opening, and Renewal Years for Charters Currently Operating in Little Rock

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Contract Expiration
Little Rock Prep					A	O					R3			2017
LISA	A/O			R5					R5					2017
Premier									A	O				2018
Covenant Keepers					A/O					R3			R3	2019
SIATech								A/O					R3	2019
Quest WLR										A	O			2019
Exalt											A	O		2020
Rockbridge											A	O		2020
eStem				A	O					R10				2023

Key: A=Authorized; O=Opened; R=Renewed

Little Rock Preparatory Academy
SPONSORING ENTITY: COLLEGIATE CHOICES, INC.

MISSION STATEMENT

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

CURRENT 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
Total	430

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 Add grades K-4 Waiver of Standards for Accreditation 10.02	May 16, 2011
Amendment Request Considered and DENIED Add Exalt Education as the charter management organization	May 16, 2011
Amendment Request Considered and APPROVED 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	June 11, 2012
Amendment Request Considered and APPROVED Relocation	May 13, 2013
Renewal Request 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	February 19, 2014
Designated a Priority School (5-8 campus)	August 31, 2015
Priority Status Hearing Panel voted to take no action	February 18, 2016
Amendment Request Considered and APPROVED Relocate campus from 4520 S. University Ave. to 6711 W. Markham	May 18, 2016

LISA Academy

SPONSORING ENTITY: LITTLE SCHOLARS OF ARKANSAS FOUNDATION

MISSION STATEMENT

It is the mission of LISA Academy to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.

CURRENT DATA

Maximum Enrollment	2,100
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Race

Two or More Races	22
Asian	186
Black	562
Hispanic	247
Native American/Native Alaskan	12
Native Hawaiian/Pacific Islander	7
White	489
Total	1525

2015-2016 Enrollment by Grade

Kindergarten	40
1st Grade	46
2nd Grade	50
3rd Grade	67
4th Grade	76
5th Grade	77
6th Grade	249
7th Grade	252
8th Grade	209
9th Grade	176
10th Grade	109
11th Grade	94
12th Grade	80

2015-2016 Student Status Counts

Migrant	0
LEP	52
Gifted & Talented	351
Special Education	101
Title I	0
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1,434.89	1,418.48	1,411.91	1,398.96
ADM	1,462.80	1,465.97	1,456.50	1,444.52
%	98.09%	96.76%	96.94%	96.85%

BACKGROUND

Authorized	January 12, 2004	(LISA Academy)
	November 5, 2007	(LISA Academy- North Little Rock)
Contract Expiration	June 30, 2017	

Renewal Request - LISA Academy April 9, 2007
Charter renewed for five years
Amendment approved to increase enrollment from 450 to 600

Amendment Request Considered and DENIED April 11, 2011
LISA Academy - add grades 4 and 5, increase enrollment by 200

Renewal Request - LISA Academy April 9, 2012
Charter renewed for five years
Amendment approved to increase enrollment from 600 to 800

Renewal Request - LISA Academy North Little Rock March 11, 2013
Charter renewed for five years

Amendment Request Considered and APPROVED January 15, 2014
Merge LISA Academy and LISA Academy North Little Rock with combined enrollment of 1,500

Amendment Request Considered and APPROVED February 19, 2016
Add a new K-6 campus in West Little Rock
Increase enrollment from 1,500 to 2,100
Change grade levels at existing LISA West campus to 7-12

PREMIER HIGH SCHOOL OF LITTLE ROCK

SPONSORING ENTITY: RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

MISSION STATEMENT

The mission of Premier High School of Little Rock is to provide hope for students through an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners.

CURRENT DATA

Maximum Enrollment	240
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	98
Hispanic	4
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	14
Total	116

2015-2016 Enrollment by Grade

9th Grade	34
10th Grade	27
11th Grade	33
12th Grade	22

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	19
Title I	20
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	102.7	96.16	88.41	71.59
ADM	126.5	129	126.17	103.88
%	81.19%	74.54%	70.07%	68.92%

BACKGROUND

Authorized November 1, 2012
Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

May 13, 2013

Made Responsive Education Solutions the sponsoring organization

Amendment Request Considered and APPROVED

November 13, 2013

Waivers of the following:

6-17-111

6-17-201 et seq.

6-17-211

6-17-1201 et seq.

6-18-706

6-21-303

6-25-101 et seq.

Standards for Accreditation:

10.02

15.02

16

19.04

21

ADE Rules Governing Educator Licensure

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and
Documents Posted to District Websites

Amendment Request Considered and APPROVED

March 21, 2014

Waiver of 6-13-619

COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL

SPONSORING ENTITY: CITY OF FIRE COMMUNITY DEVELOPMENT, INC.

MISSION STATEMENT

The mission of Covenant Keepers is to provide an academically rigorous college preparatory program for all students. All children can learn when challenged by high expectations. This environment will also help students develop academic skills, intellectual habits, and character traits to succeed in high school, college and beyond.

CURRENT DATA

Maximum Enrollment	380
Approved Grade Levels	6-8
Grades Served 2015-2016	6-8

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	98
Hispanic	72
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	1
Total	171

2015-2016 Enrollment by Grade

6th Grade	48
7th Grade	56
8th Grade	67

2015-2016 Student Status Counts

Migrant	0
LEP	53
Gifted & Talented	0
Special Education	6
Title I	0
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	127.53	139.81	158.21	166.98
ADM	132.34	147.89	162.88	177.51
%	96.37%	94.54%	97.13%	94.07%

BACKGROUND

Authorized January 15, 2008
Contract Expiration June 30, 2019

Amendment Request Considered and APPROVED To lease a school facility in the same vicinity at much lower cost	April 21, 2008
Appearance before the Board Addressed 2010-2011 audit findings The Board placed the charter on a one-year probation and required regular reports on finances and management	June 11, 2012
Appearance before the Board Charter reported on finances and management	September 10, 2012
Appearance before the Board Charter reported on finances and management	January 14, 2013
Renewal Request Charter renewed for three years Amendment approved to reduce the grades served from 6-12 to 6-8 Amendment approved to relocate the charter	April 8, 2013
Designated a 2013 Academic Distress School	July 10, 2014
Designated a 2014 Academic Distress School	February 12, 2015
Appearance before the Board Hearing on academic distress designation. No action taken.	April 15, 2015
Designated a Priority School	August 31, 2015
Renewal Request and Priority Status Hearing Charter renewed for three years No action taken regarding priority status Waivers granted for the following: 6-13-615 6-13-616 6-13-619(c) and (d) 6-13-621 6-13-628 6-13-630 6-13-631 6-13-632 6-13-634 6-14-101 et seq. 6-17-111 6-17-114 Standards for Accreditation 14.03	February 17, 2016

SIATech Charter School

SPONSORING ENTITY: ARKANSAS SCHOOL FOR INTEGRATED TECHNOLOGIES AND ACADEMICS, INC.

MISSION STATEMENT

The Mission of the Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Inc.) is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life ®.

CURRENT DATA

Maximum Enrollment	275
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment by Race

Two or More Races	2
Asian	1
Black	150
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	11
Total	166

2015-2016 Enrollment by Grade

9th Grade	10
10th Grade	43
11th Grade	55
12th Grade	58

2015-2016 Student Status Counts

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

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	82.91	78.89	102.22	96.16
ADM	136.35	128.37	130.23	112.14
%	60.81%	61.46%	78.49%	85.75%

BACKGROUND

Authorized January 10, 2011
Contract Expiration June 30, 2019

Amendment Request Considered and APPROVED
Relocation

May 13, 2013

Amendment Request Considered and APPROVED

November 13, 2013

Relocation

Special Panel Appearance

May 14, 2014

Standards Assurance Monitoring Unit identified problems during a site visit, including curriculum not aligned to Common Core and inconsistencies in student records. No action was taken.

Designated a Priority School

August 31, 2015

Renewal and Priority Status Hearing

February 18, 2016

No action taken regarding priority status

Charter renewed for 3 years

Waivers granted for the following:

6-13-615

6-13-619(c) and (d)

6-13-621

6-13-628

6-13-630

6-13-631

6-13-632

6-13-634

6-13-635

6-14-101 et seq.

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK
SPONSORING ENTITY: RESPONSIVE EDUCATION SOLUTIONS

MISSION STATEMENT

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

CURRENT DATA

Maximum Enrollment	490
Approved Grade Levels	6-12
Grades Served 2015-2016	6-9

2015-2016 Enrollment by Race

Two or More Races	0
Asian	20
Black	45
Hispanic	16
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	1
White	146
Total	231

2015-2016 Enrollment by Grade

6th Grade	71
7th Grade	69
8th Grade	62
9th Grade	29
10th Grade	0
11th Grade	0
12th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	12
Title I	21
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	163.52	161.14	153.96	145.41
ADM	169.52	168.1	162.06	157.24
%	96.46%	95.86%	95.00%	92.48%

BACKGROUND

Authorized January 10, 2014
Contract Expiration June 30, 2019

Amendment Request Considered and DENIED

Location Change

May 8, 2014

Amendment Request Considered and APPROVED

Amendment of Standards for Accreditation 9.03.4.12
Change name to Quest Academy effective 7/1/2016

October 15, 2015

EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

SPONSORING ENTITY: EXALT EDUCATION, INC.

MISSION STATEMENT

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally underserved areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

CURRENT DATA

Maximum Enrollment	540
Approved Grade Levels	K-8
Grades Served 2015-2016	K-3

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	128
Hispanic	102
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	3
Total	233

2015-2016 Enrollment by Grade

Kindergarten	87
1st Grade	58
2nd Grade	33
3rd Grade	55
4th Grade	0
5th Grade	0
6th Grade	0
7th Grade	0
8th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	93
Gifted & Talented	0
Special Education	17
Title I	0
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	110.2	107.09	103.44	86.6
ADM	110.2	108.8	103.44	86.6
%	100.00%	98.43%	100.00%	100.00%

BACKGROUND

Authorized November 13, 2014
Contract Expiration June 30, 2019

ROCKBRIDGE MONTESSORI SCHOOL
SPONSORING ENTITY: ROCKBRIDGE MONTESSORI SCHOOL

MISSION STATEMENT

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

CURRENT DATA

Maximum Enrollment	325
Approved Grade Levels	K-8
Grades Served 2015-2016	K-5

2015-2016 Enrollment by Race

Two or More Races	5
Asian	0
Black	56
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	48
Total	111

2015-2016 Enrollment by Grade

Kindergarten	31
1st Grade	15
2nd Grade	13
3rd Grade	23
4th Grade	13
5th Grade	16
6th Grade	0
7th Grade	0
8th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	11
Title I	0
Source: District Cycle 4 Report	

BACKGROUND

Authorized	November 19, 2014
Contract Expiration	June 30, 2020

eStem Public Charter School

SPONSORING ENTITY: ESTEM PUBLIC CHARTER SCHOOLS, INC.

MISSION STATEMENT

The mission of eStem Public Charter Schools, Inc. is to prepare students that are STEM literate; deeply versed in economics and business; preparing to enter a global economy well educated in international history, culture, language, protocol, and business ethics.

CURRENT DATA

Maximum Enrollment	3,844
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Race

Two or More Races	46
Asian	45
Black	658
Hispanic	84
Native American/Native Alaskan	2
Native Hawaiian/Pacific Islander	1
White	626
Total	1462

2015-2016 Student Status Counts

Migrant	0
LEP	22
Gifted & Talented	0
Special Education	112
Title I	351
Source: District Cycle 4 Report	

2015-2016 Enrollment by Grade

Kindergarten	101
1st Grade	100
2nd Grade	100
3rd Grade	94
4th Grade	95
5th Grade	106
6th Grade	127
7th Grade	121
8th Grade	119
9th Grade	130
10th Grade	133
11th Grade	112
12th Grade	124

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1,387.96	1,377.75	1,365.11	1,370.63
ADM	1,462.22	1,462.69	1,461.66	1,452.37
%	94.92%	94.19%	93.39%	94.37%

BACKGROUND

Authorized	December 10, 2007	(eStem Elementary Public Charter School)
	December 10, 2007	(eStem Middle Public Charter School)
	December 10, 2007	(eStem High Public Charter School)
Contract Expiration	June 30, 2023	

Amendment Request Considered and APPROVED

June 9, 2008

Amendment of Board structure (eStem Elementary, eStem Middle, eStem High)

Amendment Request Considered and APPROVED

March 14, 2011

Increase enrollment cap from 360 to 462 (eStem Elementary)

Renewal Request

March 11, 2013

Charter renewed for 10 years

Amendment approved to combine eStem Elementary, eStem Middle, and eStem High schools

Amendment approved to set enrollment cap at 1,462 for K-12

Amendment approved to change district name to eStem Public Charter School

Amendment approved to consolidate the three school boards into

Waivers for the following granted:

6-13-109 School superintendent

6-13-601 et seq. District Boards of Directors General

6-16-130 Visual art or music

6-17-201 et seq. Requirements - Written personnel policies - Teacher salary schedule

6-17-427 Superintendent license - Superintendent mentoring program

6-17-2301 et seq. Classified School Employee Personnel Policy Law

6-18-206 Public School Choice

6-18-1001 et seq. Public School Student Services Act

6-20-2208(c)(6) Monitoring of expenditures (gifted and talented)

6-42-101 et seq. General Provisions (gifted and talented)

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Waiver for Substitute Teachers

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Public School Student Services

Amendment Request Considered and APPROVED

February 19, 2016

Increase enrollment from 1,462 to 3,844

Change grade levels served at elementary campus from K-4 to K-6

Add a new elementary campus serving K-6 on 400 3rd St.

Change grade levels served at middle campus from 5-8 to 7-9

Move existing middle school from 112 W. 3rd St. to 123 W. 3rd St.

Add a new jr. high campus serving 7-9 on 400 3rd St.

Change grade levels served at high school campus from 9-12 to 10-12

Move existing high school from 123 W. 3rd St. to 2801 South University Ave.

Waivers for the following granted:

6-13-619(c) & (d)

6-18-211

Standards for Accreditation:

10.02

14.03


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Charter Schools

Charter schools are public schools that operate on a contract, or charter, which allows them increased operational autonomy in exchange for greater accountability for performance. Although charter schools do have greater freedom regarding some aspects of schooling—such as curriculum or scheduling decisions—state laws govern how charter schools are authorized, the possible length of a charter, how many charter schools may exist in a state, and who may teach in a charter school. As of 2008, approximately 1.3 million students—or about two percent of students in kindergarten through twelfth grade nationwide—attended more than 4,500 charter schools in forty states and Washington DC. In Arkansas, ten conversion and nineteen open-enrollment charter schools served approximately 6,700 students (about 1.4 percent of all students in the state) as of 2008. Although state law limits the number of new open-enrollment charter schools to twenty-four, the actual number of schools may expand over time because schools deemed highly successful may replicate under an existing charter.

As public schools, all charter schools participate in annual state standardized testing. Depending on state law, charter school teachers must hold a state teaching certification. While some state laws allow charter schools designed for specific student populations (such as single-sex or gifted education), charter schools generally may not select among applicants and often are required to use lotteries to apportion the limited number of slots available. Charter schools, like conventional public schools, may not endorse particular religious views.

The charter school movement first gained traction in Minnesota, where the first charter school law was passed in 1991. The goal of this movement from the beginning was to create schools that could have the flexibility to innovate and raise student academic achievement without being constrained by district regulations. Over the next two decades, other states followed suit, and all but ten states had charter school laws by 2008. It is important to note, however, that these laws vary dramatically in their restrictiveness. Some liberal state charter school laws have led to the proliferation of charter schools across some states. For example, in 2008, Arizona had more than 450 charter schools; by contrast, Maryland had only thirty-four charter schools.

In Arkansas, the first charter school law was passed in 1995. Originally, this law only allowed for conversion charter schools. These were district schools that were permitted some level of operational freedom from their district's central administration. In 1999, the Arkansas legislature passed a new law allowing for the start-up of twelve open-enrollment charter schools. The primary difference between these charter schools is that open-enrollment charter schools can recruit students from outside a district's attendance boundaries. In some states, colleges or approved non-profit organizations can authorize charter schools, but the State Board of Education is the only legal charter school authorizer in Arkansas.

Legal changes in 2005 allowed for the possible authorization of up to twenty-four open-enrollment charters and extended the length of a school's initial charter from three to five years. The Arkansas charter law was revised again in 2007; one important change was the removal of the restriction that new open-enrollment charter schools had to be phased-in evenly across Arkansas's four congressional districts. Of the nineteen existing open-enrollment charter schools in 2008, eleven charter schools were in the Second Congressional District, which includes [Little Rock \(Pulaski County\)](#); four open-enrollment charter schools were in the First Congressional District of northeast Arkansas; three open-enrollment charter schools were in the Third Congressional District, covering northwest Arkansas; and one open-enrollment charter school was located in the Fourth Congressional District in the southern part of the state. Five of the ten conversion charter schools are located in the Second Congressional District, and the other five are in the First Congressional District.

Controversy over charter schools usually centers on school finance. The first issue concerns the amount of per-pupil funding following the child who chooses a charter school over a district school. Depending on state law, all or part of a student's per-pupil funding goes to the charter school where a student chooses to enroll. Generally, charter schools receive lower per-pupil funding than traditional public schools. Charter school advocates argue that all funding should follow a student to a new school since these are public school

students like any other. Charter school opponents argue that traditional public schools are drained of essential revenue when students leave.

The second major financial issue concerns facilities. As in many states, charter schools in Arkansas, unlike traditional public schools, do not receive any direct state funding for school facilities. (That is, traditional public schools can participate in state partnership or various other facilities funding programs to get extra money above and beyond the per pupil revenues, while charter schools cannot.) The same arguments regarding per-pupil funding apply to arguments over facilities funding. To meet funding needs for school facilities, [philanthropic](#) foundations sometimes step in and provide charter schools with low-interest loans. Supporters believe that charter schools provide parents with choices and that charter schools can apply competitive pressure that will motivate traditional public schools to improve. Charter school opponents often include groups with interests in preserving existing arrangements, such as conventional districts that lose revenues when open-enrollment charter schools are started nearby. In addition to citing concerns over resources, opponents object to the potential for charter schools to reinforce segregation along racial and class lines. Finally, controversy also exists regarding teacher licensure requirements, as charter schools sometimes obtain permission from their authorizers to employ uncertified teachers.

For additional information:

"Arkansas Charter Schools." School Choice Demonstration Project, University of Arkansas Department of Education Reform. http://www.uark.edu/ua/der/SCDP/Arkansas_Charter_Schools.php (accessed December 17, 2008).

"Public Charter Schools Kindergarten–12th Grade, 2008–2009." Arkansas Department of Education. http://www.arkansased.org/schools/pdf/charter_brochure_08-09.pdf (accessed October 31, 2008).

Rose, Caleb P. "The Academic Impacts of Attending a KIPP Charter School in Arkansas." Ph.D. diss., University of Arkansas, 2013.

Marc J. Holley
University of Arkansas, Fayetteville

Last Updated 10/4/2013

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Summary Points

- Across the nation, there are six main types of charter authorizers: Local Education Authorities, State Education Authorities, Mayor/Municipalities, Higher Education Institutions, Independent Charter Boards, and Not-for-Profit Organizations.
- As of 2012, 14 states have one charter authorizer, while the majority of states have more than one charter authorizing entity.
- Previously, open-enrollment and district conversion charter schools were approved by the State Board of Education.
- In 2013, the Arkansas General Assembly passed a law to create a new Charter Authorizing Board comprised of members of the Arkansas Department of Education, who are appointed by the Commissioner of Education.

Charter School
Authorizers

Two types of charter schools exist in Arkansas: open-enrollment charter schools, which operate independently of any district, and district conversion charter schools, which operate within an existing school district. Charter schools have more autonomy on certain rules and regulations than traditional public schools; however, charter schools are held accountable for academic results and fiscal matters, as defined by the charters contract. Charter schools are approved and held accountable by a charter authorizer. In the 2013 General Assembly, a law passed to change Arkansas' charter authorizer from the State Board of Education to a newly created panel within the Department of Education.

The purpose of this policy brief is to provide a snapshot of charter authorizing across the United States and provide detailed information about Arkansas' newly created Charter Authorizing Panel.

National Snapshot of
Charter School Authorizers

In 2012-13, there were over 5,600 charter schools across the nation. Forty-one states and the District of Columbia have passed laws to allow charter schools. Laws in each state determine how charters are to be approved, and some state laws limit on the number of charter schools. In the following sections, this policy brief details detail the different types of charter authorizers and their responsibilities.

Types of Charter Authorizers

In 2012, there were 974 entities that authorize charter schools in the United States.¹ In some states, like Arkansas, only one entity approves all charter schools in the state—

This Brief

National Snapshot **P. 1**Charter School Authorizing in Arkansas **P.2**Conclusion **P.3**

but in other states, there are multiple authorizing entities. The six types of charter authorizers are:

- Local Education Authorities (LEA) (e.g. Local school districts)
- State Education Authorities (SEA) (e.g. State Board of Education)
- Higher Education Institutions (HEI)
- Non-Educational Government Entities (NEG)
- Independent Charter Boards (ICB)
- Not-for-Profit Organizations (NFP)

As of 2012, Local Education Authorities approve just more than 50% of the nations charter schools, while State Education Authorities approve approximately 20%.¹ Fourteen states have a State Education Authority as the sole authorizer in the state. In these states, the sole authorizer is typically the State Board of Education. In other states, laws are created to allow multiple charter authorizers for various reasons, including “accelerating the pace of charter school creation, addressing district capacity limitations, allowing for choice, and experimenting with multiple charter authorization strategies.”² Furthermore, proponents of multiple charter authorizers suggest that more authorizers allow the authorizers to focus on a smaller number of charter schools. For example, in Colorado there are 46 local education authorities (i.e.

¹ “The State of Charter School Authorizing”, National Association of Charter School Authorizers, 2012.

² “Charter School Authorization and Accountability.” Pennsylvania Clearinghouse for Education Research, 2011.

school districts) that are charter authorizers. The majority of the LEA authorizers in Colorado oversee 1-5 charter schools, while only 8 of Colorado's charter authorizers oversee more than 5 charter schools. The table to the right highlights Arkansas' six neighboring states. Mississippi most recently passed legislation to allow open-enrollment charter schools to open in the state's lowest-performing school districts. The Mississippi law created a Mississippi Charter School Authorizer Board to authorize and oversee open-enrollment charter schools.

Table 1: Charter School Authorizers in Arkansas' Neighboring States, 2013

State	Year Charter Law Passed	# of Authorizers	Types of Authorizers	# of Charter Schools
Arkansas	1995	1	SEA	36
Louisiana	1995	8	1 SEA, LEAs	77
Mississippi	2010	1	ICB	0
Missouri	1998	12	LEA, HEI	65
Oklahoma	1999	7	LEA, HEI, NEG	22
Tennessee	2002	5	LEA, ICB	50
Texas	1995	15	1 SEA, LEAs	571

Responsibilities of Charter Authorizers

A charter school authorizer has four main responsibilities:

1. Review applications
2. Grant or deny "charters" through a hearing process
3. Provide accountability and ensure compliance to approved charters: Financial audits, academic reports, site visits, etc.
4. Renew or terminate charter contracts

The approval of authorizers varies by charter authorizer. In 2011-12, approximately 33% of charter school proposals were approved by charter authorizing panels. Non-LEA authorizers (i.e. authorizers that are not local schools districts) approved fewer new charter contracts (25%), than LEA authorizers (43%). In most states, charter schools are approved by an authorizing entity for an initial period of five years.¹ Once a charter school opens, the level of oversight provided by charter authorizers varies as well. Furthermore, the closure rates of authorizers vary. Non-LEA authorizers have a closure rate (3.7%) slightly less than LEA authorizers (4.1%). The majority of charter schools are closed during a renewal hearing; however, charter schools contracts can be terminated separate from the renewal process. Authorizers may close a charter school for a number of reasons, including low student enrollment and financial difficulties.

Charter School Authorizing in Arkansas

In 1995, the Arkansas General Assembly passed a law to allow existing schools to transition to become a charter school (district-conversion schools). Then, in 1999, the General Assembly passed a law to allow open-enrollment schools. The law established the State Board of Education

as the state's charter authorizer and initially established a cap for the number open-enrollment charter schools. The cap law has since been amended, and current law allows an automatic increase in the number of available spots by five each time the number of open-enrollment charter schools are within two of meeting the existing cap. The Commissioner of Education is required to submit a notice each Spring detailing the number of new charter schools that can open. **In 2013-14, there are 19 existing open-enrollment charter schools, and so up to five open-enrollment charter schools can be approved for the 2014-15 school year.**

In Arkansas, each charter is granted for an initial five-year period. After a five-year period, a charter school can be reauthorized for any amount of time, as determined by the charter authorizer. Since 2002, 18 open-enrollment and district conversion charter schools have closed in Arkansas. In some cases, the closed charter schools either did not request to renew or surrendered the charter. In other cases, the State Board of Education voted to terminate the contract for reasons that included to lack of academic progress, compliance issues, and/or financial difficulties.

During the 2013 General Assembly, a debate arose regarding Arkansas' charter authorizer—the State Board of Education. Certain lawmakers and stakeholders sought to change the state's charter authorizer. Supporters of a new charter authorizing panel pushed a new entity (or entities) with the intent that the new authorizer might increase the number of charters approved in the state. Others felt that the State Board was in the best position to make decisions about charter schools and so the authorizing panel should not be changed. After much debate regarding charter authorizers, a compromised law, **Act 509**, was passed. **Act 509 created a 5 to 11 member charter authorizing board within the Department of Education (ADE)**, with members appointed by the Commissioner of Ed-

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ucation. Figure 1 below highlights the process for a charter school to be established. For an entity (charter proposer) to apply for a charter, an entity submits a letter of intent to the Department of Education by July. Then, the entity submits an application, and an Internal Review Committee within the ADE provides feedback on the application to the charter entity. The entity then presents the proposal to the charter authorizer, now the new ADE Charter Authorizing Panel, and a hearing is held to approve or not approve the charter.

The State Board of Education will only play a role in charter school decisions if the State Board requests to appeal the Authorizing Panel decision by majority vote. If the State Board decides to review a decision made by the Authorizing Panel, a hearing will be held, and the State Board can affirm the decision made by the Panel and/or take lawful action on the charter (i.e. allow or terminate the charter contract). In that case, the State Board decision is final with no right to appeal.

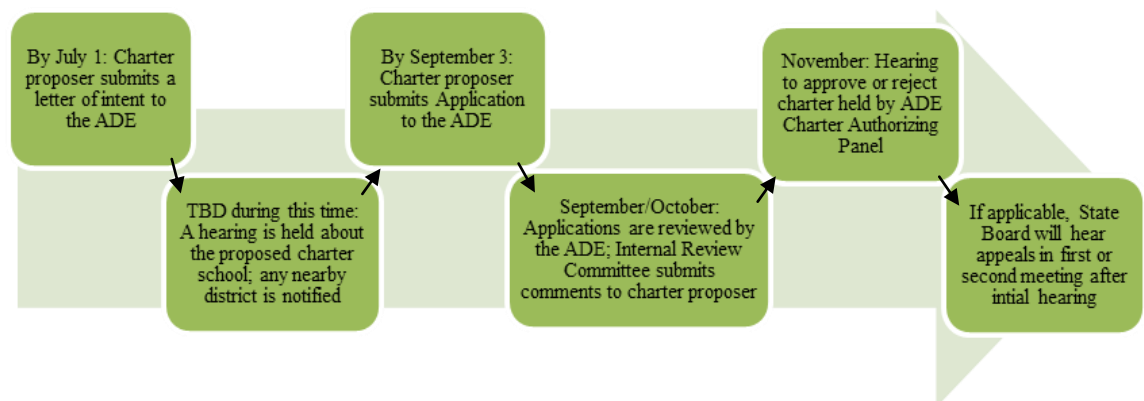
In August 2013, the Commissioner, Dr. Tom Kimbrell, announced the new Author-

izing Panel. It is comprised of six members of the Department of Education: five assistant commissioners and the chief of staff. In the past a internal team in the ADE (the Charter Review Council) reviewed charter applications prior to the state board hearing and either supported or did not support the charter proposals. In previous year, the Charter Review Council's decision did not always align to the State Board of Education's final decision. Therefore, this first year of the new panel will be interesting, as it is difficult to predict the approval rates by the new Authoring Panel.

Conclusion

While Arkansas changed its charter authorizer in 2013, Arkansas, like 13 other states, has only one charter authorizer. Arkansas' newly established Charter Authorizing Panel will hold 7 hearings for proposed open-enrollment charter schools and four hearings for proposed district conversion charter schools in 2013-14. The outcome of these hearings will shed light on the newly created Panel.

Figure 1: Timeline for Open-Enrollment Charter School Approval, 2013



Snapshot of the 2013-14 Charter Authorizing Cycle

- 11 letters of intent submitted for Open-Enrollment Charters
- 7 applications submitted for Open-Enrollment Charters
- 5 available spots under law for Open-Enrollment Charters
- 6 letters of intent submitted for District Conversion Charters
- 4 applications submitted for District Conversion Charters
- No limits on the number of District Conversion Charters that can open each year

Arkansas Public Charter Schools

Providing Education Options for Students and Families



WHAT IS A CHARTER SCHOOL?

Public charter schools are public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The charter establishing each such school is a performance contract detailing the school's mission, program, goals, students served, and methods of assessment. The basic concept of public charter schools is that they exercise increased autonomy in return for this accountability.

WHO CAN OPERATE A CHARTER SCHOOL?

The following are considered eligible entities and may apply to the State Board of Education to create an open-enrollment charter school:

- A public institution of higher education;
- A private nonsectarian institution of higher education;
- A governmental entity; or
- An organization that is nonsectarian in its program, admissions policies, employment practices, and operations, and has applied for tax-exempt status under § 501(c)(3) of the Internal Revenue Code of 1986.

Any public school district may apply for a conversion status for a public school in the district.

MORE CHOICES AND INNOVATION!

Charter schools offer more educational options for parents and students. Any student that is a resident of the state of Arkansas may attend any charter school in the state free of charge. Charter schools serve as incubators of educational innovation and are able to provide students with opportunities that may not be available through traditional public schools.

For example, a number of charter schools operate on extended day and extended year schedules to help provide enrichment and remediation to students in need.

To locate a charter school near you, visit <http://www.arkansased.org/divisions/learning-services/charter-schools>.

Visit <https://adedata.arkansas.gov/arc/> to see how well your local charter school is performing academically. A more comprehensive evaluation of all charter schools in the state can be found at <http://www.arkansased.org/divisions/learning-services/charter-schools/evaluation-reports>.

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Arkansas Department of Education
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Four Capitol Mall
Little Rock, Arkansas 72201
Telephone: (501) 683-5313
Fax: (501) 371-3514
E-mail: ade.charterschool@arkansas.gov





1991

Minnesota becomes the first state to pass charter public school legislation.



1994

The federal Charter Schools Program becomes law.



1997

In his State of the Union address, President Bill Clinton calls for the creation of 3,000 charter public schools by the end of 2002.



2002

President George W. Bush signs the No Child Left Behind Act into law, which reauthorizes the federal Charter Schools Program.



2005

The National Alliance for Public Charter Schools officially launches to provide a unified voice for the national charter movement.



2006

Over one million students are enrolled in charter public schools.



2008

During a live presidential debate, presidential candidates Barack Obama and John McCain both pledge support for the expansion of charter public schools.



2011

The number of students attending charter public schools surpasses two million during the 2011-2012 school year.



2012

More than 100 communities throughout the U.S. have at least 10 percent student enrollment share in charter public schools.



2014

For the first time, charter public school wait lists exceed one million student names.



2015

Congress passes the Every Student Succeeds Act (ESSA), which formalized the replication and expansion grant program for high-performing charter management organizations.



**June 4,
2016**

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS
April 2016**

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Acts 846 and 1200 of 2015.

2.00 LEGISLATIVE AND REGULATORY INTENT

- 2.01 It is the intent of the Arkansas General Assembly, and of these rules, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:
 - 2.01.1 Improve student learning;
 - 2.01.2 Increase learning opportunities for all students, with special emphasis on expanding learning experiences for students who are identified as low-achieving;
 - 2.01.3 Encourage the use of different and innovative teaching methods;
 - 2.01.4 Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
 - 2.01.5 Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
 - 2.01.6 Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Source: Ark. Code Ann. § 6-23-102

3.00 DEFINITIONS

- 3.01 “Academic Eligibility” means qualified for selection or admission based upon academic performance.
- 3.02 "Adult education charter school" means a charter school for individuals at least nineteen (19) years of age that offers a high school diploma program and an industry certification program simultaneously to students. *Source: Ark. Code Ann. § 6-23-103(1)*
- 3.03 “Affected School District” means each public school district from which an open-enrollment public charter school or adult education public charter school is expected to draw students for the purposes of enrollment; the public school district in which the open-enrollment public charter school or adult education public charter school will be located; and each public school district that is contiguous to the public school district in which the open-enrollment or adult education public charter school will be located.
- 3.04 “Athletic Eligibility” means qualified for selection or admission based upon athletic performance or upon athletic eligibility requirements set forth by the Arkansas Activities Association.
- 3.05 “Application” means the proposal by a public school district or eligible entity for obtaining conversion public charter school status, open-enrollment public charter school status, or adult education charter school status.
- 3.06 “Authorizer” means an entity that authorizes a charter, which may be either the:
- 3.06.1 Department of Education; or
- 3.06.2 State Board of Education acting under Ark. Code Ann. § 6-23-703 and Section 9.0 of these rules. *Source: Ark. Code Ann. § 6-23-103(3)*
- 3.07 “Average daily membership” means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth. Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board of Education under the Standards for Accreditation of Arkansas Public Schools and School Districts may be counted for average daily

membership. *Source: Current rule as modified by Ark. Code Ann. § 6-20-2303(3)*

- 3.08 “Charter,” or “charter contract” means a performance-based contract for an initial five-year period between the authorizer and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of Title 6 of the Arkansas Code specified in the contract. *Source: Ark. Code Ann. § 6-23-103(4)*. The initial charter or charter contract may be renewed as set forth in these rules. For the purposes of these rules, the initial five-year period of a charter begins to run on the July 1 following approval of the charter unless otherwise specified by the authorizer. The period for any subsequent renewal of an initial charter shall begin to run on the July 1 following approval of the renewal.
- 3.09 “Conversion public charter school” means a public school that has converted to operating under the terms of a charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(5)*
- 3.10 “Debt” means any financial obligation incurred by a public charter school which will not be paid in full within 365 days from the date on which the financial obligation is incurred. *Source: Current rule as modified herein.*
- 3.11 “Eligible entity” means:
- 3.11.1 A public institution of higher education;
 - 3.11.2 A private nonsectarian institution of higher education;
 - 3.11.3 A governmental entity; or
 - 3.11.4 An organization that:
 - 3.11.4.1 Is nonsectarian in its program, admissions policies, employment practices, and operations, and
 - 3.11.4.2 Has applied for tax-exempt status under § 501(c)(3) of the Internal Revenue Code of 1986. The eligible entity must obtain status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-103(6)

3.12 “Founding member” means any individual who is either:

3.12.1 A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

3.12.2 A member of the initial governing nonadvisory board of the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-103(7)

3.13 “Letter of Intent” means a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. The letter of intent shall be submitted by the established deadline on forms provided by the Department of Education.

Source: Current rule.

3.14 “License” means the authority granted by the authorizer to an already-existing open-enrollment or adult education public charter sponsoring entity for the purpose of establishing another open-enrollment or adult education public charter school(s) provided the applicant for a charter license(s) meets the following minimum conditions: (1) maintains an existing open-enrollment or adult education public charter school charter from the authorizer; and (2) meets the requirements of Section 6.05 or Section 10.03 of these rules.

3.15 “Local school board” means a board of directors exercising the control and management of a public school district. For the purposes of these rules, “local school board” also refers to the board of directors of a school district where a public charter school will be physically located. *Source: Current rule and Ark. Code Ann. § 6-23-103(9)*

3.16 “Net assets” refers to the status of particular items upon the occurrence of the dissolution, nonrenewal, or revocation of the charter, with the purpose being to identify publicly-funded unencumbered assets as property of the state at that point. Specifically, “net assets” refer to any unencumbered asset for which public funds were spent. *Source: Attorney General Opinion No. 2007-204*

3.17 “Open-enrollment public charter school” means a public school that:

- 3.17.1 Is operating under the terms of a charter granted by the authorizer on the application of an eligible entity;
- 3.17.2 May draw its students from any public school district in this state; and
- 3.17.3 Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.
- 3.17.4 “Open-enrollment public charter school” also possesses the same meaning as given the term “charter school” in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009.

Source: Ark. Code Ann. § 6-23-103(10)

- 3.18 “Parent” means any parent, legal guardian, or other person having custody or charge of a school-age child. *Source: Ark. Code Ann. § 6-23-103(11)*
- 3.19 “Public school” means a school that is part of a public school district under the control and management of a local school board. *Source: Ark. Code Ann. § 6-23-103(12)*
- 3.20 “Public charter school” means a conversion public charter school, an open-enrollment public charter school, or an adult education charter school.
- 3.21 “Sectarian” means of or relating to a particular religious sect. *Source: Black’s Law Dictionary, 8th Ed., 2004.*
- 3.22 “Short-term Line of Credit” means any financial obligation or obligations incurred by a public charter school as the result of an agreement by a lender or potential creditor to advance funds of ten thousand dollars (\$10,000.00) or more in the form of:
 - 3.22.1 A loan (or combination of loans) that is payable in full in less than three hundred sixty-five (365) days from the date on which the financial obligation is incurred; or
 - 3.22.2 A loan (or combination of loans) that does not define a date certain at which the loan is payable in full.

4.00 RULES APPLICABLE TO ALL PUBLIC CHARTER SCHOOLS

4.01 Charter Form for Public Charter Schools – Requirements – Revision

4.01.1 A charter for a public charter school shall:

- 4.01.1.1 Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;
- 4.01.1.2 Satisfy the requirements of Title 6, Chapter 23 of the Arkansas Code and of these rules; and
- 4.01.1.3 Ensure that the information required under Ark. Code Ann. § 6-23-404 is consistent with the information provided in the application and any modification that the authorizer may require.

4.01.2 Any revision or amendment of the charter for a public charter school may be made only with the approval of the authorizer.

Source: Ark. Code Ann. § 6-23-104

4.02 Authorizer Hearing Notice Requirements

- 4.02.1 For applications for a public charter school, the public charter school applicant shall submit its application according to a schedule set forth by the State Board of Education.
- 4.02.2 For renewal requests for a public charter school, the public charter school applicant shall submit its renewal request according to a schedule set forth by the State Board of Education.
- 4.02.3 Requests seeking amendments to current charters will be heard at the authorizer meetings in February and October of each year.
- 4.02.4 For requests seeking authorizer approval for a change in the physical location of a public charter school, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For

open-enrollment or adult education public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

4.02.4.1 For the purposes of these rules, a change in the physical location of a public charter school means a relocation of a public charter school from its present location.

4.02.4.2 Requests for a change in the physical location of a public charter school shall include maps of the present and proposed future locations of the charter school, and shall identify the local public school district in which the proposed future location will be located.

4.02.4.3 Not later than seven (7) days after receipt of the request to change the physical location of a public charter school, the Commissioner of Education may, in writing, require the public charter school, the local school district and the Department of Education to submit additional information, including without limitation a desegregation analysis, concerning the proposed change in the physical location of the public charter school. Should the Commissioner of Education require the submission of such additional information, he or she shall modify the deadlines contained in Sections 4.04.4, 4.04.5, 4.04.6 of these rules accordingly.

4.02.5 For requests seeking authorizer approval for other amendments to a public school charter, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

4.02.6 For requests seeking authorizer approval for licenses for an existing open-enrollment or adult education public charter school, the open-enrollment or adult education public charter school applicant shall submit such request for license not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. Each such request shall be contemporaneously sent by the applicant to the

superintendent of the local school district in which the public charter school will be located.

4.02.7 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education or his or her designee may waive the requirements set forth in Sections 4.02.3 through Sections 4.02.6 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education or his or her designee. If the Commissioner of Education, or his or her designee, grants such a waiver, he or she shall also adjust the resulting deadlines for local school districts and Department of Education staff contained in Sections 4.04.5 and 4.04.6 of these rules.

4.03 Basis and Procedure for Public Charter School Probation or Charter Modification, Revocation or Denial of Renewal

4.03.1 The authorizer may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the public charter school:

- 4.03.1.1 Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- 4.03.1.2 Failed to satisfy generally accepted accounting standards of fiscal management;
- 4.03.1.3 Failed to comply with this Title 6, Chapter 23 of the Arkansas Code or other applicable law or regulation; or
- 4.03.1.4 Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer.
- 4.03.1.5 Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary

and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter. However, any one of the circumstances listed in Sections 4.03.1.1 through 4.03.1.4 of these rules may be reason enough to non-renew or revoke a public charter school's charter.

- 4.03.2 Any action the authorizer may take under Ark. Code Ann. § 6-23-105 and Section 4.02 of these rules shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.
- 4.03.3 The authorizer's procedures for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter can be found in these rules as follows:
 - 4.03.3.1 Conversion public charter schools: Sections 5.06 and 5.07.
 - 4.03.3.2 Open-enrollment public charter schools: Sections 6.23 and 6.24.
 - 4.03.3.3 Adult Education public charter schools: Sections 10.15 and 10.16.
- 4.03.4 There is no further right of appeal beyond the determination of the authorizer except as set forth in Sections 8.00 and 9.00 of these Rules.
- 4.03.5 The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

Source: Ark. Code Ann. § 6-23-105-

4.04 Impact on School Desegregation Efforts

- 4.04.1 The applicants for a public charter school, the local school board for the district in which the proposed public charter school would be located, and the authorizer shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory

obligations to create and maintain a unitary system of desegregated public schools.

- 4.04.2 The authorizer shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.
- 4.04.3 The authorizer shall not approve any public charter school under Title 6, Chapter 23, or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.
- 4.04.4 A public charter school or applicant shall provide to the Department of Education, with a copy to the local school board for the school district in which the public charter school is or will be located, a desegregation analysis carefully reviewing the potential impact of the public charter school's application or request on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:
 - 4.04.4.1 In its application for a public charter school charter;
 - 4.04.4.2 In its renewal request for its existing public charter school charter;
 - 4.04.4.3 In its request to change the physical location of its existing charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;
 - 4.04.4.4 In any request to amend its existing charter to increase its enrollment cap or add grade levels; and
 - 4.04.4.5 For an existing open-enrollment public charter school, in any request for a license.
- 4.04.5 The local school board of the school district in which the proposed public charter school is or will be located may provide to the Department of Education, with a copy to the public charter school or applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school, or a request under Section 4.04.4

above, on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:

- 4.04.5.1 Not later than twenty (20) days prior to the authorizer's consideration of an application of a public charter school;
- 4.04.5.2 Not later than twenty (20) days prior to the authorizer's consideration of a proposed renewal of a public charter school;
- 4.04.5.3 Not later than twenty (20) days prior to the authorizer's consideration of a change in the physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;
- 4.04.5.4 Not later than twenty (20) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels; and
- 4.04.45.5 Not later than twenty (20) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school.
- 4.04.5.6 Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department of Education a desegregation analysis as set forth above shall result in a waiver of the local school board's right to submit such a desegregation analysis to the authorizer.

4.04.6 In accordance with Section 4.04 of these rules, the Department of Education staff shall submit to the authorizer, with copies to the public charter school or applicant and the local school board of the school district in which the public charter school is or will be located, a desegregation analysis:

- 4.04.6.1 Not later than ten (10) days prior to the authorizer's consideration of an application of a public charter school;

- 4.04.6.2 Not later than ten (10) days prior to the authorizer's consideration of a proposed renewal of a public charter school;
- 4.04.6.3 Not later than ten (10) days prior to the authorizer's consideration of a change in physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;
- 4.04.6.4 Not later than ten (10) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels;
- 4.04.6.5 Not later than ten (10) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school; and
- 4.04.6.6 At any other time as directed by the authorizer or the Commissioner of Education.
- 4.04.6.7 The Department of Education's desegregation analysis will include as attachments the desegregation analyses provided by the applicant or public charter school and the local school board in which the public charter school is or will be located.

Source: Ark. Code Ann. § 6-23-106

4.05 Observance of Anti-Discrimination Laws

- 4.05.1 All public charter schools shall observe and comply with all anti-discrimination laws, both federal and state, except where otherwise exempted under federal charter school law.
- 4.05.2 All public charter schools are responsible for meeting the requirements of the Individuals with Disabilities Act (IDEA) and these rules.
- 4.05.3 All public charter schools are responsible for meeting the requirements of Section 504 of the Rehabilitation Act.

Source: Current rules as modified

ADE 313-12

4.06 Reporting Requirements

4.06.1 Within ten (10) calendar days of the close of the first quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.1.1 The number of applications for enrollment received;

4.06.1.2 The number of applicants with a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq.; and

4.06.1.3 The number of applications for enrollment the public charter school denied and an explanation of the reason for each denial.

4.06.2 Within ten (10) calendar days of the close of the fourth quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.2.1 The number of students in each of the following categories:

4.06.2.1.1 Students who dropped out of the public charter school during the school year;

4.06.2.1.2 Students who were expelled during the school year by the public charter school;

4.06.2.1.3 Students who were enrolled in the public charter school but for a reason other than those cited under Sections 4.06.2.1.1 and 4.06.2.1.2 did not complete the school year at the public charter school;

4.06.2.1.4 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to another open-enrollment public charter school;

- 4.06.2.1.5 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a private school;
- 4.06.2.1.6 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a home school;
- 4.06.2.1.7 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a school outside of Arkansas; and
- 4.06.2.1.8 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a traditional public school district within Arkansas.
- 4.06.2.1.9 The report shall identify the dates of transfer for all students identified in Section 4.06.2.1.8.
- 4.06.2.2 For all students enrolled in the public charter school, the scores for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., including without limitation benchmark assessments and end-of-course assessments
- 4.06.2.3 If there is any discrepancy in the number of students for whom scores are reported under Section 4.06.2.2 of these rules, and the number of students enrolled at the beginning of the school year, the public charter school shall explain in the report the reason for the discrepancy.
- 4.06.3 The Department of Education shall not exempt a public charter school from the reporting required under Section 4.06 of these rules.
- 4.06.4 The Department of Education shall publish a copy of each report on the department's website.

- 4.06.5 If a public charter school fails to comply with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules, the Department of Education shall note the failure in the annual evaluation of the public charter school.
- 4.06.6 Every public charter school shall furnish any other information, record, or report requested by the Department of Education Charter School Office unless disclosure of the information, record, or report is explicitly prohibited by court order or by federal or state law.
- 4.06.7 The Department of Education Charter School Office shall, at least annually, post on the Department of Education's website a list of deadlines for which legally required reports are due from the public charter school to the Department of Education.

Source: Ark. Code Ann. § 6-23-107

4.07 Public Charter Schools Receiving Federal Dissemination Grants from the Arkansas Department of Education

- 4.07.1 Public Charter Schools that receive federal dissemination grant funds from the Department of Education shall, by July 1 of each year, provide the Department of Education Charter School Office with a list of the public charter school's best or promising practices in accordance with their approved dissemination grant applications.
- 4.07.2 By August 1 of each year, the Department of Education Charter School Office will post a link of each public charter school's best or promising practices on the Department of Education's website.

4.08 Application Process, Schedule and Forms

- 4.08.1 A procedure for establishing a public charter school shall be published by the Department of Education as approved by the State Board.
- 4.08.2 All dates and requirements listed in the procedures for establishing a public charter school shall be strictly followed by the public charter school applicant.
- 4.08.3 If all dates and requirements listed in the procedures for establishing a public charter school are not strictly followed by the public charter school applicant, the authorizer may refuse to consider the application.

- 4.08.4 Application forms and other documents needed for the public charter school application process shall be provided by the Arkansas Department of Education Charter School Office and are incorporated into these rules as if fully set forth herein.
- 4.08.5 Any requests for technical assistance by a charter applicant shall be made to the Arkansas Department of Education Charter School Office.
- 4.08.6 Letter of Intent: Each public charter school letter of intent shall be submitted by the potential applicant by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any letter of intent not received by the established deadline. The Charter School Office will electronically acknowledge receipt of received letters of intent.
- 4.08.7 Charter Application: Each public charter school application shall be submitted by the applicant by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any application not received by the established deadline. The Charter School Office will electronically acknowledge receipt of received applications.
- 4.08.8 The Department of Education shall review the application for a public charter school and present to the authorizer a written evaluation of the application. The Department's evaluation shall be sent to the public charter school applicant.
- 4.08.9 The public charter school applicant shall be allowed an opportunity to submit a written response to the Arkansas Department of Education's evaluation by an established deadline.
- 4.08.10 The Department of Education may require additional information from a charter applicant to be delivered by the charter applicant in oral or written form, or both.

5.00 RULES APPLICABLE TO CONVERSION PUBLIC CHARTER SCHOOLS

5.01 Application for Conversion Public Charter School Status

5.01.1 Any public school district may apply to the authorizer for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the State Board. The authorizer shall not approve an application for conversion public charter school status that has not first been approved by the school district's board of directors.

5.01.2 A public school district's application for conversion public charter school status for the public school may include, without limitation, the following purposes:

5.01.2.1 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

5.01.2.2 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

5.01.2.3 Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

5.01.3 An application for a conversion public charter school shall:

5.01.3.1 Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

5.01.3.2 Notice of the public hearing shall be:

5.01.3.2.1 Distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

5.01.3.2.2 Published in a newspaper having general circulation in the public school district at

least three (3) weeks prior to the date of the meeting;

- 5.01.3.3 Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;
 - 5.01.3.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;
 - 5.01.3.5 Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;
 - 5.01.3.6 Describe how the concerns of licensed employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and
 - 5.01.3.7 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the public charter school will be exempt.
- 5.01.4 A licensed teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the licensed teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.
- 5.01.5 If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed conversion public charter school site and proceed,

at the local school board's option, with the conversion public charter school application if a majority of the licensed teachers approve the proposal.

Source: Ark. Code Ann. § 6-23-201

5.02 Authorization for Conversion Public Charter School Status

5.02.1 As requested by the conversion public charter school applicant, the authorizer shall review the application for conversion public charter school status and may approve any application that:

5.02.1.1 Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

5.02.1.2 Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;

5.02.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the licensed employees and the broader community, in the process of carrying out the terms of the charter; and

5.02.1.4 Includes an agreement to provide a yearly report to parents, the community, the local school board, and the authorizer that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

Source: Ark. Code Ann. § 6-23-202.

5.03 Resubmission of Conversion Public Charter School Applications

5.03.1 If the authorizer disapproves an application for a conversion public charter school, the authorizer shall notify the applicant in writing of the reasons for the disapproval.

5.03.2 The Department of Education may provide technical assistance to the conversion public charter school applicants in the:

5.03.2.1 Creation of its application; and

5.03.2.2 Modification of its application as directed by the authorizer.

Source: Ark. Code Ann. § 6-23-203

5.04 Public Conversion Charter School Renewal: The authorizer is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

Source: Ark. Code Ann. § 6-23-204

5.05 Teacher Hires when Charter Revoked: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the public school district where the licensed teacher was formerly employed.

5.06 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

5.06.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.

5.06.2 The conversion public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed conversion public charter school, renewal, or amendment. The Chair of authorizing body may grant additional time, if necessary.

5.06.3 Parties opposed to the conversion public charter school application, renewal, or amendment, if any, shall have twenty (20) minutes to present their case to the authorizer for disapproval of the proposed conversion public charter school, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.

- 5.06.4 The conversion public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.
- 5.06.5 The authorizer will follow the presentation with discussion of the conversion public charter school application or request and questions, if any, to the conversion public charter school or applicant, opposing parties, or both.
- 5.06.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.
- 5.06.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or amendment in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application or request.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

5.07 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Modification, Probation or Revocation of Charter)

- 5.07.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the conversion public charter school.
- 5.07.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.
- 5.07.3 The conversion public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

5.07.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

5.07.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules

6.00 RULES APPLICABLE TO OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS

Note: The rules applicable to Adult Education Charter Schools can be found in Section 10.00 of these Rules.

6.01 Application for an Open-Enrollment Public Charter School

6.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district. As noted in Section 6.17.11 of these Rules, an open-enrollment public charter school shall have the right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.01.2 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an open-enrollment public charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.

6.01.3 The authorizer shall adopt, in conjunction with the application form adopted under section 6.01.2 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an open-enrollment public charter may be granted. The State Board

shall adopt any rubric that is required to be promulgated through the Administrative Procedure Act.

6.01.4 The application to the authorizer for an open-enrollment public charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.

6.01.5 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.

6.01.6 The application for an open-enrollment public charter school shall:

6.01.6.1 Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

6.01.6.1.1 Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in the public school district in which the open-enrollment public charter school is likely to be located.

6.01.6.1.1.1 The last publication of notice shall be no less than seven (7) days before the public meeting.

6.01.6.1.1.2 The notice shall not be published in the classified or legal notice section of the newspaper.

6.01.6.1.2 Within seven (7) calendar days following the first publication of notice required under Section 6.01.6.1.1 of these rules, letters announcing the public hearing shall be sent to the superintendent of each of the public school districts from which the open-

enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

- 6.01.6.1.3 An affected school district may submit written comments concerning the application to the authorizer to be considered at the time of the authorizer's review of the application.
- 6.01.6.2 Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;
- 6.01.6.3 Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;
- 6.01.6.4 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the open-enrollment public charter school seeks to be exempted;
- 6.01.6.5 Describe the facility to be used for the open-enrollment public charter school and state the facility's current use.
 - 6.01.6.5.1 If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the

open-enrollment public charter school and the public school district.

6.01.6.5.2 If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the authorizer.

6.01.6.6 Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

6.01.7 Review and Approval by the Local School Board:

6.01.7.1 The application may be reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

6.01.7.2 Any decision by the local school board approving or disapproving the application must be made within forty-five (45) days of the local school board's receipt of the application.

6.01.7.3 The applicant may submit to the authorizer for expedited review an application approved by the local school board under Section 6.01.7.1 of these rules.

6.01.7.4 If the local school board disapproves the application, or if the local school board takes no action in the time allowed by Section 6.01.7.2 of these Rules, the applicant shall have an immediate right to proceed with a written notice of appeal to the authorizer.

6.01.7.5 The authorizer shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal or a request for review, unless the applicant and the local school board agree to a later date.

6.01.7.6 All interested parties may appear at the hearing and present relevant information regarding the application.

- 6.02 A licensed teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the licensed teacher's objections.

Source: Ark. Code Ann. §§ 6-23-301 and 6-23-302

6.03 Authorization for an Open-Enrollment Public Charter School

- 6.03.1 As requested by the applicant for an open-enrollment public charter school, the authorizer shall review the application for an open-enrollment public charter school and may approve any application that:

- 6.03.1.1 Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;
- 6.03.1.2 Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals;
- 6.03.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the licensed employees, and the broader community in carrying out the terms of the open-enrollment charter;
- 6.03.1.4 Includes an agreement to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;
- 6.03.1.5 Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and

- 6.03.1.6 Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-303

6.04 Other Application Requirements – Preference for Certain Districts

6.04.1 The authorizer may approve or deny an application based on:

- 6.04.1.1 Criteria provided by law;
- 6.04.1.2 Criteria provided by rule adopted by the authorizer under section 6.01.3 of these Rules;
- 6.04.1.3 Findings of the authorizer relating to improving student performance and encouraging innovative programs; and
- 6.04.1.4 Written findings or statements received by the authorizer from any public school district likely to be affected by the open-enrollment public charter school.

6.04.2 The authorizer shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

- 6.04.2.1 When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
- 6.04.2.2 When the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or
- 6.04.2.3 When the district has been classified by the Department of Education as in some phase of school improvement status under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

- 6.04.3 The Department of Education, State Board, or a combination of the department and the State Board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools except as provided under Section 6.04.3.1 below.
- 6.04.3.1 If the cap on the number of charters available for an open-enrollment public charter schools is within two (2) charters of meeting any existing limitation or cap on available open-enrollment charters, the number of available charters shall automatically increase by five (5) slots more than the most recent existing limitation or cap on open-enrollment charters.
- 6.04.3.2 By March 1 each year, the Department of Education shall issue a Commissioner's Memo stating the existing limitation on the number of charters available for open-enrollment public charter schools and the number of charters available for open-enrollment public charter schools during the next application cycle.
- 6.04.4 An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 6.05 of these rules.
- 6.04.5 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under Ark. Code Ann. § 6-13-1601 et seq., until after the third year of the administrative reorganization.
- 6.04.6 A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

Source: Ark. Code Ann. § 6-23-304

6.05 Open-Enrollment Public Charter School Licenses

- 6.05.1 A charter applicant that receives an approved open-enrollment public charter may petition the authorizer for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:

- 6.05.1.1 The approved open-enrollment public charter applicant has demonstrated academic success as defined by the State Board for all public schools;
- 6.05.1.2 The approved open-enrollment public charter applicant has not:
 - 6.05.1.2.1 Been subject to any disciplinary action by the authorizer;
 - 6.05.1.2.2 Been classified as in academic or fiscal distress;
 - 6.05.1.2.3 Had its open-enrollment public charter placed on charter school probation or suspended or revoked under Ark. Code Ann. § 6-23-105 or Section 4.03 of these rules; and
 - 6.05.1.2.4 The authorizer determines in writing by a majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 6.05 of these rules.

Source: Ark. Code Ann. § 6-23-304

6.06 Resubmission of Open-Enrollment Public Charter School Applications

- 6.06.1 If the authorizer disapproves an application for an open-enrollment public charter school, the authorizer shall notify the applicant in writing of the reasons for such disapproval.
- 6.06.2 The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the:
 - 6.06.2.1 Creation of its application; and
 - 6.06.2.2 Modification of its application as directed by the authorizer.

Source: Ark. Code Ann. § 6-23-305

6.07 Contents of Open-Enrollment Public Charters

6.07.1 An open-enrollment public charter granted by the authorizer shall:

- 6.07.1.1 Describe the educational program to be offered;
- 6.07.1.2 Specify the period for which the open-enrollment public charter or any renewal is valid;
- 6.07.1.3 Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;
- 6.07.1.4 Establish the level of student performance that is considered acceptable for the purposes of Section 6.07.1.3 of these rules;
- 6.07.1.5 Specify any basis, in addition to a basis specified by Title 6, Chapter 23 of the Arkansas Code or Section 4.03 of these rules, on which the open-enrollment public charter school may be placed on probation or its charter revoked or on which renewal of the open-enrollment public charter school may be denied;
- 6.07.1.6 Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:
 - 6.07.1.6.1 The open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;
 - 6.07.1.6.2 Consistent with the requirements of Section 6.07.1.14.3 of these rules, the open-

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enrollment public charter school may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal civil rights act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

- 6.07.1.6.3 The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.
- 6.07.1.7 Specify the grade levels to be offered;
- 6.07.1.8 Describe the governing structure of the program;
- 6.07.1.9 Specify the qualifications to be met by professional employees of the program;
- 6.07.1.10 Describe the process by which the persons providing the program will adopt an annual budget;
- 6.07.1.11 Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;
- 6.07.1.12 Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;
- 6.07.1.13 Describe the geographical area, public school district, or school attendance area to be served by the program;

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept by the annual deadline that the open-enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 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.

6.07.1.14.1.2 The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

- 6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and
- 6.07.1.14.2.2 Siblings of students currently enrolled in the open-enrollment public charter school.
- 6.07.1.14.3 The open-enrollment public charter may use a weighted lottery in the student selection process only when necessary to comply with a:
 - 6.07.1.14.3.1 Federal court order; or
 - 6.07.1.14.3.2 Federal administrative order issued by an appropriate federal agency having proper authority to enforce remedial measures necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972 and the equal protection clause of the Fourteenth Amendment to the United States Constitution.
- 6.07.1.15 Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment

decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Source: Ark. Code Ann. § 6-23-306

- 6.08 **Renewal of an Open-Enrollment Charter:** After the initial five-year period of an open-enrollment public charter, the authorizer may renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed twenty (20) years.

Source: Ark. Code Ann. § 6-23-307

- 6.09 **Priority Hiring for Teachers:** If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the school district where the licensed teacher was formerly employed.

Source: Ark. Code Ann. § 6-23-308

- 6.10 **Status Report:** The authorizer shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Committee on Education and the Senate Committee on Education during the interim between regular sessions of the General Assembly.

Source: Ark. Code Ann. § 6-23-310

- 6.11 **Authority under a Charter for Open-Enrollment Public Charter Schools**

- 6.11.1 **An open-enrollment public charter school:**

- 6.11.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;
- 6.11.1.2 Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;

- 6.11.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;
- 6.11.1.4 Shall have no authority to impose taxes;
- 6.11.1.5 Shall not incur any debts without the prior review and approval of the Commissioner of Education;
 - 6.11.1.5.1 Requests for approval of debt must be submitted to the Commissioner of Education by the open-enrollment public charter school no later than thirty (30) days prior to the date upon which the debt will be incurred.
 - 6.11.1.5.2 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education may waive the thirty (30) day deadline set forth in Section 6.11.1.5.1 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education.
- 6.11.1.6 Shall not enter into any short-term line of credit, or receive any funds from a short-term line of credit, without prior notice to the Commissioner of Education;
 - 6.11.1.6.1 Notice of a short-term line of credit must identify the lender or creditor, the principal amount, the interest rate, and the payment terms;
 - 6.11.1.6.2 No public funds may be used to repay any short-term line of credit unless prior notice

of the line of credit was given to and
received by the Commissioner of Education;

6.11.1.7 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and

6.11.1.8 Shall not be religious in its operations or programmatic offerings.

6.11.2 An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:

6.11.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;

6.11.2.2 Public school accountability under Title 6 of the Arkansas Code;

6.11.2.3 High school graduation requirements as established by the State Board;

6.11.2.4 Special education programs as provided by Title 6 of the Arkansas Code;

6.11.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;

6.11.2.6 Health and safety codes as established by the State Board and local governmental entities; and

6.11.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-401

6.12 Enrollment Numbers and Deadline:

- 6.12.1 An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.
- 6.12.2 Any student enrolling in an open-enrollment public charter school shall enroll in that school by the deadline established in Ark. Code Ann. § 6-23-402 for the upcoming school year during which the student will be attending the open-enrollment public charter school.
- 6.12.3 However, if a student enrolled by the deadline established in Ark. Code Ann. § 6-23-402 should no longer choose to attend the open-enrollment public charter school or if the open-enrollment public charter school has not yet met its enrollment cap, the open-enrollment public charter school may enroll a number of replacement or additional students not to exceed the enrollment cap of the open-enrollment public charter school.
- 6.12.4 Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-402

6.13 Annual Audit of Open-Enrollment Public Charter School Required:

- 6.13.1 Any other provision of the Arkansas Code or these rules notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.
- 6.13.2 An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.
- 6.13.3 If the school is an open-enrollment public charter school in its first year of operation, the Legislative Auditor shall prepare the required annual financial audit for the school unless:

- 6.13.3.1 The open-enrollment public charter school chooses to retain the services of a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; and
- 6.13.3.2 The authorizer approves the open-enrollment public charter school's use of an entity other than the Legislative Auditor to prepare the annual financial audit.
- 6.13.4 No open-enrollment public charter school shall engage an accountant or accounting firm to conduct any audit if the accountant or accounting firm is listed on any ineligibility list maintained by the Department of Education or the Division of Legislative Audit.

Source: Ark. Code Ann. §§ 6-23-403, 6-23-505, and 10-4-413

6.14 Evaluation of Open-Enrollment Public Charter Schools:

- 6.14.1 The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.
- 6.14.2 An annual evaluation shall include, without limitation, consideration of:
 - 6.14.2.1 Student scores under the statewide assessment program described in Ark. Code Ann. § 6-15-433;
 - 6.14.2.2 Student attendance;
 - 6.14.2.3 Student grades;
 - 6.14.2.4 Incidents involving student discipline;
 - 6.14.2.5 Socioeconomic data on students' families;
 - 6.14.2.6 Parental satisfaction with the schools;
 - 6.14.2.7 Student satisfaction with the schools; and
 - 6.14.2.8 The open-enrollment public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules.

- 6.14.3 The authorizer may require the charter holder to appear before the authorizer to discuss the results of the evaluation and to present further information to the authorizer as the authorizer deems necessary.

Source: Ark. Code Ann. § 6-23-404

- 6.15 Monthly Reports: An open-enrollment public charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-405

- 6.16 Department of Education Review: The Department of Education shall:

6.16.1 Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and

6.16.2 Report to the State Board and the Commissioner of Education on the open-enrollment public charter school's:

6.16.2.1 Overall financial condition; and

6.16.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-406

- 6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open-enrollment public charter school is determined as follows:

- 6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501;
 - 6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and
 - 6.17.2.3 A final adjustment will be made after the current three-quarter average daily membership is established.
- 6.17.3 For the second year and each school year thereafter, the previous year's average daily membership will be used to calculate foundation funding amounts.
- 6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:
- 6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and
 - 6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.
- 6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:
- 6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the

per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules.

6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

- 6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.
- 6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.
- 6.17.11.4 The purposes of this Section 6.17.11 are to:
 - 6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and
 - 6.17.11.4.2 Preserve the option to continue that use.
- 6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501

6.18 Source of Funding for Open-Enrollment Public Charter Schools

- 6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.
- 6.18.2 The amount set aside shall be determined by the State Board.

Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

- 6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules.

Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504

6.21 Deposit and Management of Charter School Funds

6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

6.22 Assets of Open-Enrollment Public Charter School as Property of State

- 6.22.1 Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school.
- 6.22.2 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the Department of Education may require that the property be sold.
- 6.22.3 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Source: Ark. Code Ann. § 6-23-506

6.23 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

- 6.23.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.
- 6.23.2 The open-enrollment public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 6.23.3 Parties opposed to the open-enrollment public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 6.23.4 The open-enrollment public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

- 6.23.5 The authorizer will follow the presentation with discussion of the open-enrollment public charter school application, renewal, or request, and questions, if any, to the open-enrollment public charter school or applicant, opposing parties, or both.
- 6.23.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.
- 6.23.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.
- 6.23.8 During the roll call vote on each open-enrollment public charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval as necessary to comply with Ark. Code Ann. § 6-23-305.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

6.24 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Modification, Probation or Revocation of Charter)

- 6.24.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the open-enrollment public charter school.
- 6.24.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.
- 6.24.3 The open-enrollment public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the open-enrollment public

charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

6.24.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the open-enrollment public charter school, or both.

6.24.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules

6.25 Charter School Facilities

An open-enrollment public charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

6.25.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;

6.25.2. A certificate of occupancy or other approval of the state fire marshal; or

6.25.3 A certificate of substantial completion issued by a licensed architect.

7.00 RULES APPLICABLE TO THE CLOSURE OR DISSOLUTION OF PUBLIC CHARTER SCHOOLS

7.01 Required Notices

7.01.1 No later than fifteen (15) days after the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall furnish to the Department of Education:

7.01.1.1 A complete inventory of all personal property, real property, equipment, and fixtures owned or financed by the charter school, with documentation showing a description of each asset, serial number, tag number, location, estimated value, any encumbrance on the asset including

recorded security interest or lien, and the source of funds for each purchase;

- 7.01.1.2 The account number and financial institution contact information for every account in which the charter school or sponsoring entity deposited any state or federal funds at any time, and complete bank statements for the twelve (12) months preceding the effective date of closure;
- 7.01.1.3 A complete list of all debts or obligations owed by the charter school and still outstanding as of the effective date of closure, including all outstanding checks or warrants;
- 7.01.1.4 A complete list of all accounts receivable owed to the charter school and still outstanding as of the effective date of closure; and
- 7.01.1.5 Complete contact information for every member of the charter school's board or governing entity.

7.01.2 If the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall, on a timeline established by the Department, send written notice of closure, as approved by the Department, to:

- 7.01.2.1 The parents and legal guardians of all students;
- 7.01.2.2 All employees of the charter school;
- 7.01.2.3 All creditors of the charter school; and
- 7.01.2.4 Every school district in which any students of the charter school reside.

7.01.3 Every notice sent pursuant to Section 7.01.2 above must include:

- 7.01.3.1 The effective date of closure and last day of regular instruction; and

- 7.01.3.2 Contact information of the person employed or retained by the charter school or sponsoring entity to handle inquiries regarding the closure.

7.01.4 Parental notices sent pursuant to Section 7.01.2 must additionally include:

- 7.01.4.1 The student's school district of residence, and the contact information for that district's enrollment office;
- 7.01.4.2 A statement that parents should contact the resident school district or any charter school where the student intends to enroll and should ask that school or district to request transfer of the student's educational records from the closing charter school; and
- 7.04.4.3 Contact information for the individual or entity charged with storage of student records after the school's closure.

7.01.5 Employee notices sent pursuant to Section 7.01.2 must additionally include the date of termination of all employee benefits (health insurance, etc.), along with any COBRA or other documentation required by law.

7.01.6 The deadline for any notice required by this Section may be extended by the Department of Education Charter School Office for good cause.

7.02 Assets of Open-Enrollment Public Charter School as Property of State

7.02.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, all net assets of the open-enrollment public charter school purchased with public funds, including any interest in real property, shall be deemed the property of the state, unless otherwise specified in the charter or by federal law.

7.02.2 The Commissioner of Education or his or her designee shall take all steps necessary to protect and recover any and all state assets in the possession or control of the former charter school or the sponsoring entity.

- 7.02.2.1 If any state or federal funds remain in any bank account(s) titled in the name of the charter school or sponsoring entity, the Commissioner of Education or his or her designee shall notify the financial institution that the account(s) holds

state or federal funds and shall direct that the account(s) be immediately frozen, subject to further direction by the Commissioner or his or her designee.

7.02.2.2 Any funds remaining in any bank account(s) titled in the name of the charter school shall be presumed to be state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

7.02.2.3 The Commissioner or his or her designee shall secure and arrange for the recovery and storage of all personal property, equipment, and fixtures purchased or financed in whole or in part with any state or federal funds. Any personal property or equipment contained within the charter school facility shall be presumed to have been purchased or financed in whole or in part with state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

7.02.2.4 At all times, the charter school, the sponsoring entity, and their officers, agents, and employees, must protect the school's assets against theft, misappropriation, and deterioration.

7.03 Distribution of Property

7.03.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the following property shall be sold, unless the Commissioner of Education determines otherwise:

7.03.1.1 Real property or fixtures purchased or financed in whole or in part by the open-enrollment public charter school with state funds;

7.03.1.2 Real property or fixtures purchased or financed in whole or in part by the sponsoring entity with federal grant funds administered by the Department of Education, unless federal law requires some other method of distribution;

7.03.1.3 Personal property encumbered by a recorded security interest or lien and purchased or financed by the open-

enrollment public charter school in whole or in part with state funds;

7.03.1.4 Personal property purchased or financed in whole or in part with state funds by an open-enrollment public charter school that never received federal funds and never directly benefited from a federal grant administered by the Department of Education; and

7.03.1.5 Any other personal property not distributed as provided by Sections 7.03.3 and 7.03.4 below.

7.03.2 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of property sold pursuant to Section 7.03.1 above to the extent of the public funds used in the purchase. For the purpose of this section, “net proceeds” means the sale proceeds remaining after the satisfaction of all lien, security, ownership, or other interests that supersede the state’s interest.

7.03.3 If the open-enrollment public charter school at any time operated an approved federal child nutrition program, all commodities and foodservice equipment purchased in whole or in part with federal funds or with nutrition program revenues shall be sold or transferred as directed by the Arkansas Department of Education Child Nutrition Unit.

7.03.4 If the open-enrollment public charter school or its sponsoring entity received a federal grant administered by the Department of Education, then all other personal property, including furniture, equipment and supplies, purchased with state or federal funds may be redistributed to other Arkansas public charter schools or traditional public schools as allowed by federal law.

7.04 Distribution of Funds

7.04.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the Commissioner of Education or his or her designee shall assert control over any funds deemed the property of the state under Section 7.02 above.

- 7.04.2 In order to comply with federal and state law, the Commissioner of Education shall use such funds to satisfy the following obligations of the charter school in the order listed:
- 7.04.2.1 Domestic support obligations withheld from an employee's wages in compliance with a court order prior to the effective date of dissolution, non-renewal, or revocation;
 - 7.04.2.2 Federal tax liens imposed by the Internal Revenue Code for taxes or payroll tax withholding owed;
 - 7.04.2.3 Any state tax lien or certificate of indebtedness issued by the Arkansas Department of Finance and Administration for taxes or payroll tax withholding owed;
 - 7.04.2.4 Any debt owed to the Arkansas Department of Education Child Nutrition Unit for penalties or reimbursement of overpayments;
 - 7.04.2.5 Any debt owed to the Department of Education or other state agency for reimbursement of any other overpayment of federal funds;
 - 7.04.2.6 Unpaid contributions to the Arkansas Teacher Retirement System accrued prior to the effective date of dissolution, non-renewal, or revocation;
 - 7.04.2.7 Unpaid contributions to the Employee Benefits Division of the Arkansas Department of Finance & Administration accrued prior to the effective date of dissolution, non-renewal, or revocation; and
 - 7.04.2.8 Unpaid employee wages accrued prior to the effective date of dissolution, non-renewal, or revocation in accordance with employee contracts and the school's policies in effect as of the beginning of the current school year.
- 7.04.3 Any remaining funds deemed the property of the state under Section 7.02 above shall be deposited into the State Treasury to the credit of the Department of Education Public School Fund Account.

7.05 Distribution of Records

7.05.1 The charter school or sponsoring entity must promptly submit all student records to the transfer school, including:

7.05.1.1 Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;

7.05.1.2 Student health / immunization records;

7.05.1.3 Attendance records;

7.05.1.4 Testing materials, including scores, test booklets, etc. required to be maintained by the School; and

7.05.1.5 All other student records.

7.05.1.6 All end-of-school-year grades and evaluations must be completed and made part of the student records, including any IEP, Committee on Special Education meetings, or progress reports.

7.05.1.7 To the extent that testing scores, etc. are scheduled to arrive after the school closure, arrangements should be made with the testing agent to forward such material to the transfer school.

7.05.2 No later than thirty (30) days after closure or dissolution of the charter, the charter school or sponsoring entity shall send each employee of the charter school:

7.05.2.1 Copies of his or her contracts, evaluations, recommendation letters, and any other proof of employment and/or termination;

7.05.2.2 Documentation of staff development hours; and

7.05.2.3 Notice that employees must keep this documentation for their records as the state will have no way of providing proof of employment after the school is closed.

- 7.05.3 If the charter school operated an approved federal child nutrition program, all child nutrition records shall be delivered to the Arkansas Department of Education Child Nutrition Unit on a schedule established by the Unit.
- 7.05.4 Any student records remaining in the possession of the charter school or sponsoring entity, or in the possession of any other entity or individual designated by the charter school or sponsoring entity, shall be maintained in a manner sufficient to protect student privacy rights in accordance with the Federal Educational Rights and Privacy Act of 1974, as amended.
- 7.05.5 The sponsoring entity shall maintain all relevant corporate or governance records for at least five (5) years after the effective date of closure, specifically including but not limited to:
 - 7.05.5.1 All board minutes, policies, and bylaws of the charter school board or governing entity;
 - 7.05.5.2 Bonds, mortgages, loan agreements, and all other financing instruments;
 - 7.05.5.3 Lease agreements;
 - 7.05.5.4 Accounting and bank records;
 - 7.05.5.5 Payroll and tax records as required by federal law;
 - 7.05.5.6 Grant records as specified by 34 C.F.R. § 80.42 or other relevant federal or state law; and
 - 87.05.5.7 Any other document required by law to be maintained.

8.00 DEPARTMENT OF EDUCATION AS PUBLIC CHARTER AUTHORIZER

- 8.01 The Department of Education is the designated public charter authorizer with jurisdiction and authority over all public charters issued in this state to take the following action on a proposed or established public charter:
 - 8.01.1 Approve;
 - 8.01.2 Reject;

- 8.01.3 Renew;
 - 8.01.4 Non-renew;
 - 8.01.5 Place on probation;
 - 8.01.6 Modify;
 - 8.01.7 Revoke; or
 - 8.01.8 Deny.
- 8.02 The department shall exercise authority over public charter schools under Title 6, Chapter 23 of the Arkansas Code and these rules through a public charter authorizing panel established within the department.
- 8.02.1 The Commissioner of Education shall appoint a public charter authorizing panel that consists of professional staff employed at the department to serve at the pleasure of the commissioner.
 - 8.02.2 The commissioner may elect to serve as a member on the charter authorizing panel as the chair.
 - 8.02.3 The public charter authorizing panel is composed of an odd number of members and consists of no less than five (5) members and no more than eleven (11) members.
- 8.03 The department may waive provisions of Title 6 of the Arkansas Code or State Board of Education rules as allowed by law for public charters.
- 8.04 The department shall conduct all hearings on public charter school matters as required by law, rule, and process and make final determinations as allowed by law.
- 8.04.1 A hearing under Title 6, Chapter 23 of the Arkansas Code and these rules conducted by the department shall be an open meeting under the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-106.
 - 8.04.2 For the purposes of Ark. Code Ann. § 25-19-106, the members of the public charter authorizing panel shall be considered a governing body only

in regards to actions specifically authorized by Title 6, Chapter 23, Subchapter 7 of the Arkansas Code and these rules.

- 8.04.3 All decisions of the panel shall be made by a majority vote of the quorum.
- 8.04.4 A decision of the department is final except as provided under Ark. Code Ann. § 6-23-703 and Section 9.00 of these rules.
- 8.04.5 The Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq. shall not apply to a hearing concerning a public charter school.
- 8.05 The department shall be the primary authorizer of public charters except as provided under Ark. Code Ann. § 6-23-703 and Section 9.00 of these rules.
- 8.06 The department shall notify in writing the State Board, charter applicant, public charter school, and affected school districts, if any, of final decisions made by the department no less than fourteen (14) calendar days before the next regularly scheduled State Board meeting after the final decision is made by the department.
 - 8.06.1 A charter applicant, public charter school, and affected school district, if any, may submit in writing a request that the State Board review the final decision of the department under Ark. Code Ann. § 6-23-703 and Section 9.00 of these rules.
 - 8.06.2 The written request submitted under Section 98.06.1 of these rules shall state the specific reasons supporting a review by the State Board.
 - 8.06.3 The decision of whether to review a final decision of the department is discretionary by the State Board and the provisions of this section and Ark. Code Ann. § 6-23-703 do not grant any right of appeal to a charter applicant, public charter school, or affected school district.

Source: Ark. Code Ann. § 6-23-701 through 6-23-702

9.00 STATE BOARD OF EDUCATION OPTIONAL REVIEW

- 9.01 If a charter applicant, public charter school, or affected districts submits a request that the State Board review the final decision of the department under Section 8.06.1 of these rules, the State Board shall:

- 9.01.1 Allow the party requesting review three (3) minutes to present the reasons for review.
- 9.01.2 Allow any parties opposed to the State Board review three (3) minutes to present the reasons to deny review.
- 9.01.3 Allow the party requesting review one (1) minute to offer any closing remarks.
- 9.01.4 Allow additional time at the discretion of the Chair.
- 9.02 On a motion approved by a majority vote, the State Board may exercise a right of review of a charter determination made by the department at the next regularly scheduled State Board meeting after receiving notice provided under Ark. Code Ann. § 6-23-702(b) and Section 8.06 of these rules.
- 9.03 If the State Board votes to review a final decision made by the department, the State Board shall:
 - 9.03.1 State the specific additional information the State Board requires from the department, public charter school, public charter school applicant, or affected school district.
 - 9.03.2 Conduct a full hearing regarding a final decision made by the department under Ark. Code Ann. § 6-23-701(a) and Section 8.04 of these Rules; and
 - 9.03.3 Hold the hearing at the earlier of:
 - 9.03.3.1 The next regularly scheduled State Board meeting following the State Board meeting during which the State Board voted to authorize a review; or
 - 9.03.3.2 A special board meeting called by the State Board.
- 9.04 At the conclusion of the hearing, the State Board may issue a final decision by State Board vote.
 - 9.04.1 The State Board may decide by a majority vote of the quorum to:
 - 9.04.1.1 Affirm the decision of the department;

- 9.04.1.2 Take other lawful action on the public charter;
- 9.04.1.3 Request additional information from the department, public charter school, public charter school applicant, or affected school district, if needed.
- 9.04.1.4 If the State Board requests additional information under Ark. Code Ann. § 6-23-703(c)(2)(C)(i) or Section 9.03.1.3 of these Rules, the State Board shall hold a subsequent hearing at the earlier of the next regularly scheduled State Board meeting or a special board meeting called by the State Board.
- 9.04.2 A decision made by the State Board is final with no right of appeal.

Source: Ark. Code Ann. § 6-23-703

10.00 RULES APPLICABLE TO ADULT EDUCATION CHARTER SCHOOLS

10.01 Application for an Adult Education Charter School

- 10.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant adult education charter school status for an adult education program that offers a curriculum that culminates in
 - 10.01.1.1 A high school diploma; and
 - 10.01.1.2 An industry certification.
- 10.01.2 An adult education charter school shall be recognized by the State Board of Education as an open-enrollment public charter school. However, an adult education charter school is not eligible for state funding intended for elementary and secondary districts, schools, or programs, including but not limited to, state foundation and categorical funding.
- 10.01.3 An adult education charter school does not count toward the cap for open-enrollment public charter schools under § 6-23-304(c).

- 10.01.4 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an adult education charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.
- 10.01.5 The authorizer shall adopt, in conjunction with the application form adopted under section 10.01.4 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an adult education charter may be granted. The State Board shall adopt any rubric that is required to be promulgated through the Administrative Procedure Act.
- 10.01.6 The application to the authorizer for an adult education charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.
- 10.01.7 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.
- 10.01.8 A nonprofit entity's application for an adult education charter school shall include, without limitation a:
- 10.01.8.1 History of the nonprofit entity's success in providing education services, including industry certifications and job placement services, to adults eighteen (18) years of age and older whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances;
 - 10.01.8.2 Pledge to commit at least one million dollars (\$1,000,000) to the adult education charter school, if approved, with up to twenty-five percent (25%) of the commitment allowed to be in-kind;
 - 10.01.8.3 Description of any partnership with a state-supported two year institution of higher education, if anticipated;
 - 10.01.8.4 Description of testimony from a public hearing in the

community where the adult education charter school is planned;

- 10.01.8.5 Copy of the notice of the public hearing that documents that the notice was published, at least three (3) weeks before the date of the public hearing, in a newspaper having general circulation in the community where the adult education charter school is planned;
- 10.01.8.6 Comprehensive plan of how the adult education charter school will meet the industry needs for a sufficiently trained workforce in the state;
- 10.01.8.7 Strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the adult education charter school;
- 10.01.8.8 Description of the proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the adult education charter school in meeting the industry needs for a sufficiently trained workforce in the state;
- 10.01.8.9 Detailed budget and governance plan for the operation of the adult education charter school; and
- 10.01.8.10 List of any specific state laws or rules of the State Board of Education from which the adult education public charter wishes to be exempt with an explanation of why the exemption is needed.

Source: Ark. Code Ann. § 6-23-1001

10.02 Authorization for an Adult Education Charter: The authorizer shall review the application for an adult education charter school and may approve an application that:

- 10.02.1 Provides an acceptable plan for meeting the industry needs for a sufficiently trained workforce in the state;

- 10.02.2 Includes a set of performance criteria objectives for the terms of the charter and the means for measuring the performance criteria objectives on a yearly basis;
- 10.02.3 Includes a comprehensive strategy for engaging the community, including business leaders, in the process of meeting the goals and objectives of the charter;
- 10.02.4 Includes an agreement to provide an annual report to the community that indicates the progress made by the adult education charterschool in meeting the performance criteria objectives during the previous year; and
- 10.02.5 Includes an appropriate budget and governance plan.

Source: Ark. Code Ann. § 6-23-1002

10.03 Adult Education Charter School Licenses

- 10.03.1 A charter applicant that receives an approved adult education charter may petition the authorizer for additional licenses to establish an adult education charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:
 - 10.03.1.1 The approved adult education charter applicant has demonstrated academic success as defined by the State Board for all public schools;
 - 10.03.1.2 The approved adult education charter applicant has not:
 - 10.03.1.2.1 Been subject to any disciplinary action by the authorizer;
 - 10.03.1.2.2 Been classified as in academic or fiscal distress;
 - 10.03.1.2.3 Had its adult education charter placed on charter school probation or suspended or revoked under Ark. Code Ann. § 6-23-105 or Section 4.03 of these rules; and

- 10.03.1.2.4 The authorizer determines in writing by a majority of a quorum present that the adult education charter applicant has generally established the educational program results and criteria set forth in Section 10.03 of these rules.

10.04 Resubmission of Adult Education Charter School Applications

- 10.04.1 The authorizer may allow an applicant to resubmit the application for an adult education charter school if the original application was, in the opinion of the authorizer deficient in one (1) or more respects.
- 10.04.2 The Department of Education may provide technical assistance to the applicant for an adult education charter school in the creation or modification of its application.

Source: Ark. Code Ann. § 6-23-1003

10.05 Enrollment in an Adult Education Charter School

- 10.05.1 An approved adult education charter school shall have an enrollment cap of no more than three hundred fifty (350) students.
- 10.05.2 A person who is at least nineteen (19) years of age may enroll in an adult education charter school if the person has:
- 10.05.2.1 Not earned a high school diploma;
 - 10.05.2.2 Failed to complete the requirements for high school graduation.

Source: Ark. Code Ann. § 6-23-1004

10.06 Funding for an Adult Education Charter School

- 10.06.1 Funding for an adult education charter school shall not be provided through the Public School Fund.

10.06.2 Funding for an adult education charter school may come from public or private sources, including from the eligible entity that operates an adult education charter school.

10.06.3 An adult education charter school is not eligible to receive any state funds intended for elementary and secondary programs.

Source: Ark. Code Ann. § 6-23-1005

10.07 Renewal of an Adult Education Charter: The authorizer may renew the adult education charter on a one-year or multiyear basis.

Source: Ark. Code Ann. § 6-23-1006

10.08 Status Report: The Department of Education shall report to the Senate Committee on Education and the House Committee on Education by December 1 each year concerning:

10.08.1 Evaluations of any adult education charter schools operating under this subchapter in the state, including the impact on meeting industry needs and addressing the workforce needs in the state; and

10.08.2 Recommendations regarding the abolition, expansion, or modifications of the laws pertaining to adult education charters.

Source: Ark. Code Ann. § 6-23-1007

10.09 Authority under a Charter for Adult Education Charter Schools

10.09.1 An adult education charter school:

10.09.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;

10.09.1.2 Shall provide instruction to adults as provided by the charter;

10.09.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided

by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;

- 10.09.1.4 Shall have no authority to impose taxes;
- 10.09.1.5 Shall not charge tuition or fees that would not be allowable charges in the public school districts; and
- 10.09.1.6 Shall not be religious in its operations or programmatic offerings.

10.09.2 An adult education charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:

- 10.09.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;
- 10.09.2.2 Public school accountability under Title 6 of the Arkansas Code;
- 10.09.2.3 High school graduation requirements as established by the State Board;
- 10.09.2.4 Special education programs as provided by Title 6 of the Arkansas Code;
- 10.09.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;
- 10.09.2.6 Health and safety codes as established by the State Board and local governmental entities; and
- 10.09.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-1008

- 10.10 Enrollment Numbers and Deadline: Adult education charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-1008(3)

10.11 Annual Audit of Adult Education Charter School Required

- 10.11.1 An adult education charter school shall prepare an annual certified audit of the financial condition and transactions of the adult education charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.

Source: Ark. Code Ann. § 6-23-1008(3)

- 10.12 Monthly Reports: An adult education charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-1008(3)

10.13 Department of Education Review: The Department of Education shall:

- 10.13.1 Conduct an end-of-semester review of each adult education charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and
- 10.13.2 Report to the State Board and the Commissioner of Education on the adult education charter school's:
- 10.13.2.1 Overall financial condition; and
- 10.13.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-1008

10.14 Use of Funding by Adult Education Charter Schools

ADE 313-64

- 10.14.1 No indebtedness of any kind incurred or created by the adult education charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the adult education charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.
- 10.14.2 Every contract or lease into which an adult education charter school enters shall include the wording of Section 10.14.1 of these rules.

Source: Ark. Code Ann. § 6-23-1008

10.15 Charter School Facilities: An adult education charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

- 10.15.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;
- 10.15.2 A certificate of occupancy or other approval of the state fire marshal; or
- 10.15.3 A certificate of substantial completion issued by a licensed architect.

10.16 Authorizer Hearing Procedures Related to Adult Charter Schools (Application, Renewal, or Request for Charter Amendment)

- 10.16.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.
- 10.16.2 The adult education charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 10.16.3 Parties opposed to the adult education charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

- 10.16.4 The adult education charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 10.16.5 The authorizer will follow the presentation with discussion of the adult education charter school application, renewal, or request, and questions, if any, to the adult education charter school or applicant, opposing parties, or both.
- 10.16.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.
- 10.16.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.
- 10.16.8 During the roll call vote on each adult education charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

10.17 Authorizer Hearing Procedures Related to Adult Education Charter Schools (Modification, Probation or Revocation of Charter)

- 10.17.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the adult education charter school.
- 10.17.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.

- 10.17.3 The adult education charter school shall have twenty (20) minutes to present its case to the authorizer regarding the proposed modification, probation, or revocation of the adult charter school charter. The Chair of the authorizing body may grant additional time, if necessary.
- 10.17.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the adult education charter school, or both.
- 10.17.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

June 15, 2016

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

Dear Commissioner Key,

On behalf of the representatives of the charter school community in the Little Rock Area, we would like to respectfully seek an extension to the presentations requested to be made by the charter schools before the Little Rock Area Public Education Stakeholder Group on June 29, 2016.

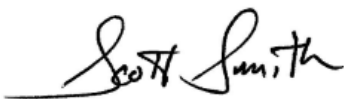
As you may know, presentation materials are to be submitted by today, June 15, 2016; however, due to the short notice of the request and the timing of the request in the context of the end of the 2015-16 school year, it has come to our attention that many of the relevant charter school operators are unable to accommodate the deadlines associated with this request. Charter school operators received notice of the request last Tuesday, June 7, 2016 and were given one (1) week to prepare materials for the presentation. However, many of our operators raised concerns about prior commitments that directly interfere with the dates of June 15 and June 29, and many have very limited personnel available to support the request because of previously arranged personal leave.

Perhaps most notably of the conflicts raised in regards to this timeline is the fact that it directly interferes with the National Charter Schools Conference in Nashville, TN. This premier annual event is something that many of our charter schools have been committed to since early this year and have already paid for in full. Because of the vast professional networking and development opportunities available at this conference, we believe it is important that we support our charter schools' ability to attend. Certainly the Arkansas Department of Education (ADE) can attest to the importance and relevance of this event as ADE has routinely sent its staff to this conference. In fact, we would recommend members of the committee have an opportunity to attend at some point as well in order to better understand charter schools and their significance in 21st Century public education.

Furthermore, given the significance of the National Alliance of Public Charter Schools in the federal education landscape, we believe it is important that Arkansas have a strong presence at their conference and that the committee have the benefit of hearing a non-fragmented report from a very limited subset of our local charter school operators. As such, we entreat the State to accommodate our charter schools' request to extend the date for these presentations.

We apologize for the short notice of our request. In light of the limited availability of many school employees at this time of year, some of the conflicts have just recently come to our attention. Please feel free to reach out directly should you have any questions or concerns regarding this request. We look forward to your reply.

Respectfully,



Scott Smith
Executive Director

Cc: Deborah Coffman, ADE Chief of Staff



Report to Little Rock Area Public Ed. Stakeholder Group By Baker Kurrus, LRSD Supt.

June 29, 2016

2016 ITBS Grade 2 Academic Ranking

2016 ITBS Grade 2 Academic Ranking - NPR ELA and Math; 80% or Higher Free and Reduced Lunch Rates

Building Name	Literacy Rank	ELA Total	Math Rank	Math Total	Average Literacy and Math Rank	Academic Rank
TERRY ELEM SCH	2	47	1	65	1.5	1
ROCKEFELLER INCENTIV	1	49	5	54	3	2
CARVER MAGNET ELEM	4	45	3	58	3.5	3
OTTER CREEK ELEM SCH	6	38	4	55	5	4
MCDERMOTT ELEM SCH	5	38	6	54	5.5	5
BOOKER ARTS MAGNET E	3	46	10	44	6.5	6
M.L. KING MAGNET ELE	8	35	7	52	7.5	7
WESTERN HILLS ELEM	14	31	2	60	8	8
DAVID O'DODD ELEM SC	9	33	9	47	9	9
BALE ELEM SCH	13	32	8	49	10.5	10
BRADY ELEM SCH	7	35	14	36	10.5	11
ROMINE INTERDIST EL	10	33	13	38	11.5	12
MABELVALE ELEM SCH	12	32	12	40	12	13
WAKEFIELD ELEM SCH	15	27	11	42	13	14
MEADOWCLIFF ELEM SCH	11	32	16	32	13.5	15
BASLINE ELEM SCH	19	20	15	36	17	16
CHICOT PRIMARY SCH	17	24	17	31	17	17
WASHINGTON MAGNET EL	16	24	19	28	17.5	18
STEPHENS ELEM	20	20	18	30	19	19
WILSON ELEM SCH	18	23	20	28	19	20
LITTLE PREP ACAD ELE	21	17	21	28	21	21
FRANKLIN INCENTIVE E	22	15	22	16	22	22

2016 ITBS Grade 2 Academic Ranking

2016 ITBS Grade 2 Academic Ranking - NPR ELA and Math; F&R Rate - Lower Poverty Schools

Building Name	F&R Rate	Affluence Rank	ELA Total	Lit Rank	Math Total	Math Rank	Average Difference - Affluence and Literacy/Math	Academic Rank
GIBBS MAGNET ELEM SC	50.60%	7	82	1	86	1	6	1
WILLIAMS MAGNET ELEM	54.71%	8	74	5	76	5	2	2
PULASKI HEIGHTS ELEM	56.98%	9	62	7	68	7	0	3
FOREST HEIGHTS STEM	65.66%	11	60	9	63	9	0	4
JEFFERSON ELEM SCH	32.98%	3	77	2	85	3	1	5
STATE RESULTS	61.00%	10	54	10	62	10	-1.5	6
DON ROBERTS ELEM SCH	31.13%	2	75	4	86	2	1.5	7
ESTEM ELEM SCH	35.42%	4	67	6	71	6	-1	8
FOREST PARK ELEM SCH	26.02%	1	76	3	83	4	-0.5	9
FULBRIGHT ELEM SCH	46.07%	5	61	8	67	8	-2.5	10
LISA ACAD NORTH ELEM	47.37%	6	47	11	58	11	-5	11

2016 ITBS Grade 1 Academic Ranking

2016 ITBS Grade 1 Academic Ranking - NPR ELA and Math; 80% or Higher Free and Reduced Lunch Rates

Building Name	ELA Total	Lit Rank	Math Total	Math Rank	Average Lit and Math Rank	Academic Rank
TERRY ELEM SCH	49	1	64	1	1	1
BOOKER ARTS MAGNET E	48	2	57	2	2	2
M.L. KING MAGNET ELE	48	3	54	4	3.5	3
ROCKEFELLER INCENTIV	45	5	53	5	5	4
DAVID O'DODD ELEM SC	42	8	55	3	5.5	5
BALE ELEM SCH	48	4	46	7	5.5	6
MEADOWCLIFF ELEM SCH	43	6	45	8	7	7
WILSON ELEM SCH	32	10	47	6	8	8
CARVER MAGNET ELEM	42	7	43	9	8	9
WESTERN HILLS ELEM	37	9	32	11	10	10
LITTLE PREP ACAD ELE	30	11	37	10	10.5	11
MCDERMOTT ELEM SCH	28	12	26	14	13	12
MABELVALE ELEM SCH	26	15	32	12	13.5	13
OTTER CREEK ELEM SCH	27	13	24	17	15	14
WAKEFIELD ELEM SCH	26	17	26	15	16	15
BRADY ELEM SCH	26	16	25	16	16	16
STEPHENS ELEM	21	20	29	13	16.5	17
ROMINE INTERDIST EL	26	14	19	21	17.5	18
CHICOT PRIMARY SCH	23	18	21	19	18.5	19
BASLINE ELEM SCH	19	21	23	18	19.5	20
FRANKLIN INCENTIVE E	22	19	20	20	19.5	21
WASHINGTON MAGNET EL	17	22	16	22	22	22

2016 ITBS Grade 2 Academic Ranking

2016 ITBS Grade 2 Academic Ranking - NPR ELA and Math; 80% or Higher Free and Reduced Lunch Rates

Building Name	Literacy Rank	ELA Total	Math Rank	Math Total	Average Literacy and Math Rank	Academic Rank
TERRY ELEM SCH	2	47	1	65	1.5	1
ROCKEFELLER INCENTIV	1	49	5	54	3	2
CARVER MAGNET ELEM	4	45	3	58	3.5	3
OTTER CREEK ELEM SCH	6	38	4	55	5	4
MCDERMOTT ELEM SCH	5	38	6	54	5.5	5
BOOKER ARTS MAGNET E	3	46	10	44	6.5	6
M.L. KING MAGNET ELE	8	35	7	52	7.5	7
WESTERN HILLS ELEM	14	31	2	60	8	8
DAVID O'DODD ELEM SC	9	33	9	47	9	9
BALE ELEM SCH	13	32	8	49	10.5	10
BRADY ELEM SCH	7	35	14	36	10.5	11
ROMINE INTERDIST EL	10	33	13	38	11.5	12
MABELVALE ELEM SCH	12	32	12	40	12	13
WAKEFIELD ELEM SCH	15	27	11	42	13	14
MEADOWCLIFF ELEM SCH	11	32	16	32	13.5	15
BASELINE ELEM SCH	19	20	15	36	17	16
CHICOT PRIMARY SCH	17	24	17	31	17	17
WASHINGTON MAGNET EL	16	24	19	28	17.5	18
STEPHENS ELEM	20	20	18	30	19	19
WILSON ELEM SCH	18	23	20	28	19	20
LITTLE PREP ACAD ELE	21	17	21	28	21	21
FRANKLIN INCENTIVE E	22	15	22	16	22	22

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Compiled by
Metroplan
6/29/2016

LRSD School District Election Zones

Zone 1
Baseline
Booker
Carver
Central
Dunbar
Gibbs
King
Mann
Metro/ACC
Rockefeller
Washington
Woodruff ECC

Zone 2
Adult Ed. Center
Bale
Brady
Franklin
Hamilton/Felder
Parkview
Stephens

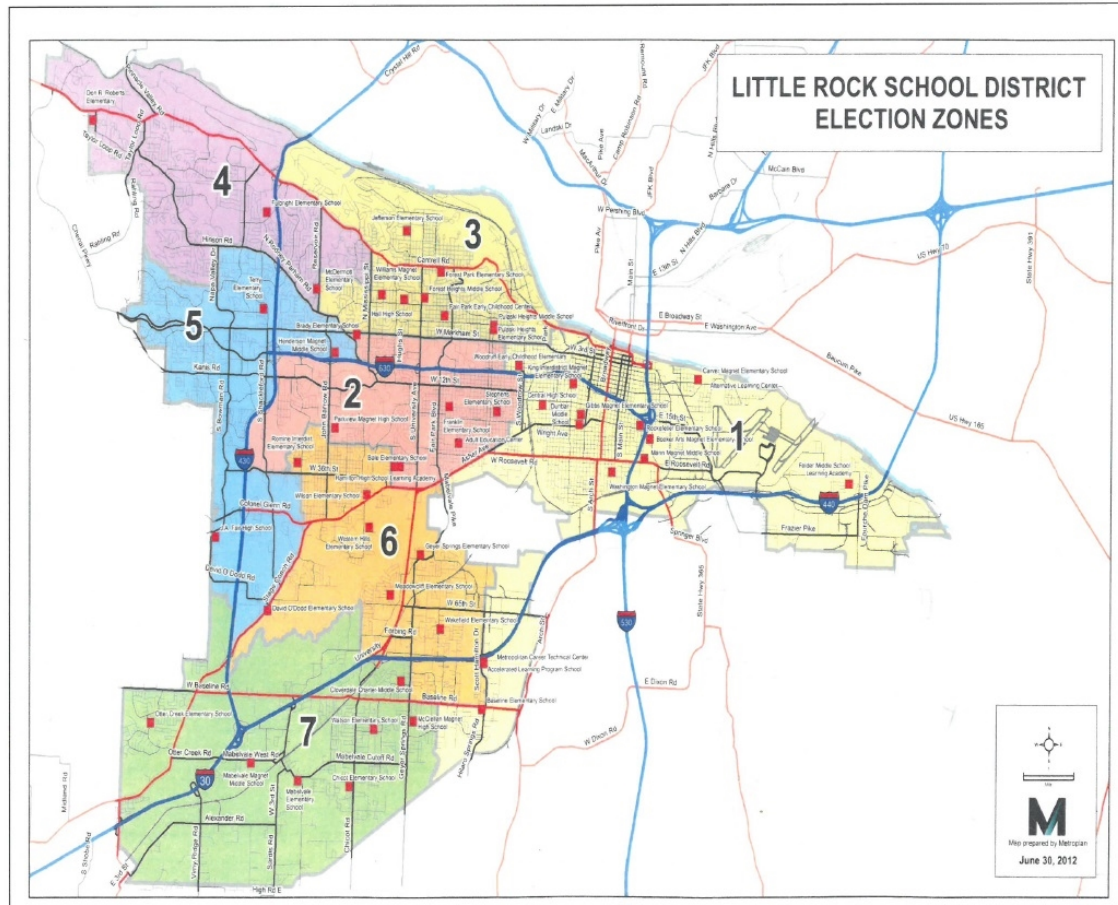
Zone 3
Fair Park ECC
Forest Heights
Forest Park
Hall
Jefferson
Pulaski Heights E
Pulaski Heights M
Williams

Zone 4
Fulbright
McDermott
Roberts

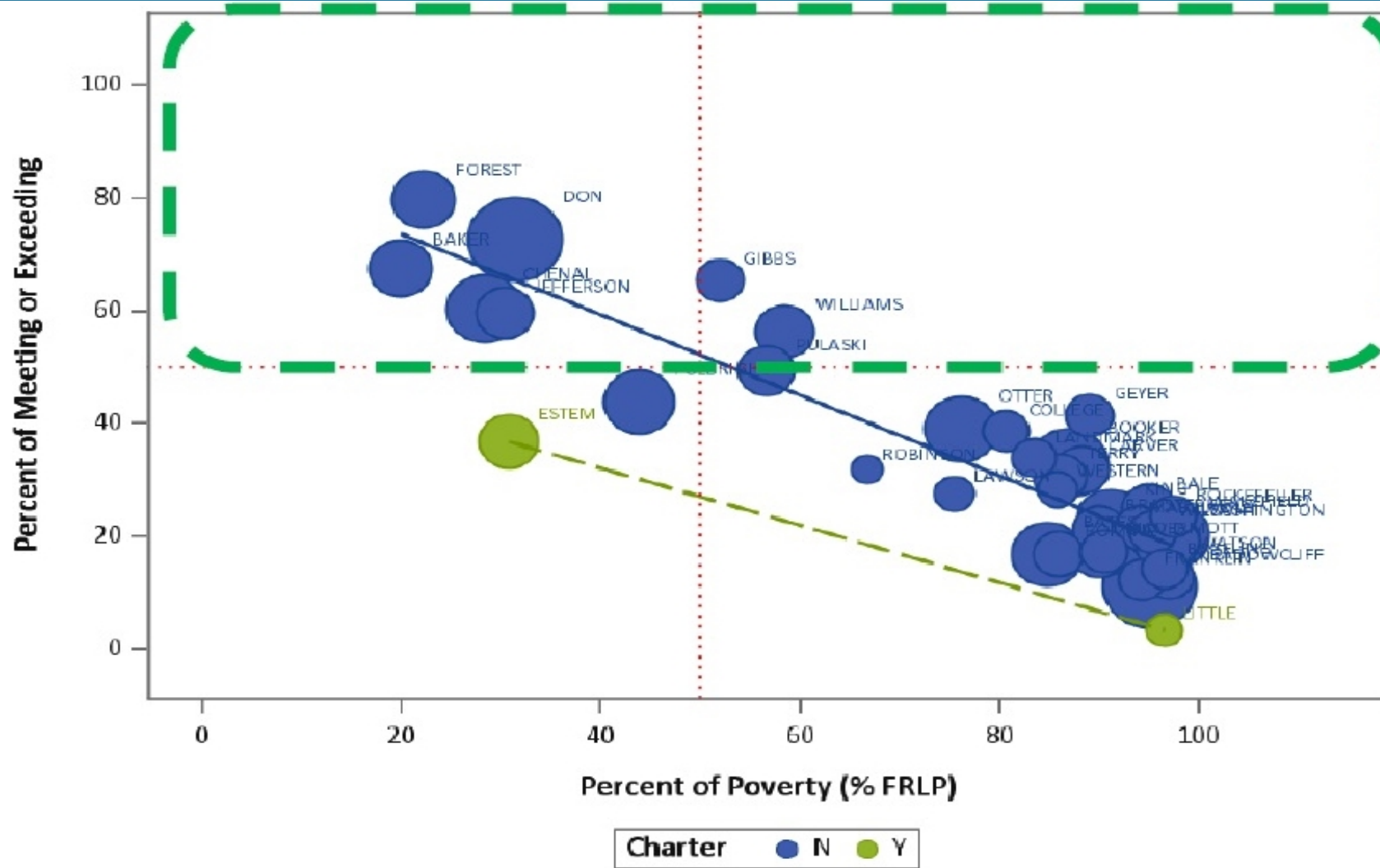
Zone 5
J.A. Fair
Henderson
Terry

Zone 6
Dodd
Geyer Springs
Meadowcliff
Romine
Wakefield
Western Hills
Wilson

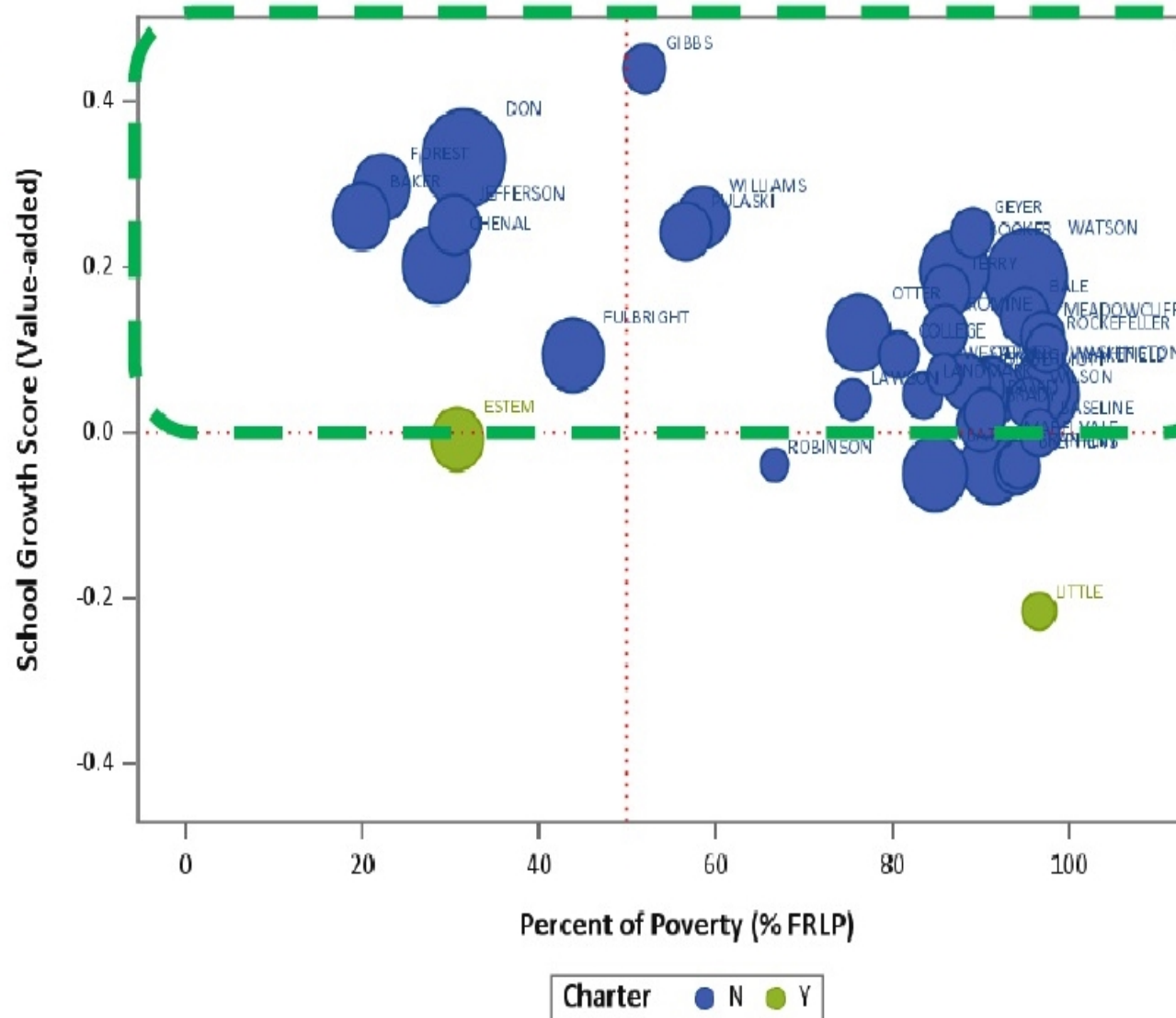
Zone 7
Chicot Primary
Cloverdale
Mabelvale E
Mabelvale M
McClellan
Otter Creek
Watson



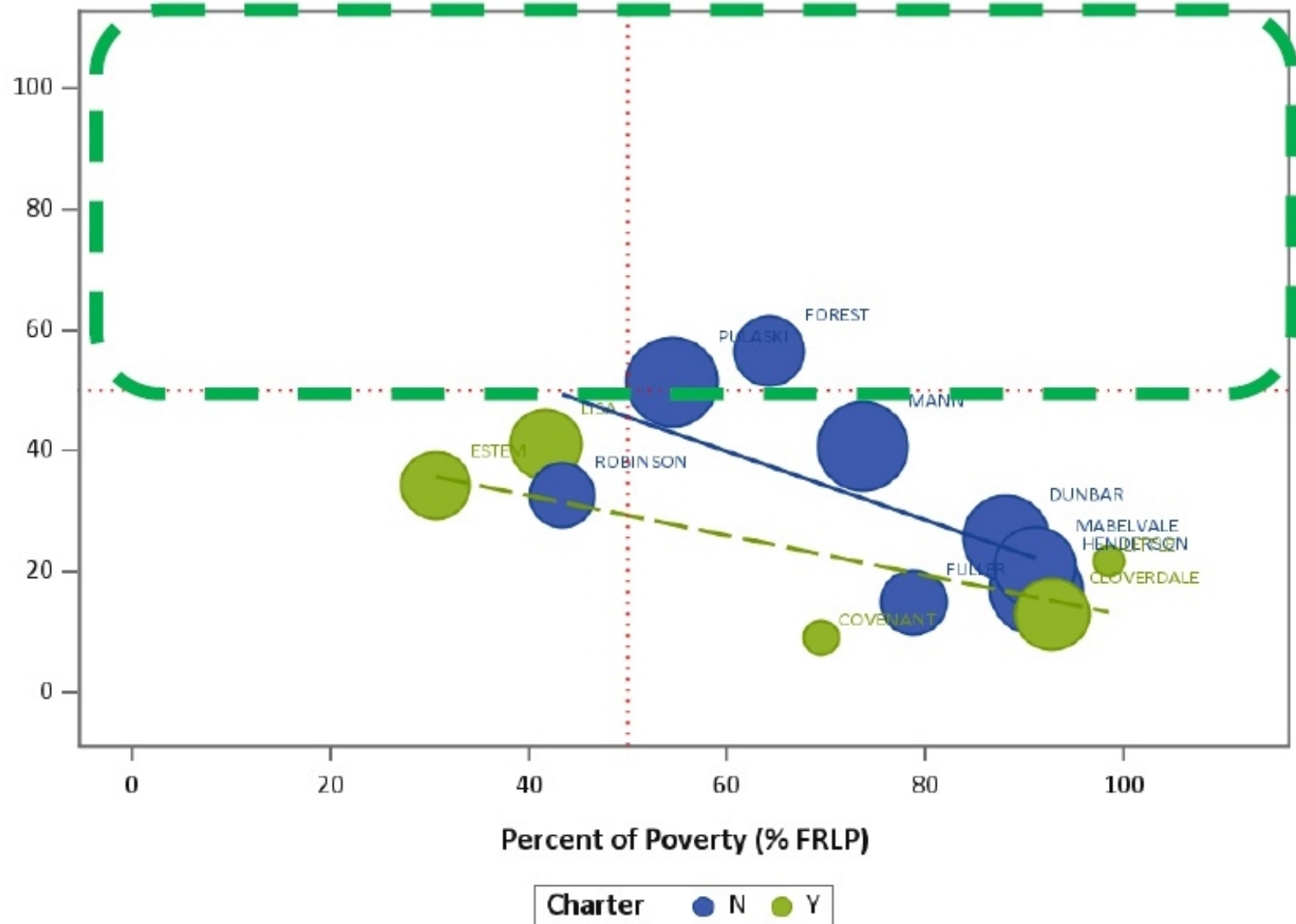
ELEM School ELA Performance



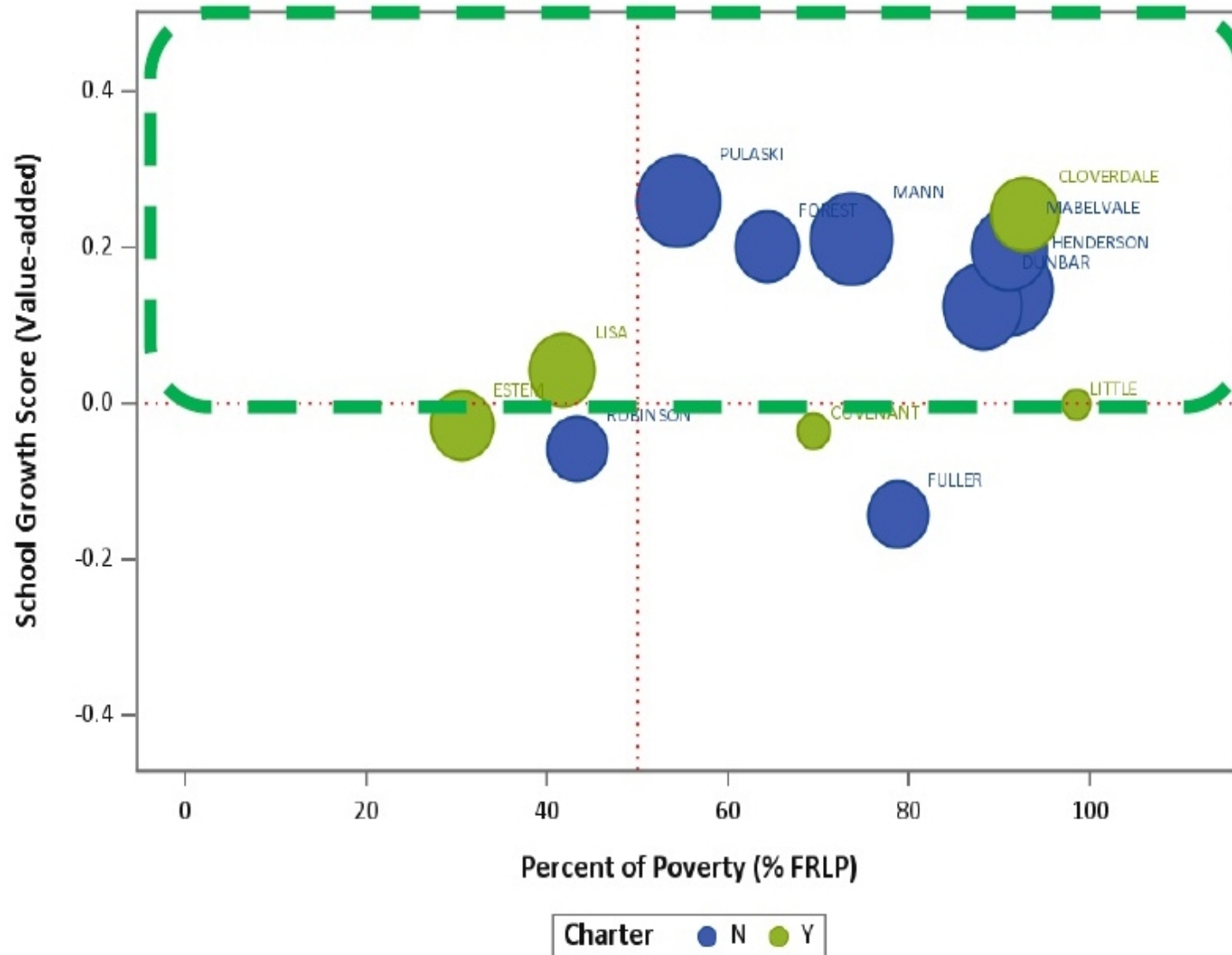
ELEM School ELA Growth



MIDDLE School ELA Performance



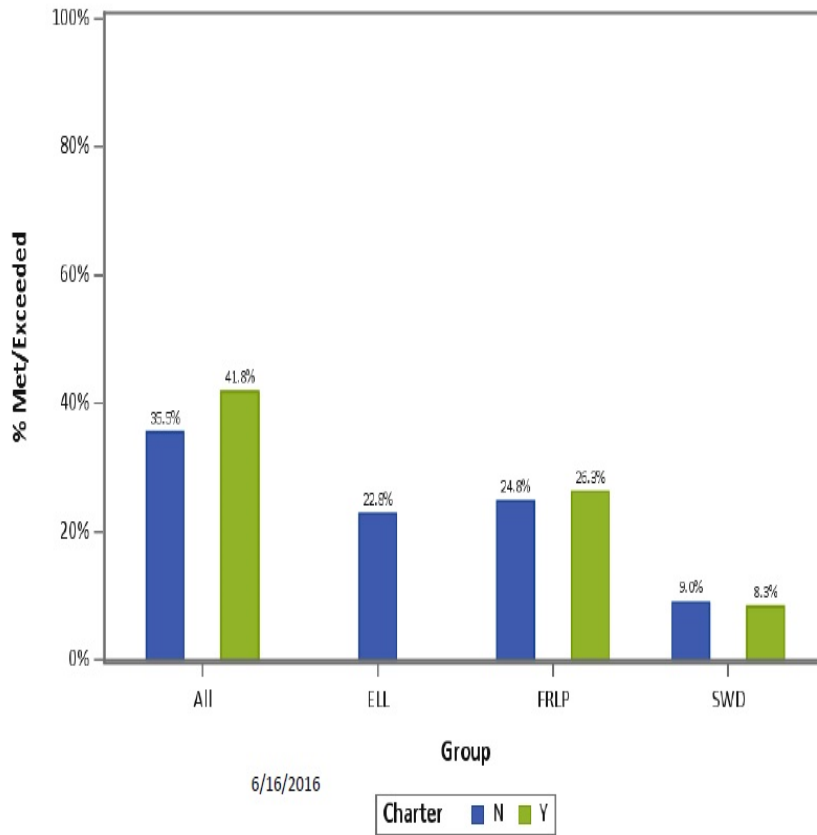
MIDDLE School ELA Growth



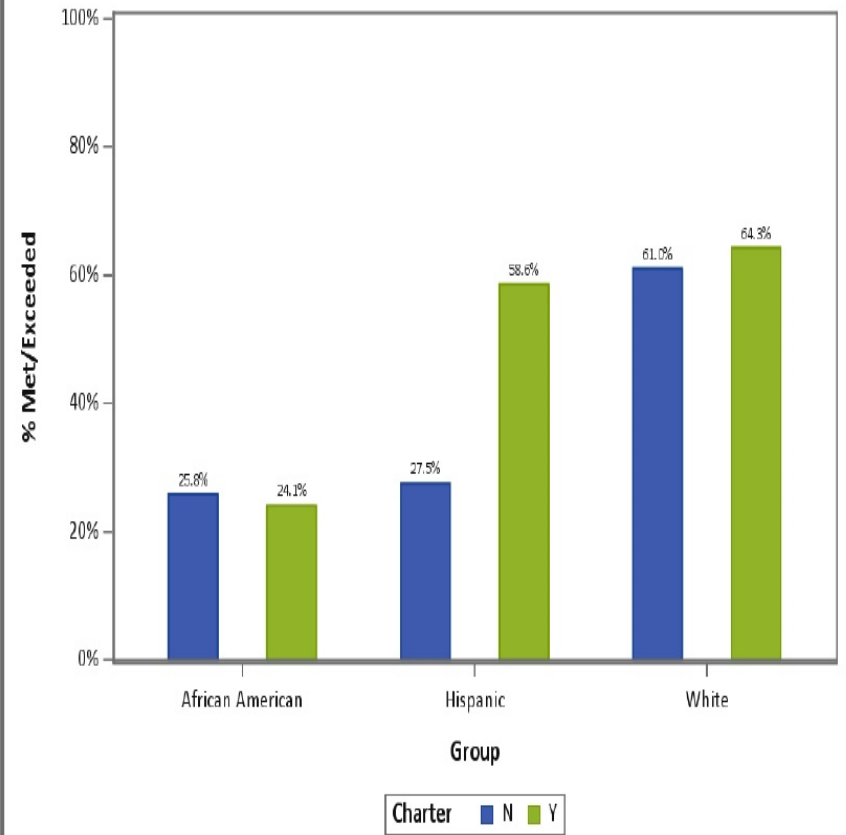
Performance 2015

322

Performance (2015)
School Type=HIGH Subject=ELA



Performance (2015)
School Type=HIGH Subject=ELA



Overview of School Demographics, School Performance, and Average Student Growth in Achievement for Public Schools in Pulaski County South of the Arkansas River

Report provided at the request of the
Little Rock Area Public Education
Stakeholder Group
June 2016

Data Compiled by Office of Innovation for Education on Behalf of ADE

Schools Included in Calculations and Charts

- All 41 Little Rock School District public schools:
 - elementary (29), middle (7), & high (5).
- Eleven PCSSD public schools: elementary (7), middle (2), & high (2)
- Ten public charter schools: elementary (2), middle (4), & high (4)

PCSSD Schools Included
BAKER INTERDISTRICT ELEMENTARY SCHOOL
LANDMARK ELEMENTARY SCHOOL
LAWSON ELEMENTARY SCHOOL
JOE T. ROBINSON ELEMENTARY SCHOOL
COLLEGE STATION ELEMENTARY SCHOOL
BATES ELEMENTARY SCHOOL
CHENAL ELEMENTARY SCHOOL
WILBUR D. MILLS HIGH SCHOOL
JOE T. ROBINSON HIGH SCHOOL
FULLER MIDDLE SCHOOL
JOE T. ROBINSON MIDDLE SCHOOL

Public Charter Schools
LISA ACADEMY
LISA ACADEMY HIGH
COVENANT KEEPERS CHARTER
ESTEM ELEMENTARY SCHOOL
ESTEM MIDDLE SCHOOL
ESTEM HIGH CHARTER
LITTLE PREP ACADEMY ELEMENTARY
LITTLE ROCK PREP ACADEMY
SIATECH HIGH CHARTER
PREMIER HIGH SCHOOL OF LITTLE ROCK

Overview of School Quality: What does it look like?
A Synthesis of Research-Based Characteristics

Leadership and Change

Leadership is team-based, collaborative, action- and change-oriented and student-focused. Data drives decision-making.

Shared and Communicated Focus

Schools focus on high-priority needs strategically and communicate vision and mission through frequent collaboration.

Teaching and Learning

Teaching is student-focused. Learning and assessments for teachers and students are aligned to rigorous standards and data and all learners are supported.

Measures of Success

Success is informed by a variety of measures, including: student and adult performance that are tied to rigorous standards, growth in student achievement over time, student and parent engagement, and other school effectiveness data such as safe environment, access to opportunity, and community engagement.

Resources

Resources target the school's plan for success and incorporate a variety of capacity-building and organizational considerations, including collaboration time for teachers, redeployment of staff based on need, distributed leadership and family and community engagement.

Family and Community

Family and community collaboration and communication is a priority. Leaders and teachers work to expand the reach of the school community to promote student success.

Culture and Environment

A co-created and shared vision builds an environment that supports the whole child. Students feel safe, respected, connected and engaged and the school and local community uplift students, teachers and leaders.

Caveat:
School Quality is
multidimensional:
Achievement
results convey
some information
about school
quality but do not
capture the full
complexity of it.

Charts Provided in this Report

I. 2015 School Performance

- I. School performance plotted with percent poverty
 - I. Poverty represented by percent of tested students qualifying for Free or Reduced lunch.

II. 2015 School Growth Score = School Value-Added Score (VAS)

- I. School growth score plotted with percent poverty

III. 2015 School Performance plotted with Average Student Growth

IV. 2015 Subgroup performance

V. Adjusted Performance

Definitions & Explanations

- School Performance = % of students meeting or exceeding grade level standards
 - 2015 PARCC Performance Levels 4 & 5
 - 2014 and Prior Years: Benchmark and End of Course Exams Performance Levels Proficient & Advanced
- School Growth Score = Average student value-added score
 - Student growth based on longitudinal growth model
 - More explanation on Slides 5-8.
- Subgroups = groups of students in major race/ethnicity or educationally at-risk categories.
 - African American students, Hispanic students, White students, students who qualify for free/reduced lunch (FRLP), English learners (ELL), and students with disabilities (SWD)

Definition & Explanation: Student Growth Models (continued)

- Student growth models describe the change in student achievement over time.
- Different student growth models answer different questions about how students' achievement changed over time.
- In 2015, Arkansas used a longitudinal student growth model to describe how student achievement changed.
 - This model was selected by stakeholders after a 3 year process of comparing the results from different student growth models.

Definition & Explanation:

Longitudinal Student Growth Model (continued)

The values that are produced by the longitudinal student growth model answer the following question:

How much did you grow compared to how much we THOUGHT you were going to grow based on what we know about you?



Less than expected growth - *About what we expected* - *More growth than we expected*

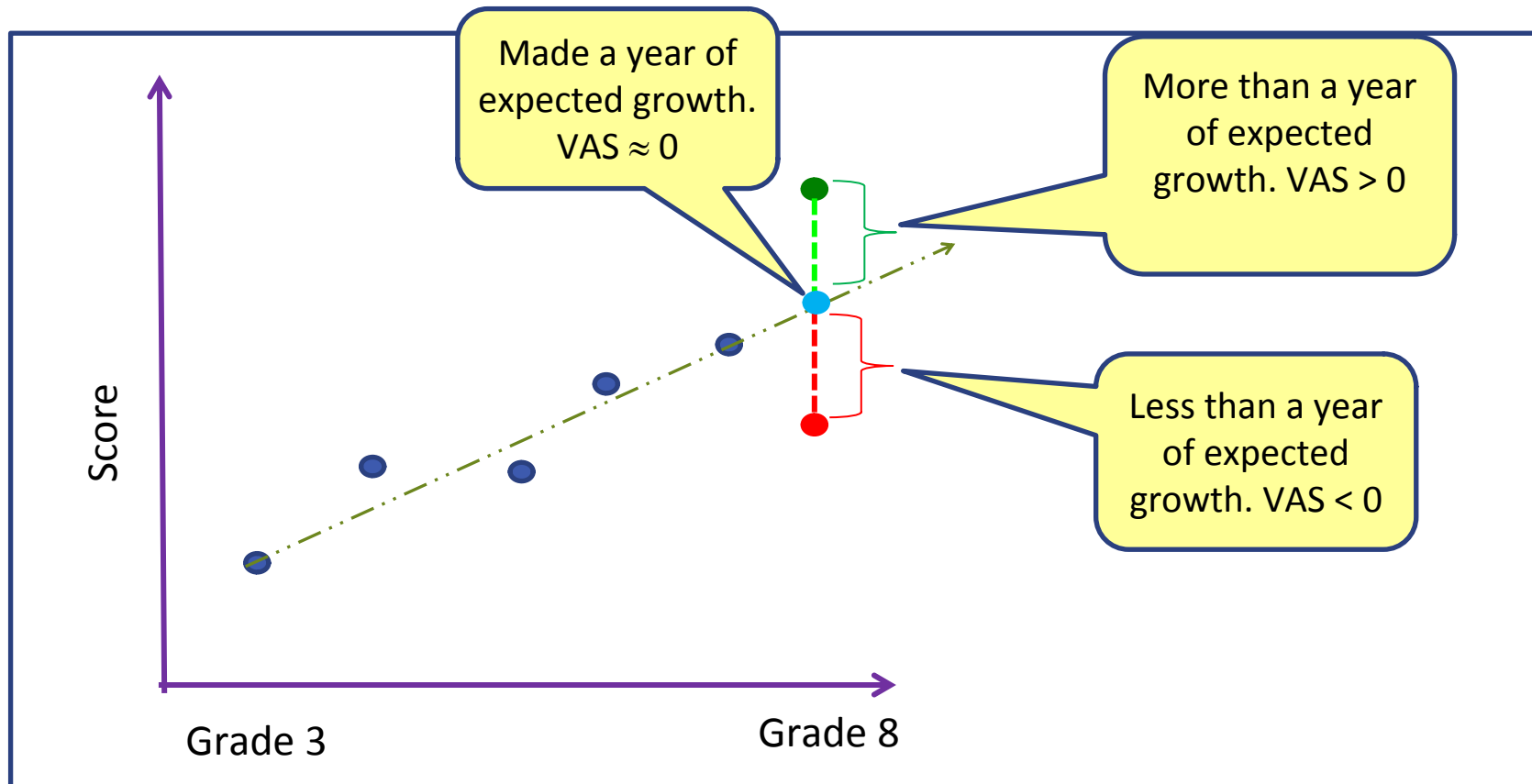
Student growth scores < 0

Student growth
scores ≈ 0

Student growth scores > 0

What is a value-added growth score (VAS) for a student?

To calculate a student's value-added growth score we look at all the information we have on the student from prior years. We use as many prior years of scores as are available for a student. The more scores that are available, the better we are at setting an expectation for a student. Then we compare the student's actual score to what we would have expected given how the student has scored in the years before. The light blue dot represents where we expected the student to score.



Definition & Explanation : School Value-Added Growth Scores

- School Growth Scores-Value-added Scores (VAS)
 - **Average of students' growth scores in the school.**
- School VAS answers the question
 - **On average, did students in this school meet, exceed, or not meet their expected growth in achievement?**

School Performance Charts & Growth Charts

Results for public schools—charter and traditional
The following slides include separate charts for school performance and growth displayed side by side to enable you to see the names of the schools to the best extent possible.

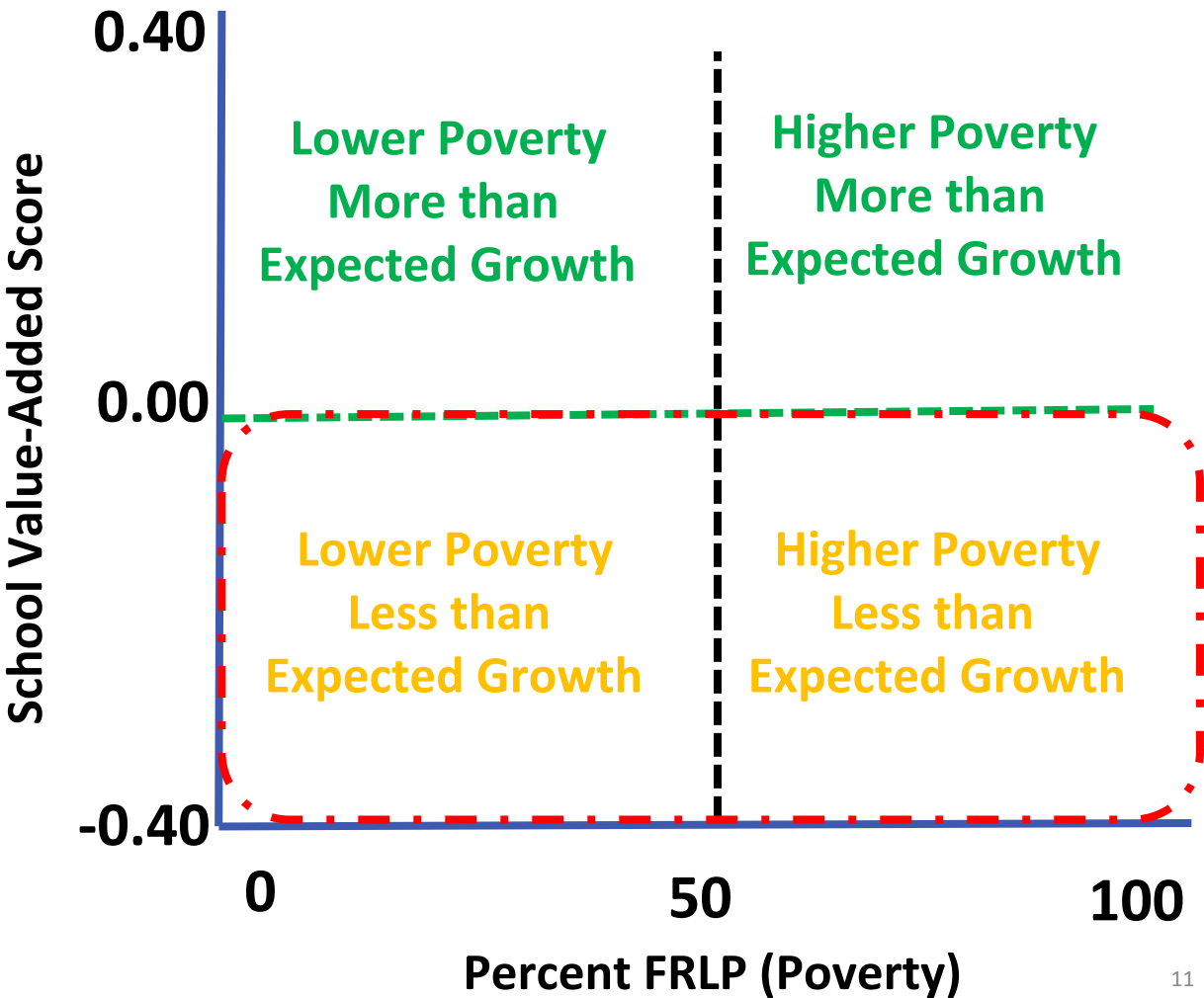
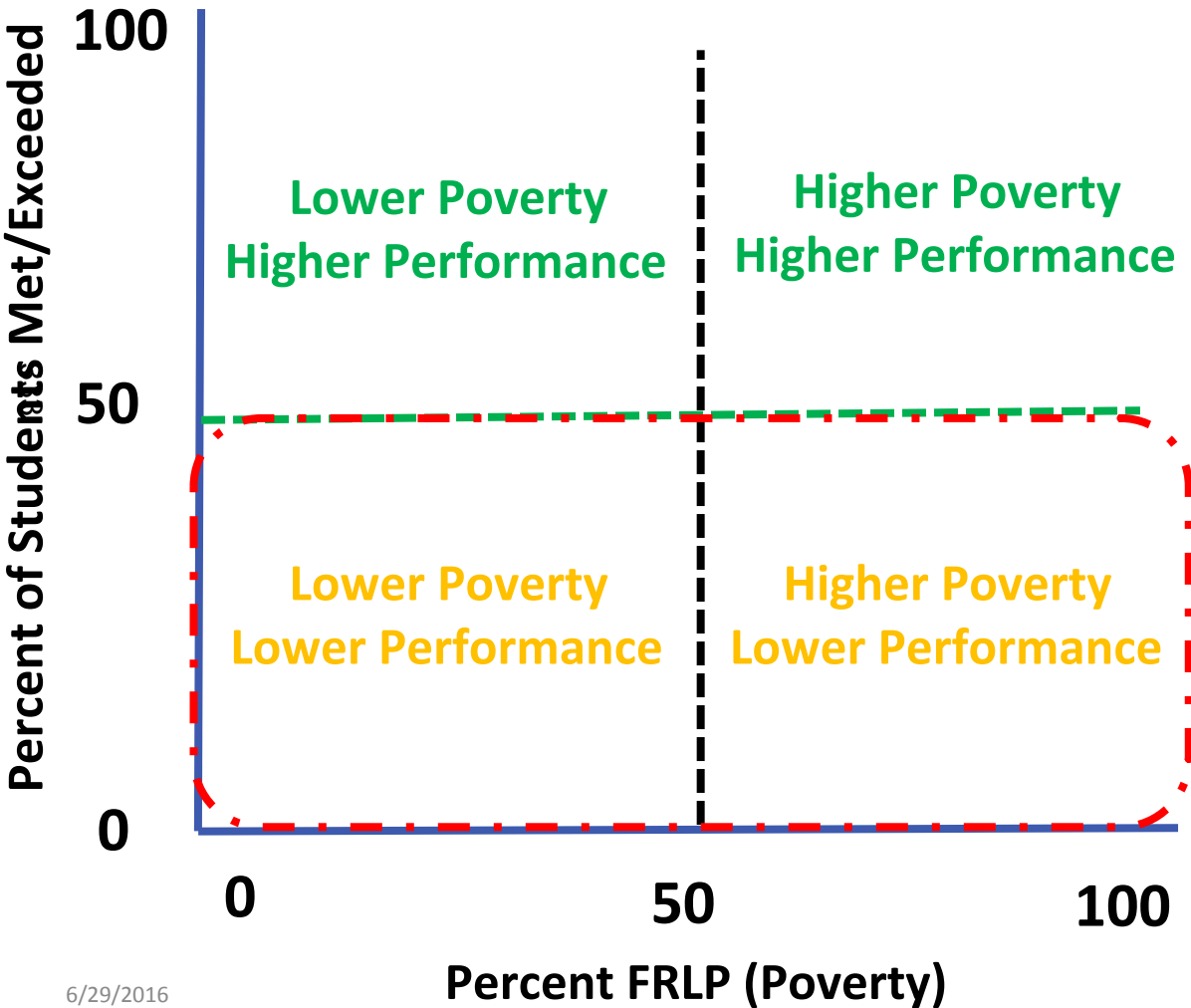
* A spreadsheet with the detailed school data included in this report is provided.

Interpreting the Performance and Growth Charts

Which schools are in which quadrants?

Performance Quadrants

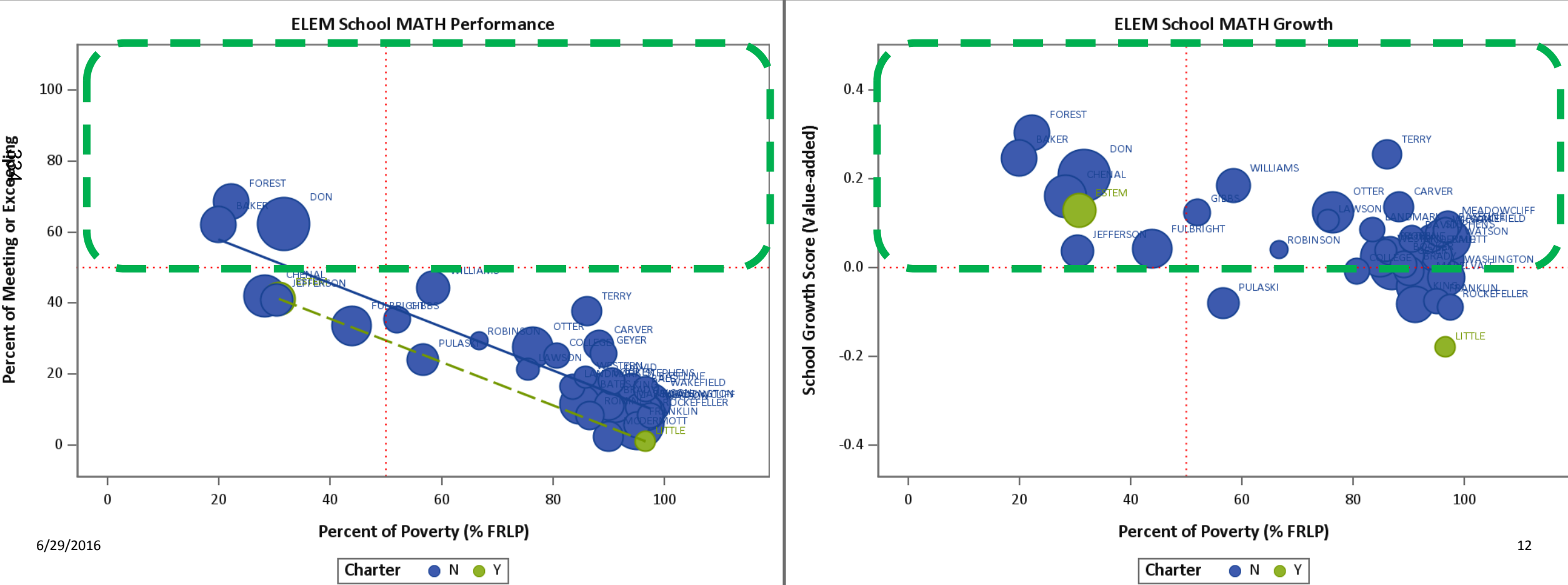
Growth Quadrants



Level: Elementary Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

Elementary math **school performance** is shown in the chart on the left. Notice that schools with a lower percent of students in poverty had higher performance and the schools with a higher percent of students in poverty had lower performance. This relationship is captured by the lines that slope from the upper left to the lower right of the chart. The steeper the line, the stronger is this relationship. Although lower poverty schools tended to have higher performance, there are schools with similar poverty levels that performed at a higher level than other schools at the same poverty level. For example, compare the performance of Chenal to Don Roberts which have similar poverty levels. Three schools had more than 50% of students meeting or exceeding grade level standards. All other schools had fewer than half of students meeting or exceeding grade level standards regardless of the poverty level in the school.

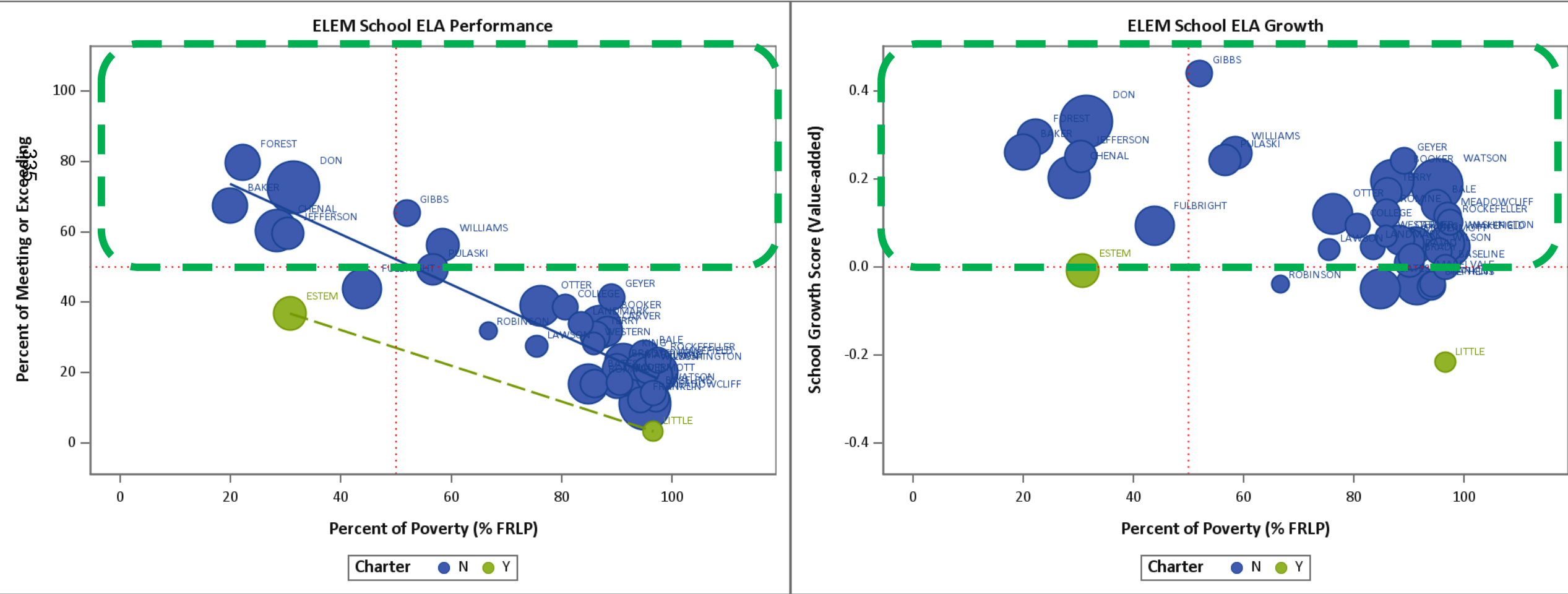
Elementary math **school growth** is shown on the right. Note that the majority of schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceeding expected growth in math. For example, Otter Creek had 76% poverty among tested students and 39.1% of students met/exceeded grade level standards for math. At the same time, this lower performing school had greater than expected growth, on average, for its students. Terry Elementary, one of the lower performing, higher poverty schools, had the largest school growth score in math among the higher poverty schools. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth, on average. A few schools had both low performance and lower than expected growth, on average.



Level: Elementary Subject: English Language Arts (ELA) Public Traditional Schools = Blue Public Charter Schools = Green

Elementary ELA **school performance** is similar to math. Again, schools with a lower percent of students in poverty had higher performance and the schools with a higher percent of students in poverty had lower performance. Although lower poverty schools tended to have higher performance, there are schools with similar poverty levels that performed at a higher level than other schools at the same poverty level. Eight schools had more than 50% of students meeting or exceeding grade level standards. All other schools had fewer than half of students meeting or exceeding grade level standards regardless of the poverty level in the school. In general, performance in ELA was higher than performance in math for elementary schools.

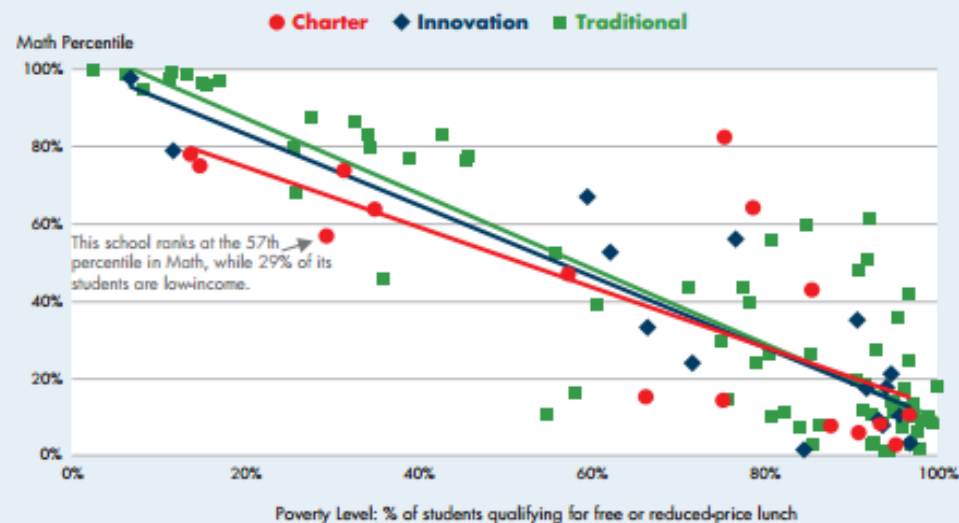
For elementary ELA **school growth** note that the majority of schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceeding expected growth in ELA. Schools' growth scores in ELA may different from their growth scores in ELA. Schools in the lower right quadrant for performance and the upper right quadrant for growth appeared to have helped students grow greater than expected, on average, given their initial performance. For example, Watson Intermediate was among the lowest performing high poverty schools, yet its growth was among the highest for that poverty level. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth. Fewer schools had both low performance and lower than expected growth, on average, in ELA compared to math.



Similar Situations in Other Cities

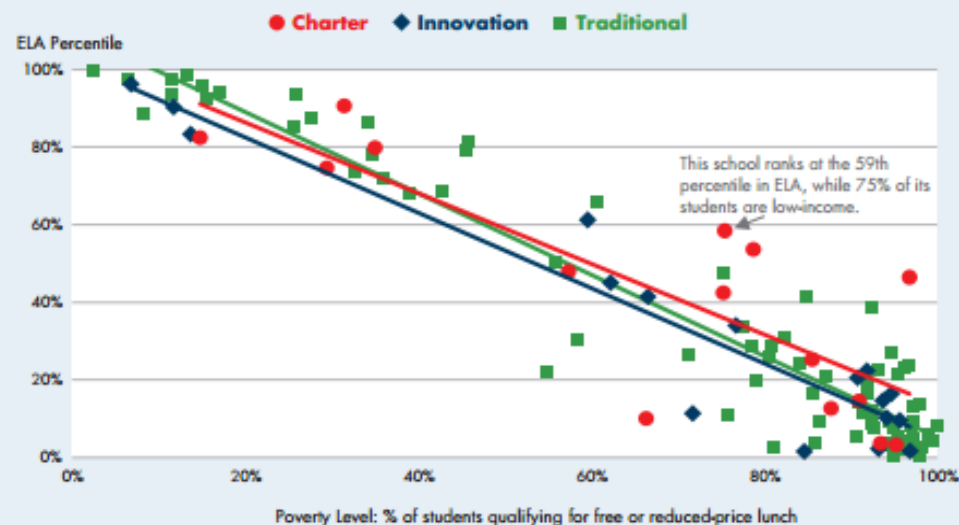


Figure 11: Charter Schools Underperform DPS-Operated Elementary Schools in Math
Statewide School Percentile Rankings on 2015 PARCC Math Tests vs. Poverty Levels at Each Elementary School



Source: Colorado Department of Education

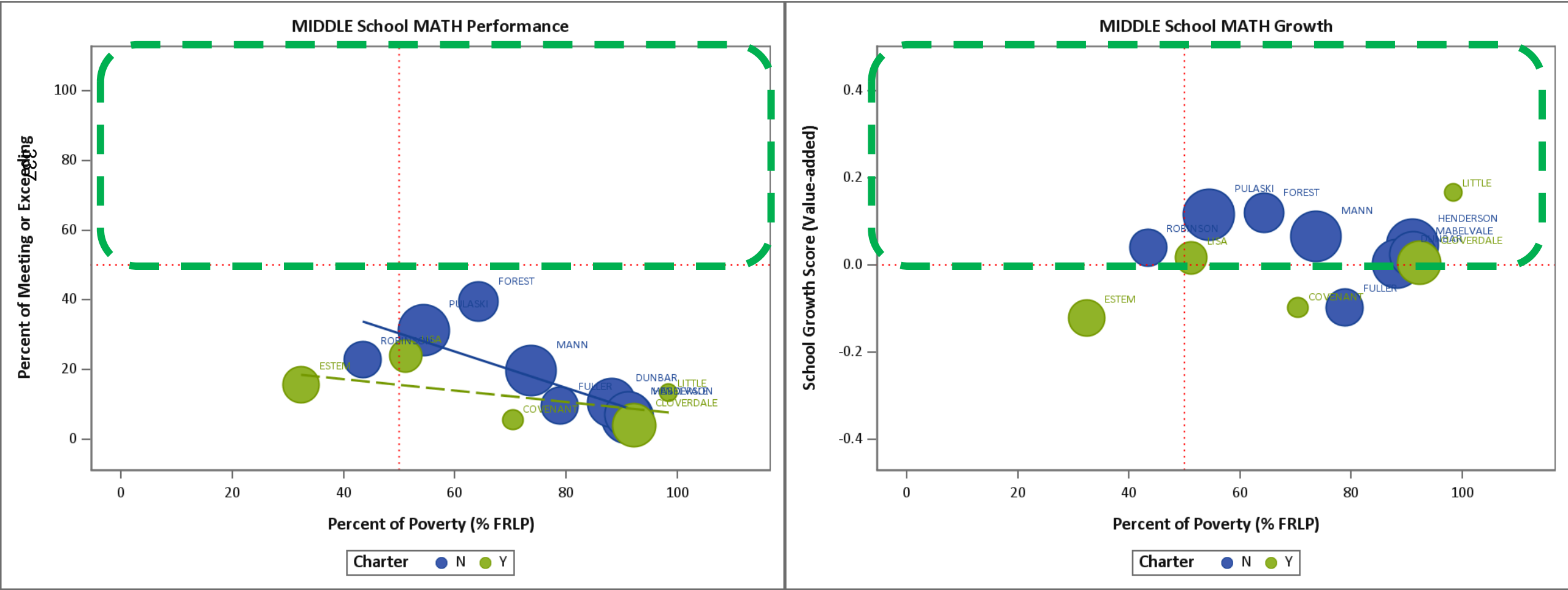
Figure 12: Charter Schools Outperform DPS-Operated Elementary Schools in ELA
Statewide School Percentile Rankings on 2015 PARCC ELA Tests vs. Poverty Levels at Each Elementary School



Level: Middle Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

For middle school math **performance** all schools had less than 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is weaker for these middle schools than the elementary schools as illustrated by the flatter lines in the performance charts. Forest Heights STEM Academy had the highest performance at 39.6%. In general, math performance was low in 2015 at the middle level for all schools included in this report.

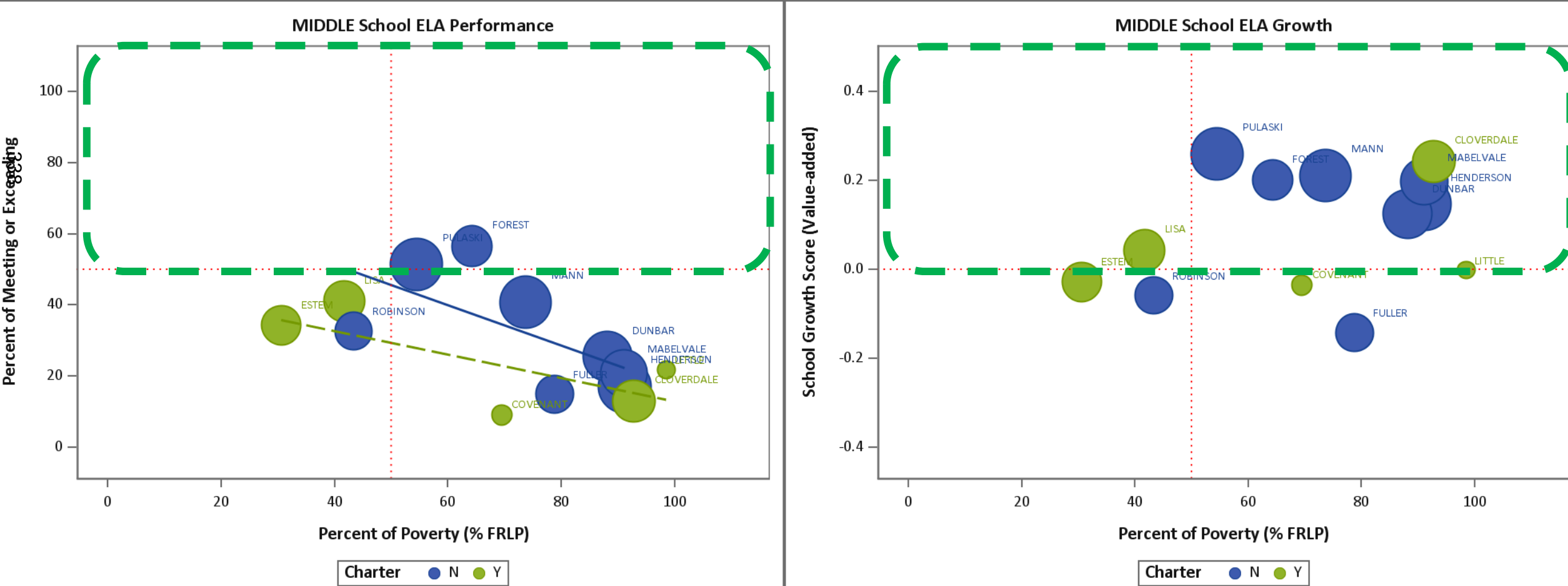
For middle school math **growth** most schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceed expected growth in math. Notice the schools that were among the lowest performing that were in the upper quadrant for growth. These schools had students who gained more, on average, in math. Schools that were in the lower performance levels and lower than expected growth had more students that made lower than expected gains in math. Little Rock Preparatory Academy, Cloverdale, Mabelvale, and Henderson were among the highest poverty middle schools whose students, on average, gained at or more than expected in math with Little Rock Preparatory Academy having the highest school growth score for middle school math. Although low performance is never desirable, it is of great concern if low performance is coupled with low growth, on average.



Level: Middle Subject: English Language Arts (ELA) Public Traditional Schools = Blue Public Charter Schools = Green

For middle school ELA **performance** two schools had just over 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is weaker for these middle schools than the elementary schools as illustrated by the flatter lines in the performance charts as compared to the steeper lines in the elementary ELA chart. Forest Heights STEM Academy had the highest ELA performance among the schools in this report.

For middle school ELA **growth** most schools were in the upper quadrants of growth, regardless of school poverty level. Schools in the upper portion of the chart, on average, had students exceed expected growth in ELA. Notice the schools that were among the lowest performing that were in the upper quadrant for growth. These schools had students who gained more, on average, in math. Schools that were in the lower performance levels and lower than expected growth had more students that made lower than expected gains in ELA. Cloverdale, Mabelvale, Dunbar, and Henderson were among the highest poverty middle schools whose students, on average, gained at or more than expected in math with Little Rock Preparatory Academy having the highest school growth score for middle school math. Pulaski Middle School and Forest Heights STEM Academy had the highest performance coupled with some of the highest growth scores. One third of the schools had both low performance and lower than expected growth, on average.



Middle Level Denver, CO

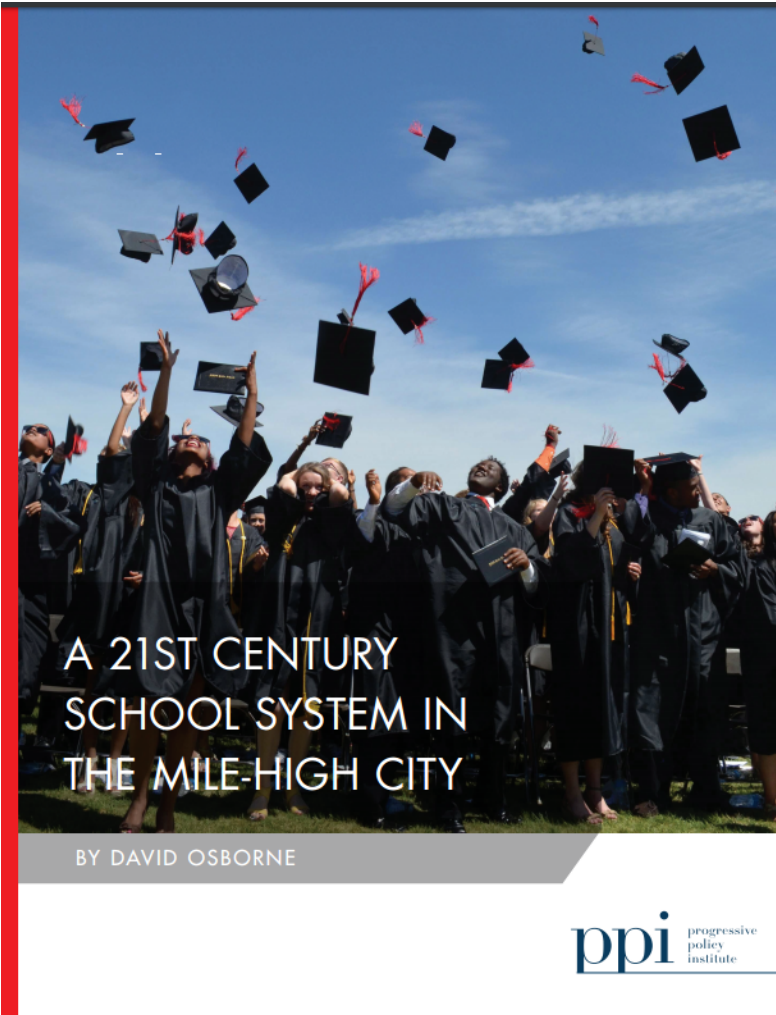
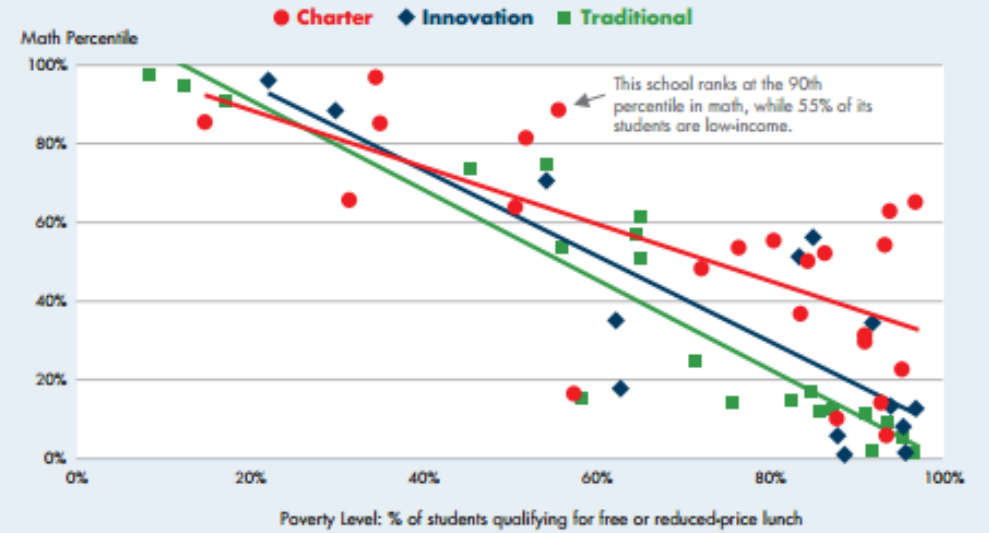


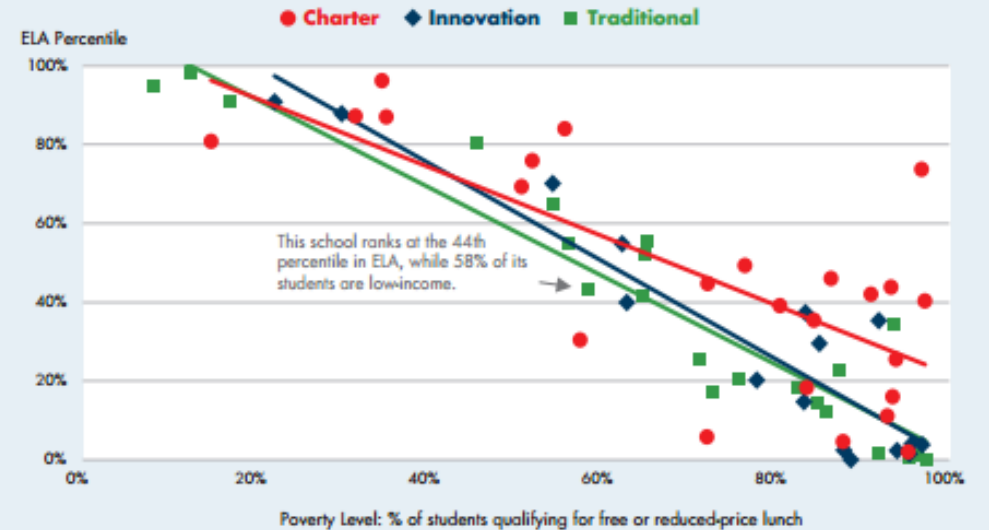
Figure 9: Charter Schools Outperform DPS-Operated Middle Schools in Math
Statewide School Percentile Rankings on 2015 PARCC Math Tests vs. Poverty Levels at Each Middle School



Source: Sources: Colorado Department of Education

Note: Middle school math results include only standard sixth, seventh, and eighth grade math tests. Seventh and eighth graders can instead, by choice, take Geometry, Algebra, or Integrated Math tests. Because public data does not include grade-level information for these latter tests, they are excluded from the PARCC percentile analysis here.

Figure 10: Charter Schools Outperform DPS-Operated Middle Schools in ELA
Statewide School Percentile Rankings on 2015 PARCC ELA Tests vs. Poverty Levels at Each Middle School

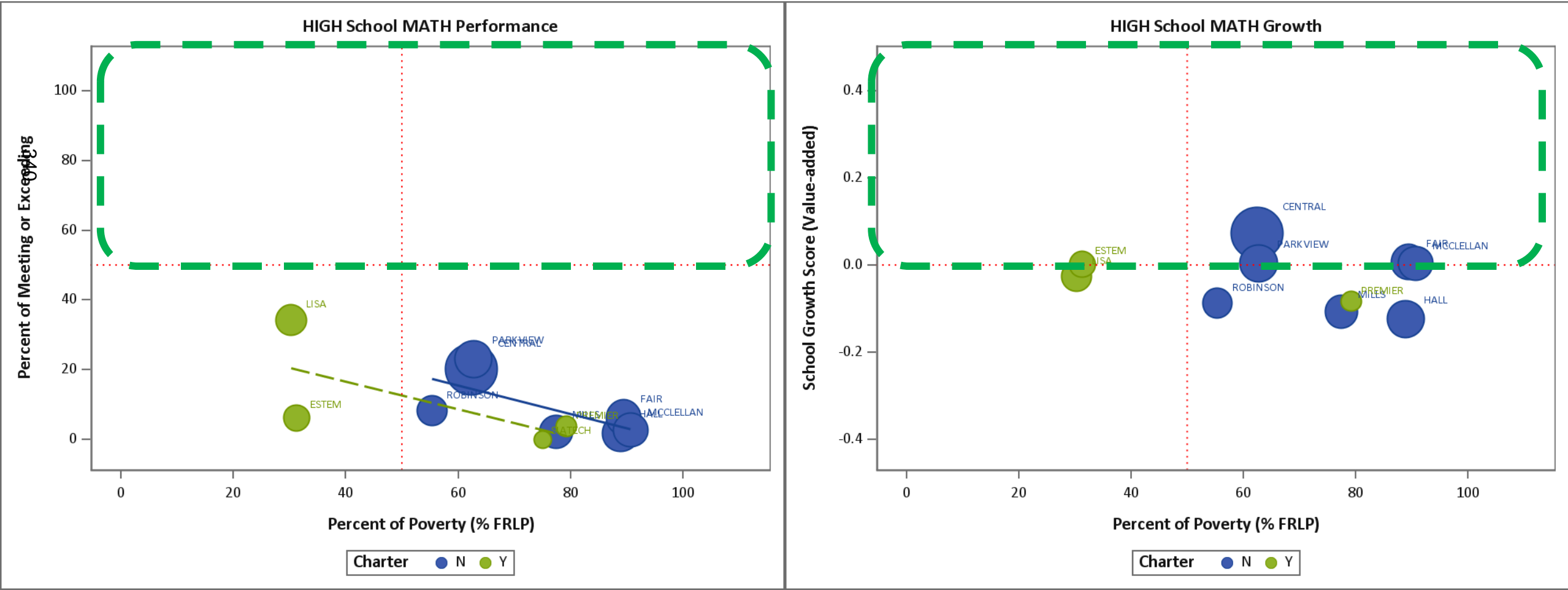


Source: Colorado Department of Education

Level: High School Subject: Math Public Traditional Schools = Blue Public Charter Schools = Green

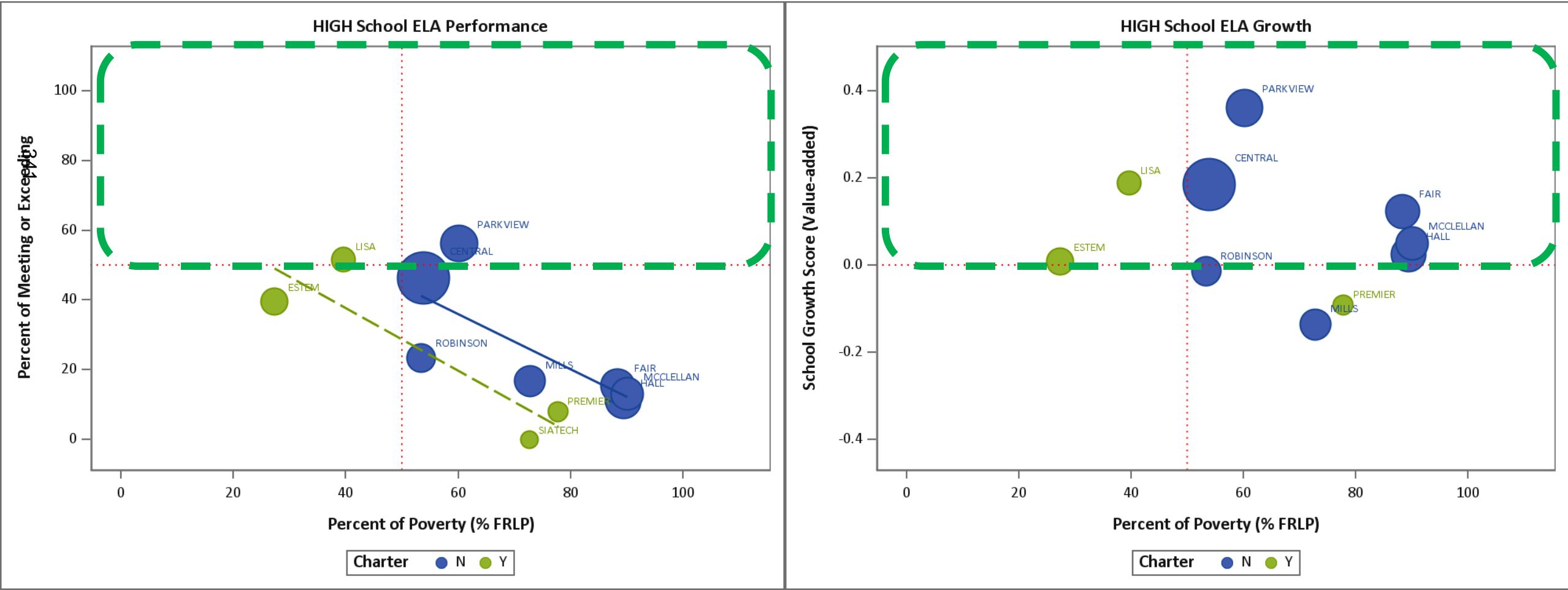
High school math **performance** is the lowest among all the levels with less than 40% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is stronger for high schools than the middle schools but weaker than the relationship in the elementary schools. LISA Academy had the highest performance at 34.3%. In general, math performance was very low in 2015 at the high school level for all schools included in this report.

For high school math **growth** five schools were at expected growth, and one school had higher than expected growth (Central High). Four schools had lower than expected growth, on average. High school growth scores for math do not appear to have any relationship with poverty level at the school. Notice schools such as ESTEM, McClellan, and Fair which had some of the lowest performance yet, on average, students were met expected growth in math.

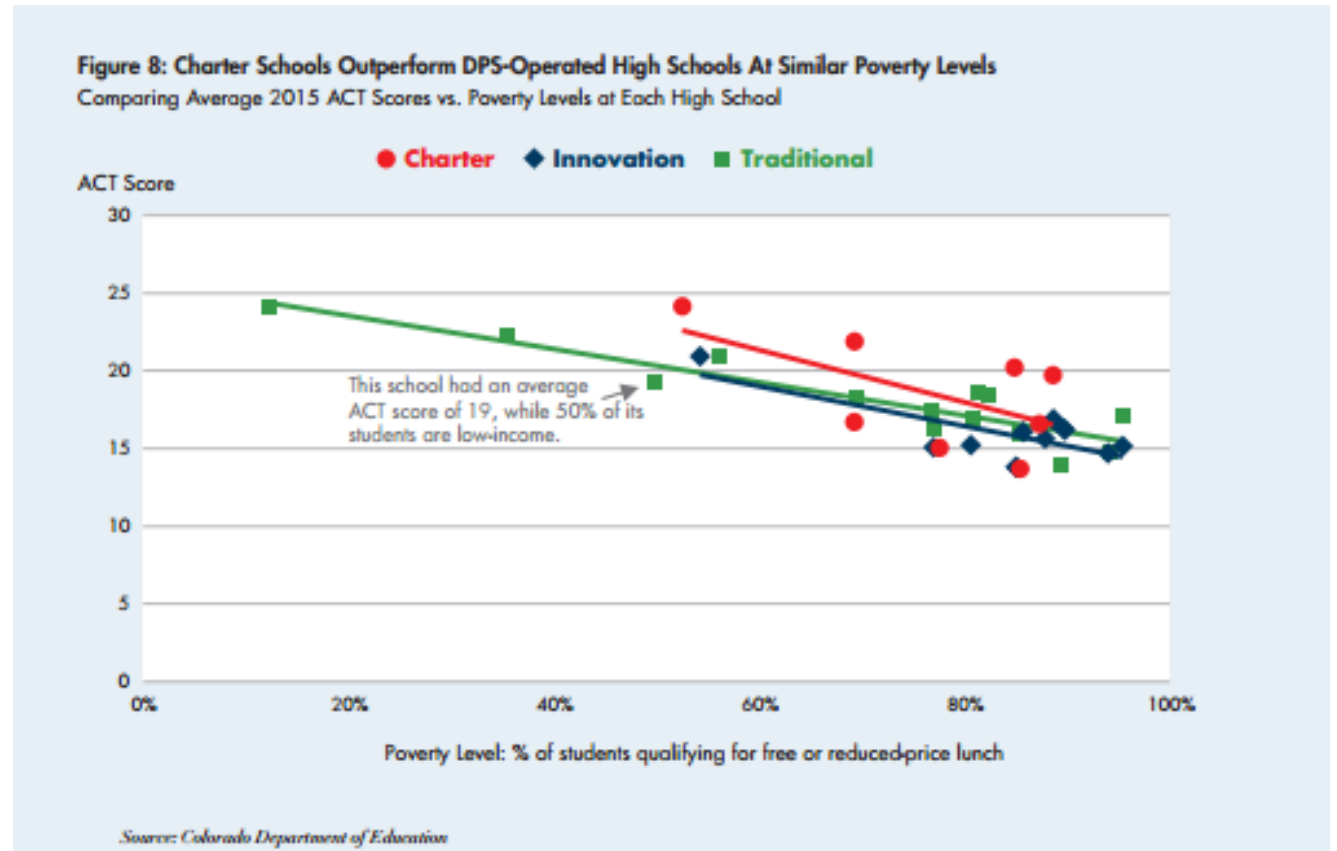


For high school ELA **performance** three schools had close to or more than 50% of students that met/exceeded grade level standards. The relationship between school poverty and school performance is stronger for high schools than the middle schools but weaker than the relationship in the elementary schools. Parkview had the highest performance at 56.2%.

For high school ELA **growth** only two schools had lower than expected growth, on average: Premier and Mills. All other schools had at expected levels or higher than expected levels of growth for their students. SIATECH did not have growth data for its students and therefore is not on the growth chart, most likely due to missing prior scores on students.



High School ACT Denver, CO



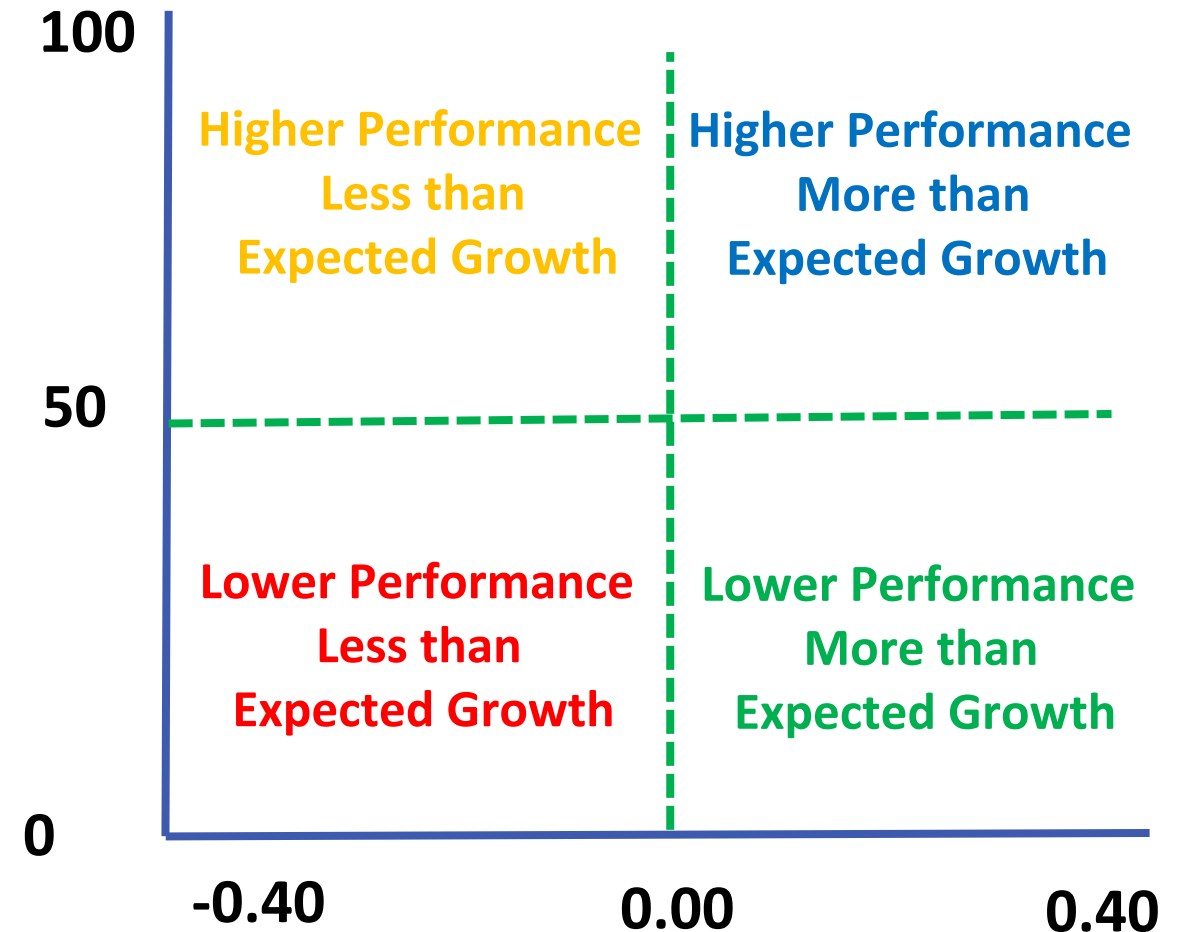
School Performance Plotted with Growth

The following slides provide the same information as the previous charts combined into one chart: performance vs. growth.

Although the school names are more difficult to read, the patterns, or lack thereof, are more evident.

- Schools in the right hand quadrants are performing well and growing (upper right), or lower performing but growing more than expected (lower right) which will theoretically lead to higher performance over time.
- Schools in the left quadrants have concerns to explore. Either these schools are performing well but students are losing ground (upper left), or students are not performing well and continuing to lose ground (lower left). The red lower left quadrant represents the least desirable outcome.

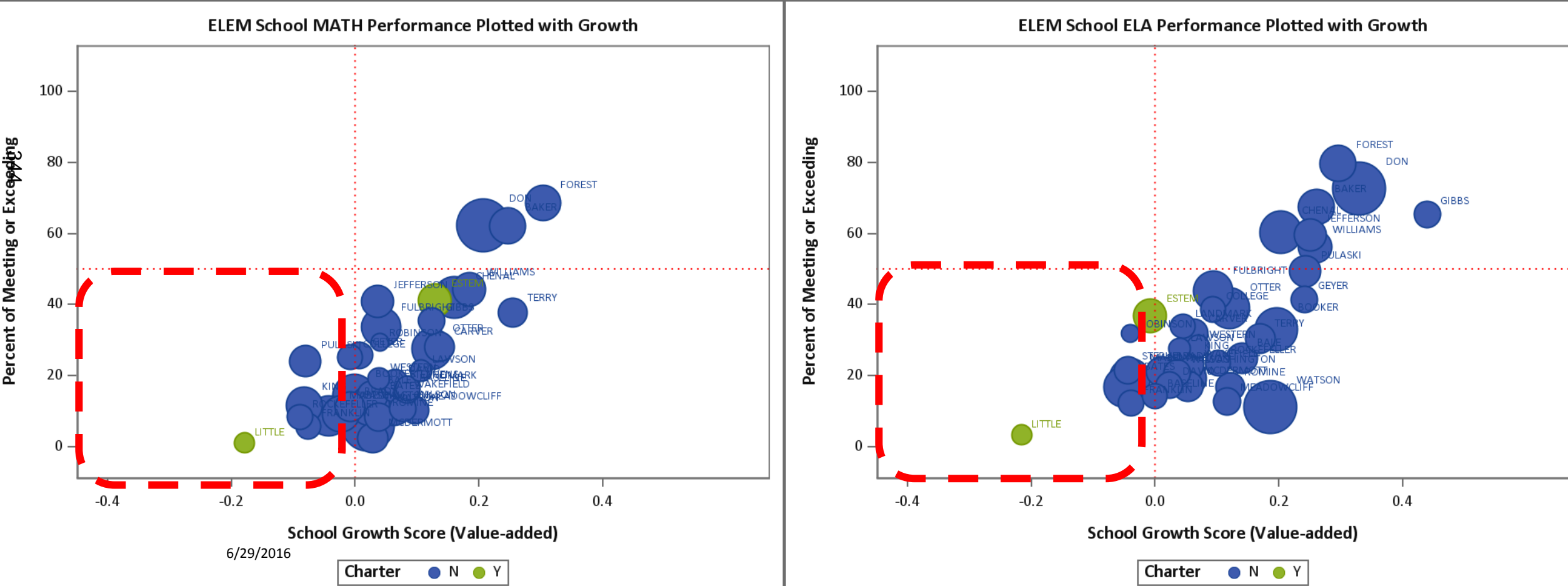
* A spreadsheet with the detailed school data included in this report is provided.



Level: Elementary Performance with Growth Plots Public Traditional Schools = Blue Public Charter Schools = Green

The majority of the elementary schools had students, on average, whose achievement was at or more than expected resulting in positive growth scores. Three schools had performance above 50% meeting/exceeding in math and ELA as well as higher than expected growth.

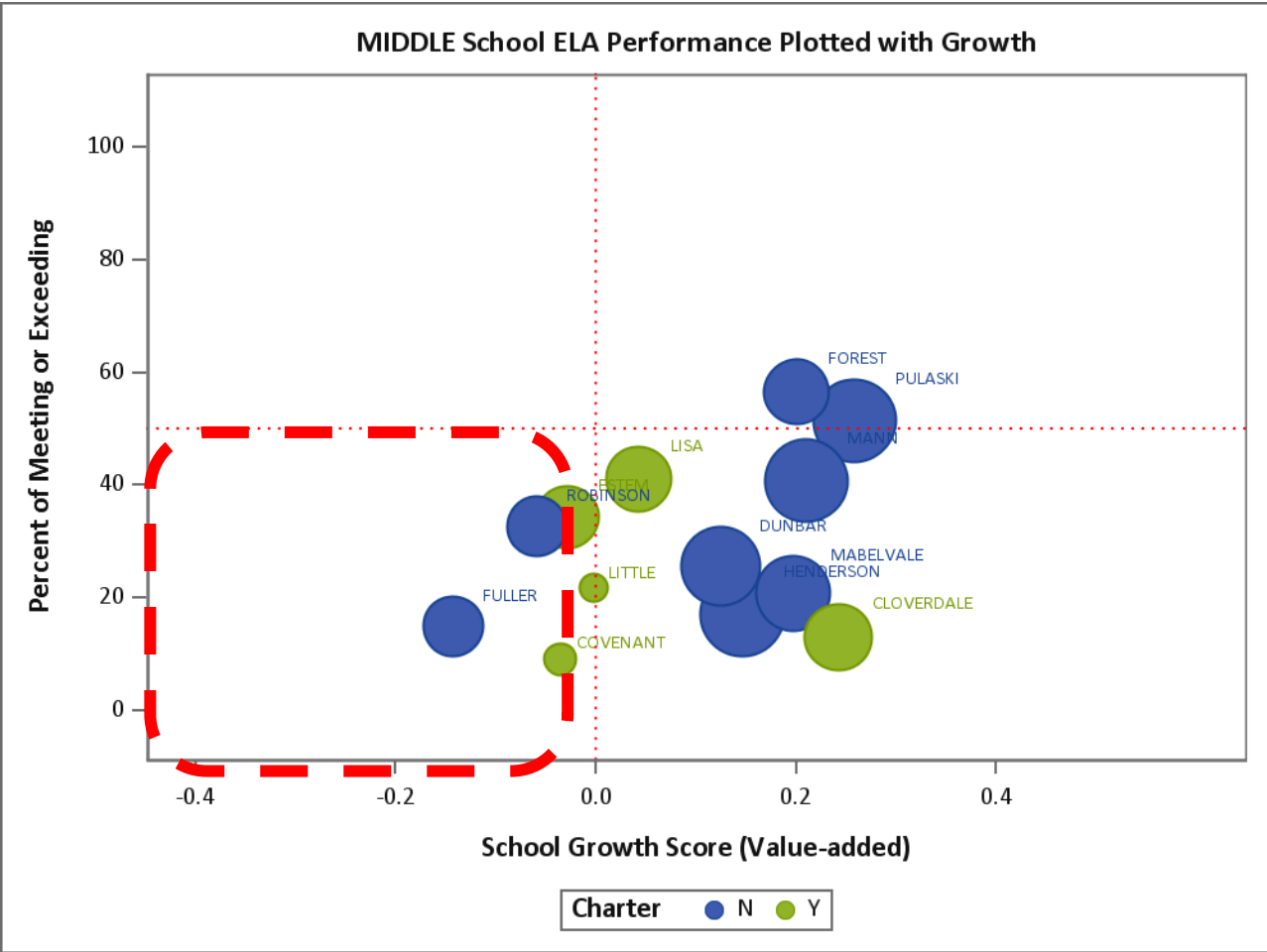
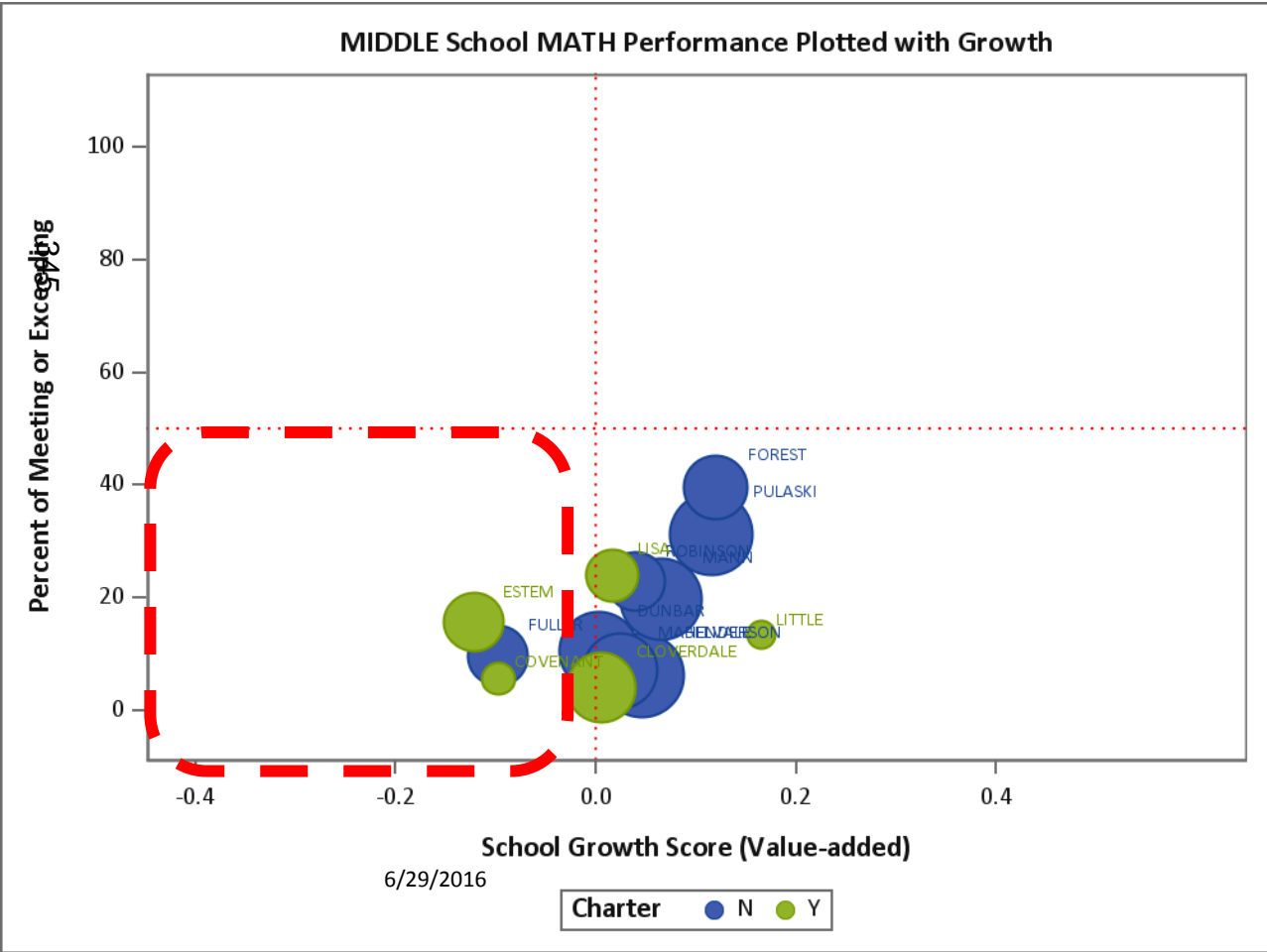
Six schools in math and five schools in ELA were in the quadrant of low performance and less than expected growth.



Level: Middle Performance with Growth Plots Public Traditional Schools = Blue Public Charter Schools = Green

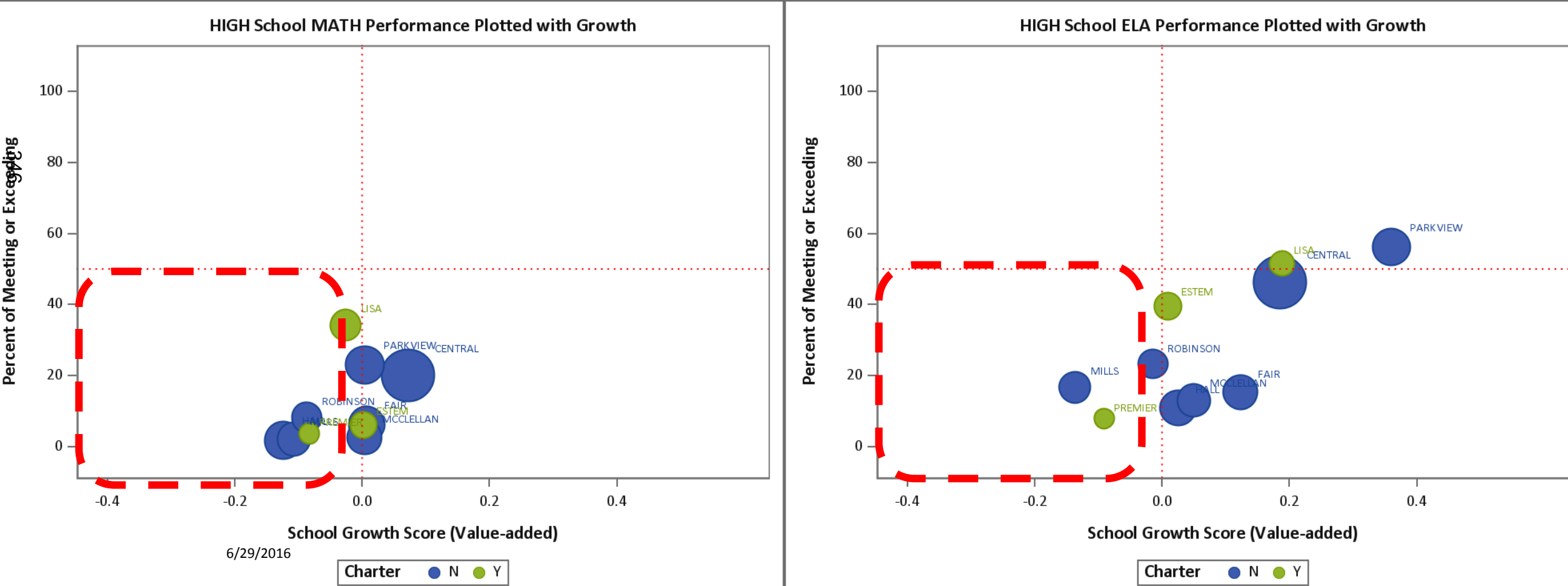
Middle schools had lower performance in math and ELA in general. Almost two thirds of the middle schools, on average, had students whose achievement was at or more than expected resulting in positive growth scores. Two schools had performance above 50% meeting/exceeding in ELA as well as higher than expected growth. More schools were lower performing and exceeding expectations in growth.

Three schools in math and four schools in ELA were in the quadrant of low performance and less than expected growth.



Level: High School Performance with Growth Plots Public Traditional Schools = Blue Public Charter Schools = Green

High schools had lower performance in math and generally low performance in ELA with a few exceptions. Almost two thirds of the middle schools, on average, had students whose achievement was at or more than expected resulting in positive growth scores. Two schools had performance above 50% meeting/exceeding in ELA as well as higher than expected growth. More schools had students at or exceeding expected growth in ELA than math. Four high schools in math and two high schools in ELA were in the quadrant of low performance and less than expected growth.



Weighted Average School Subgroup Performance 2015

Students grouped by major race/ethnicity or educationally at-risk categories.

African American students, Hispanic students, White students, students who qualify for free/reduced lunch (FRLP), English learners (ELL), and students with disabilities (SWD)

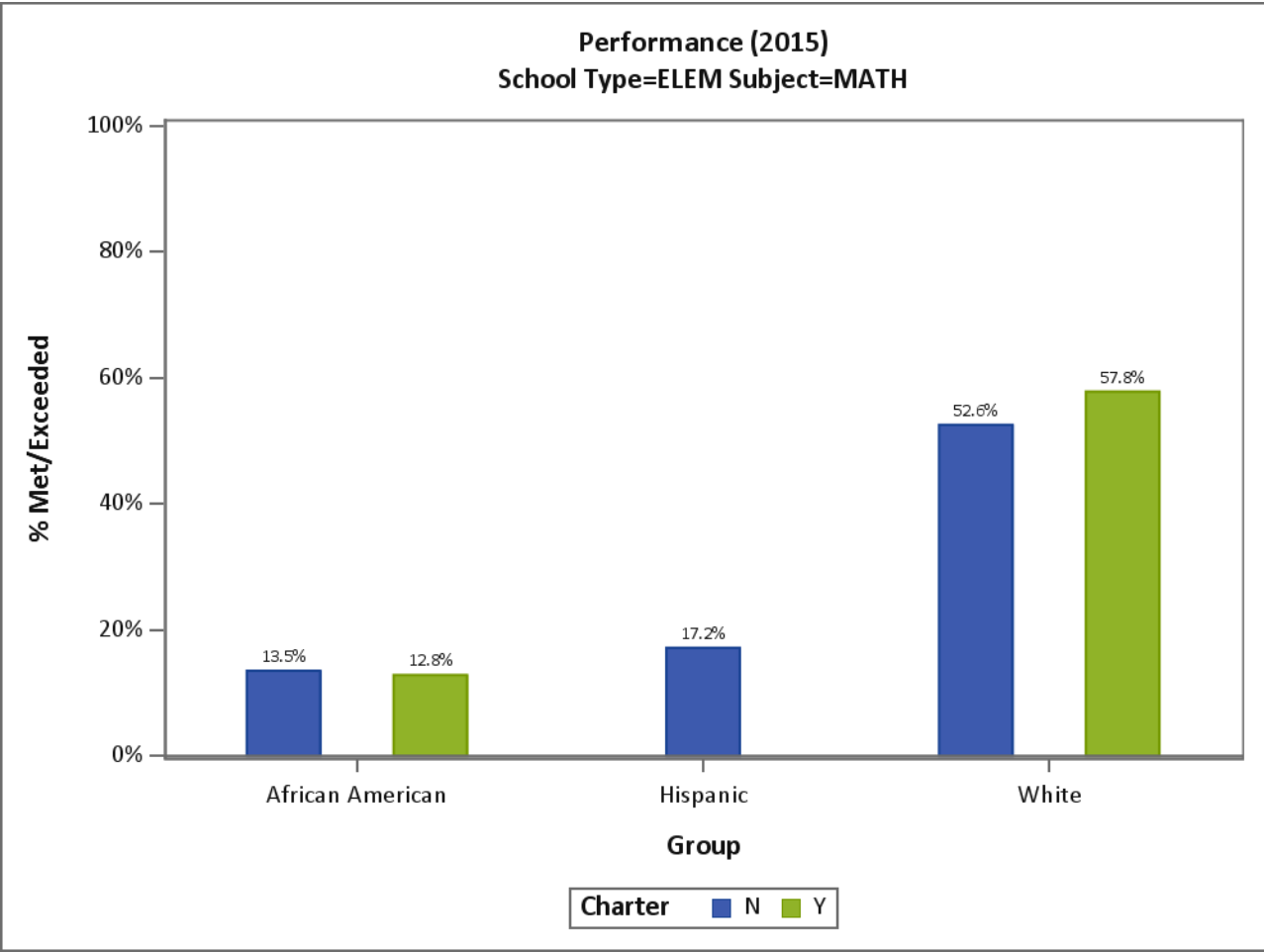
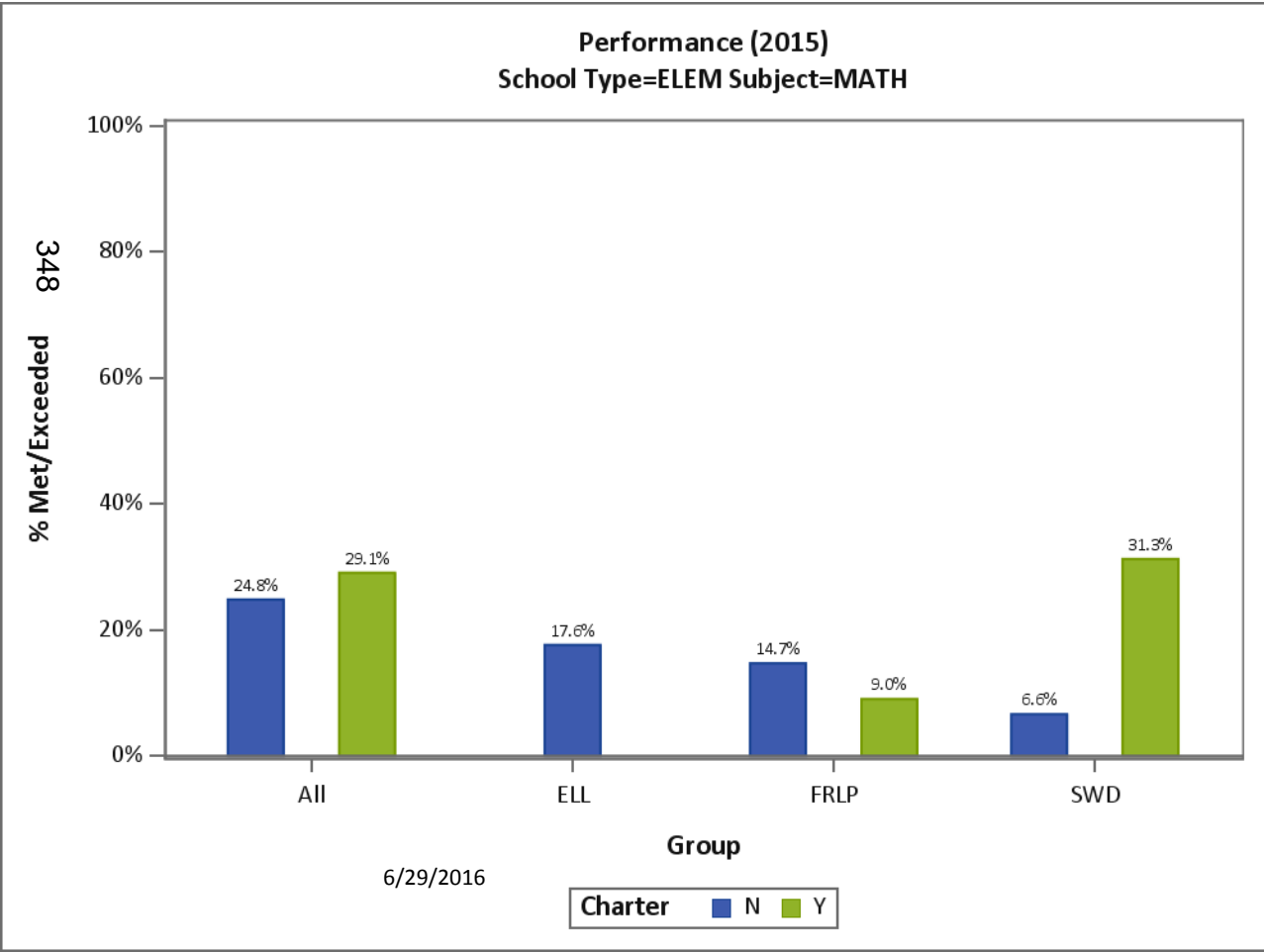
Notes about the calculations:

Weighted averages of school performance for each subgroup were calculated for traditional and charter public schools. A weighted average takes into consideration the performance of a school as well as the number of students in the school who have scores. This is particularly important given the much larger proportion of students in traditional public schools as compared to the charter public schools included in this report.

If a subgroup within a school consisted of fewer than 10 students, that school's group of students was excluded from the weighted average. In the case of Hispanic students and ELL, public charter elementary schools did not have at least 10 students within each school. Therefore, the percent is not included in the chart. Students who were considered highly mobile are not included in the subgroup calculations for each school.

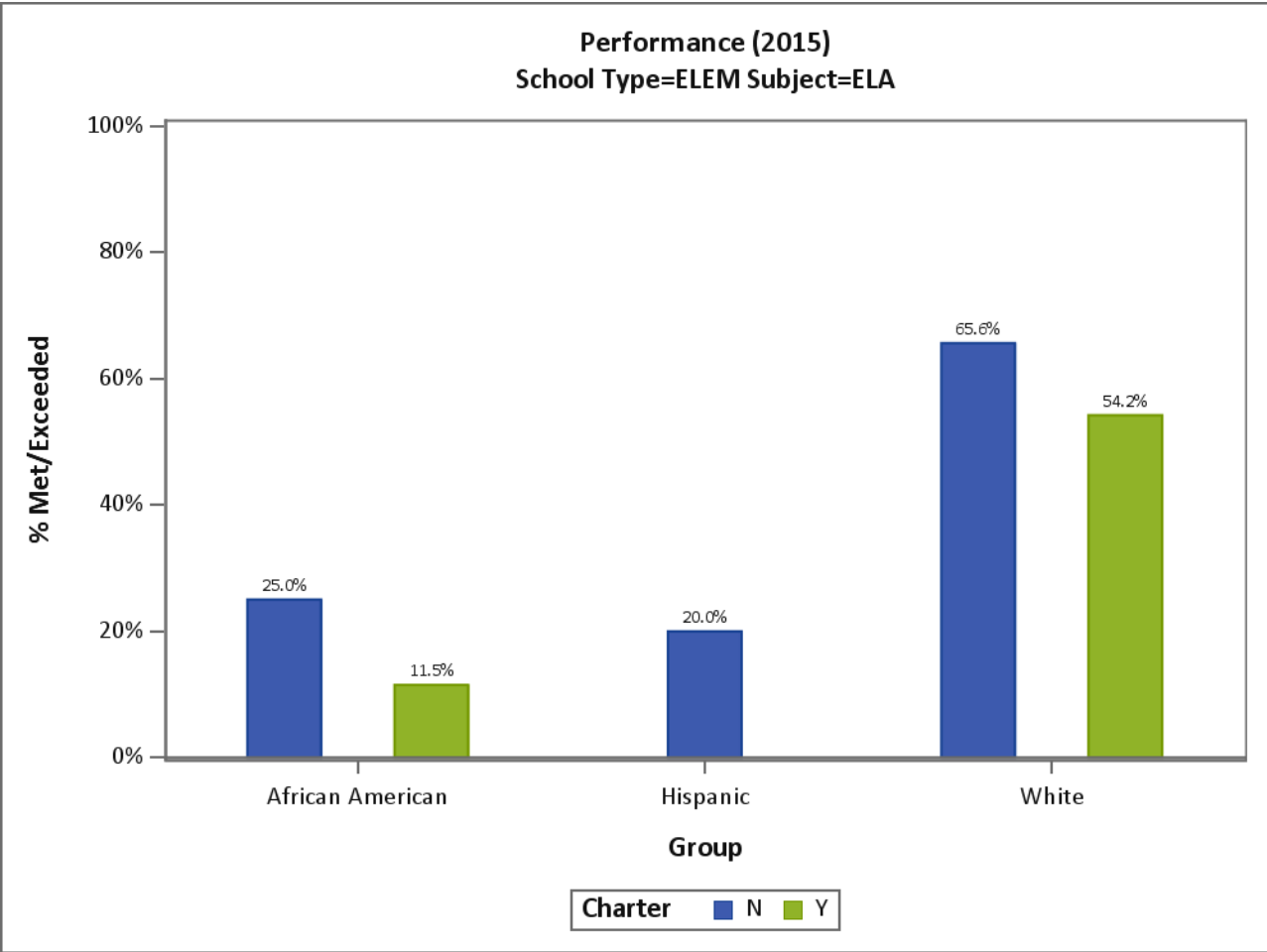
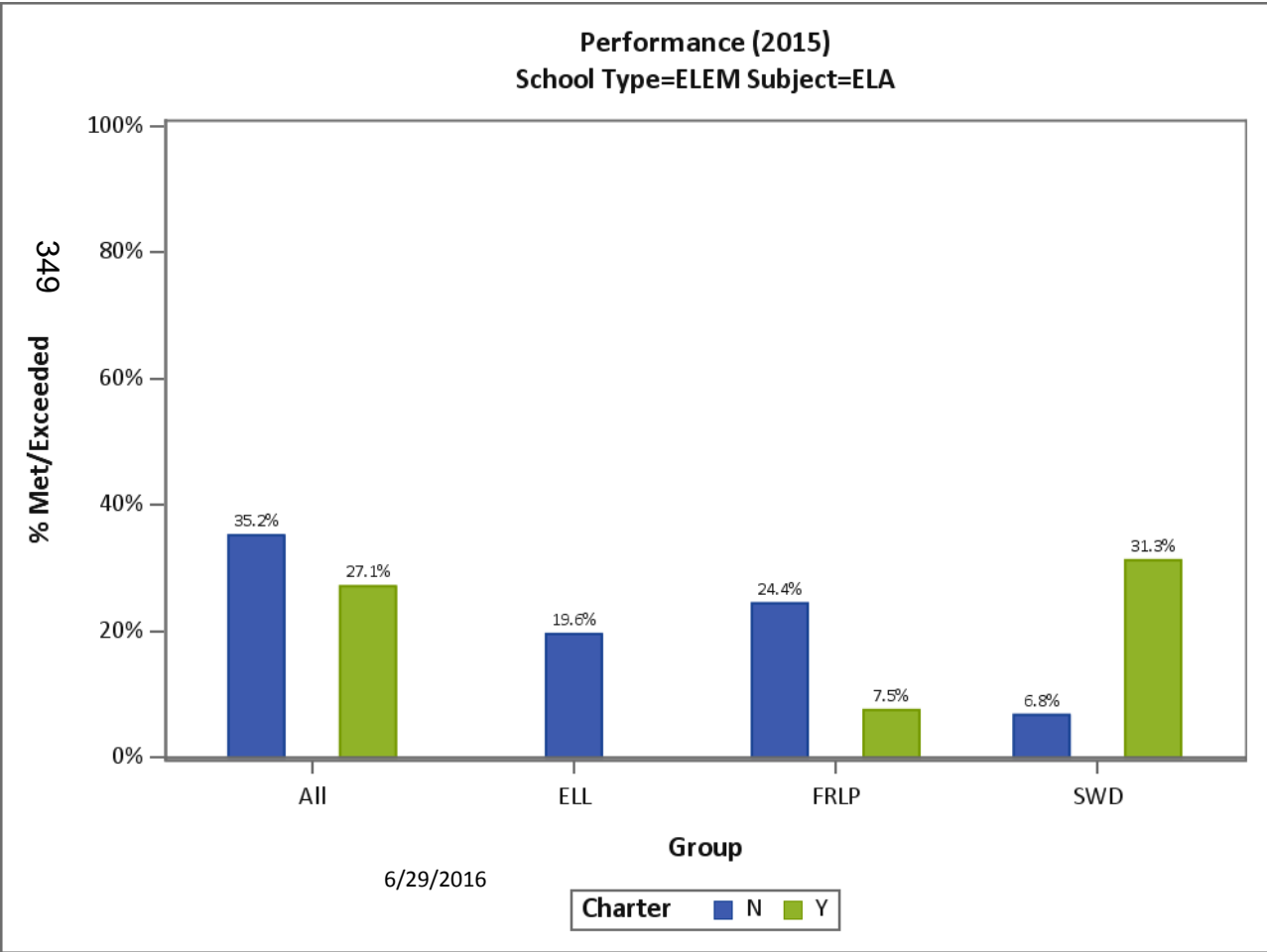
Note that students may be members of multiple subgroups. These groups are not mutually exclusive. For example, a student may be Hispanic, ELL, and FRLP and that students performance is included in the school subgroup performance used to calculate these weighted averages.

*For school level subgroup details please see the spreadsheet that contains these data.



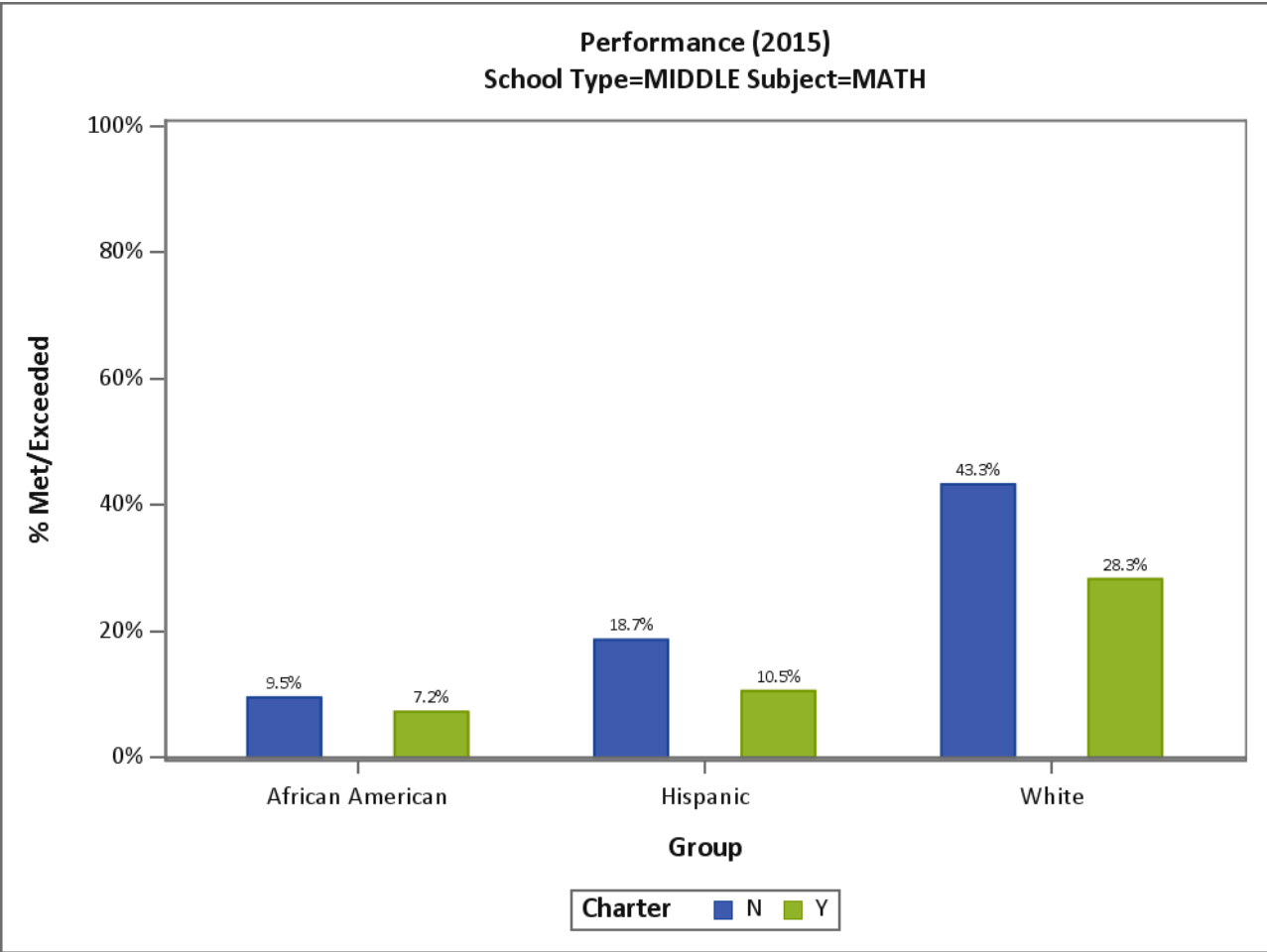
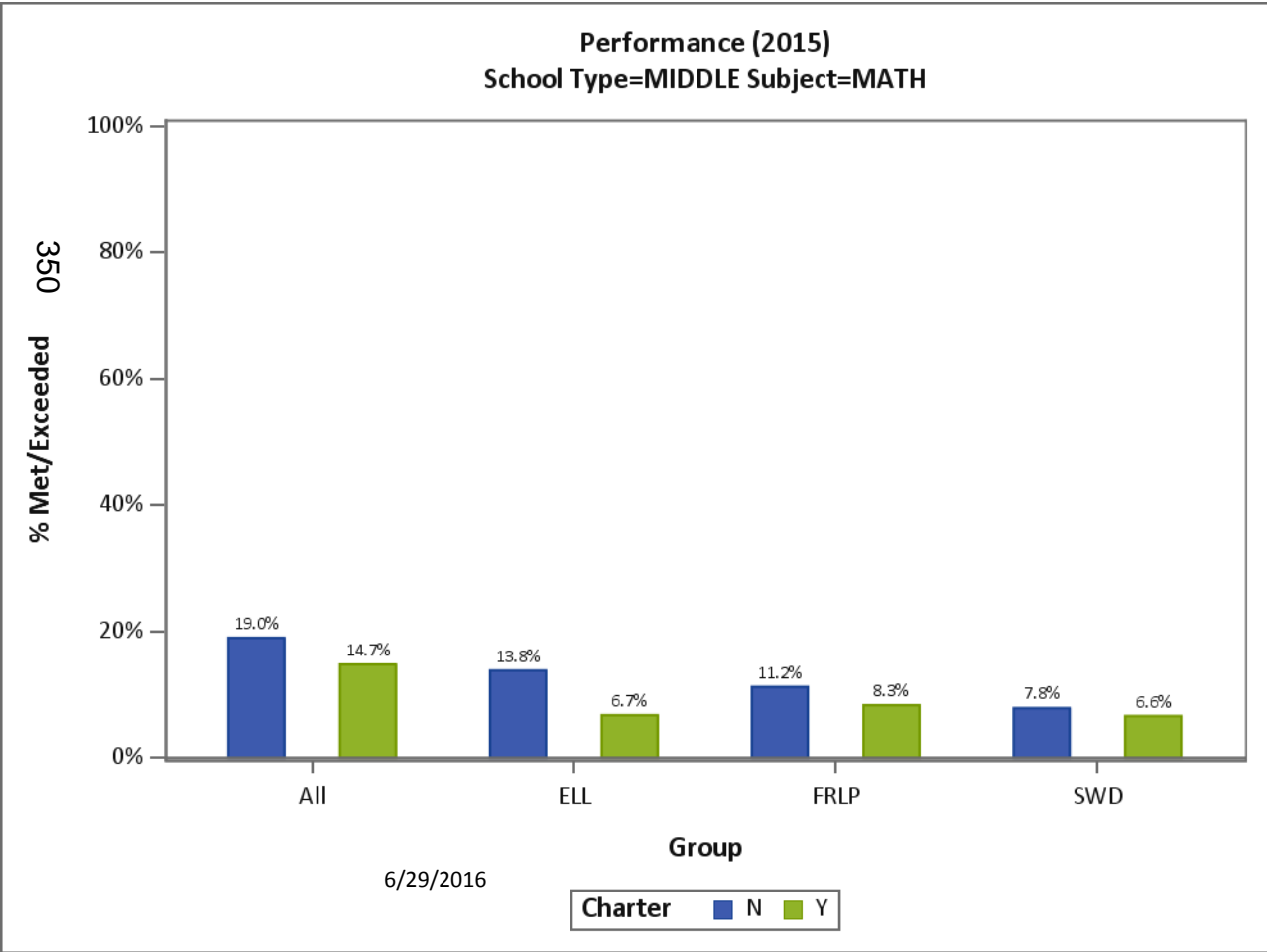
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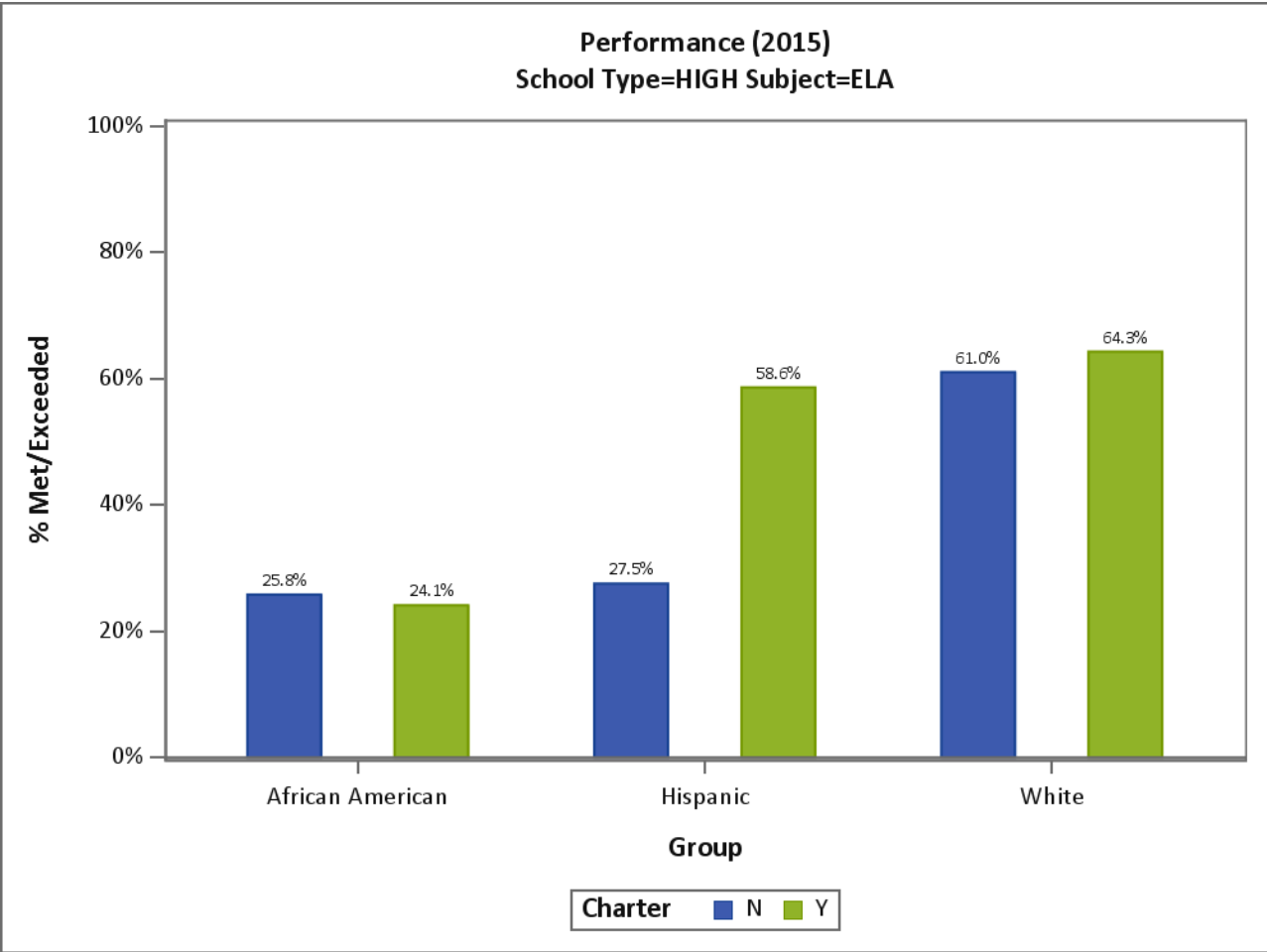
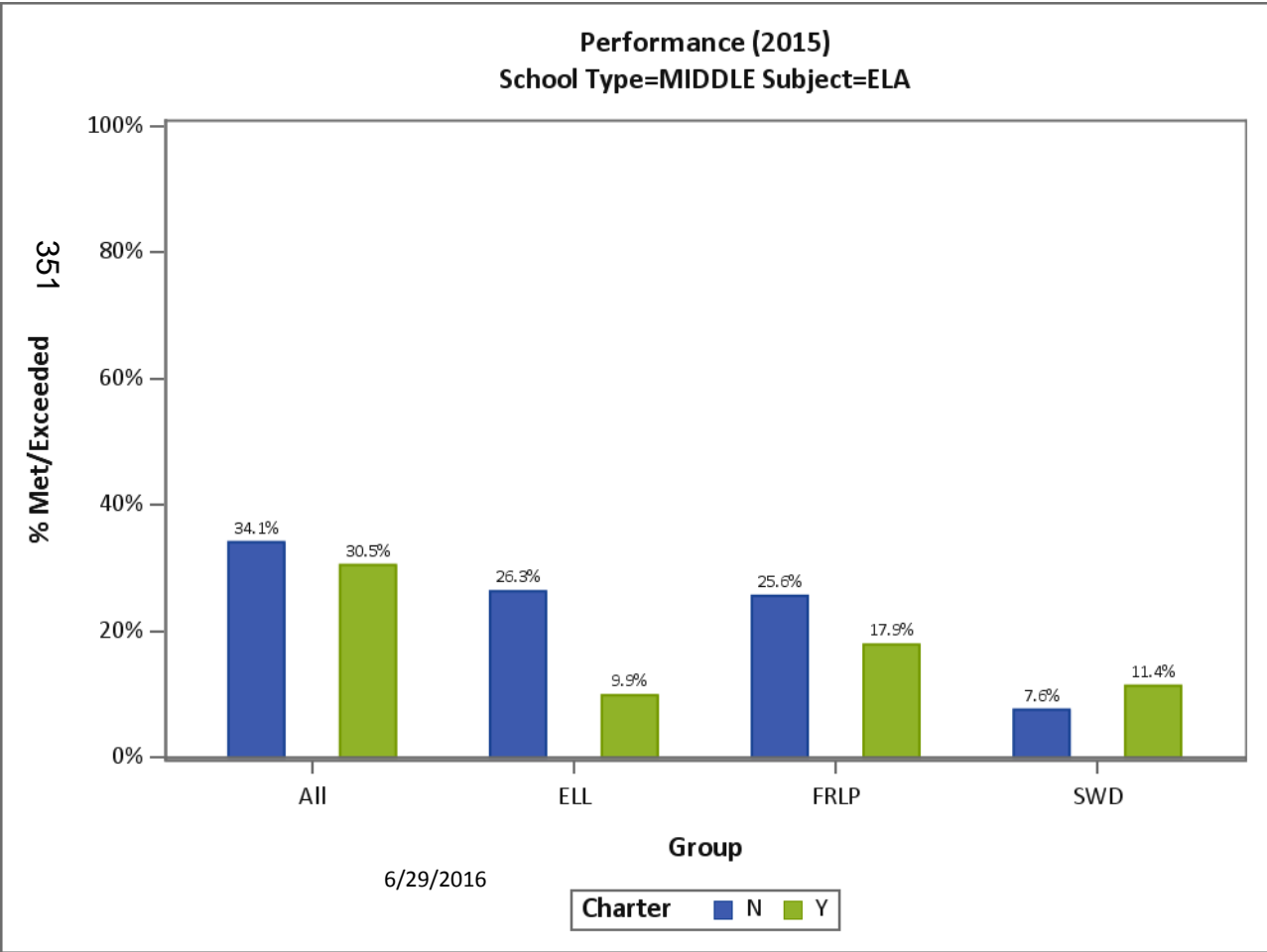
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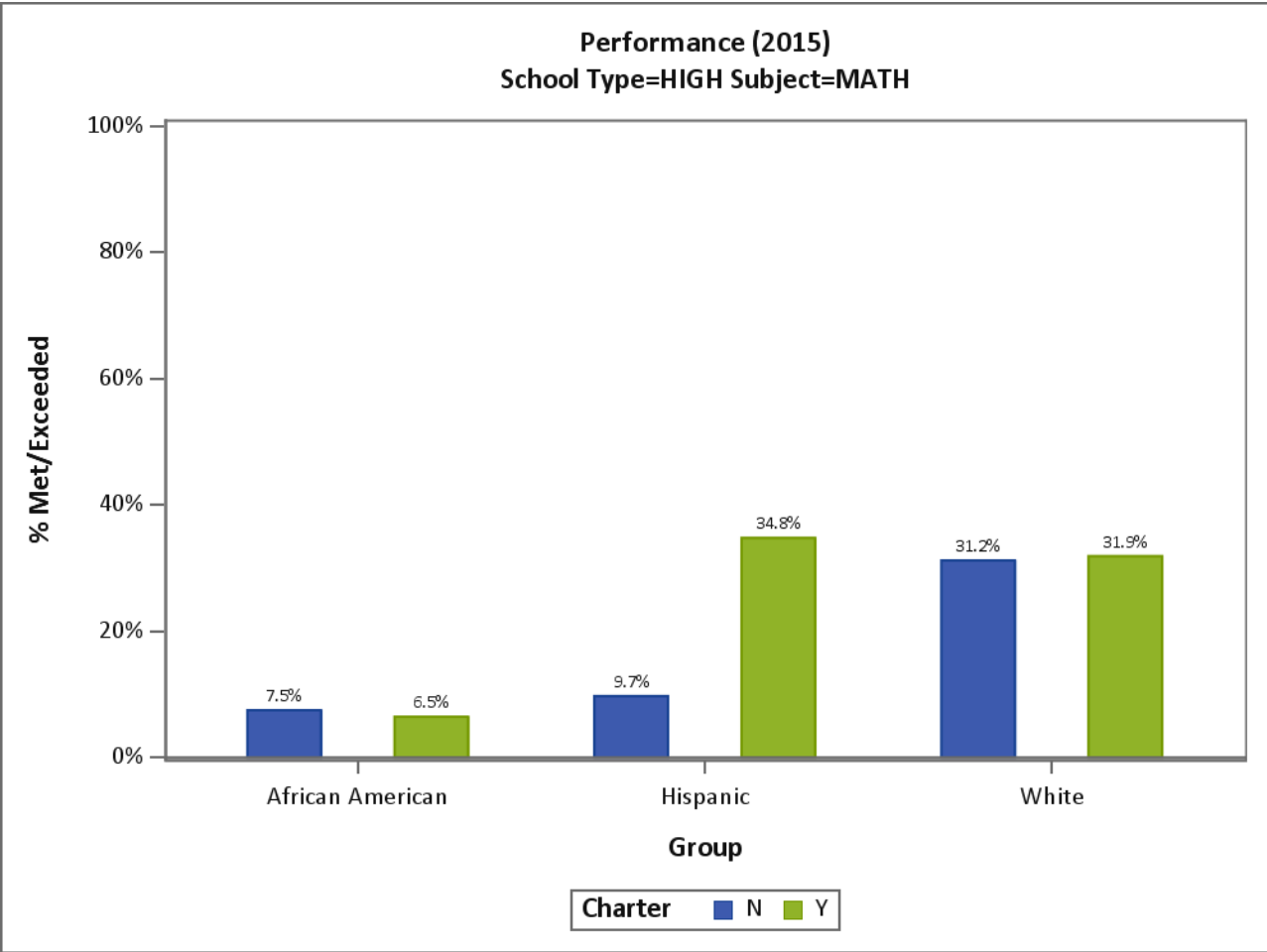
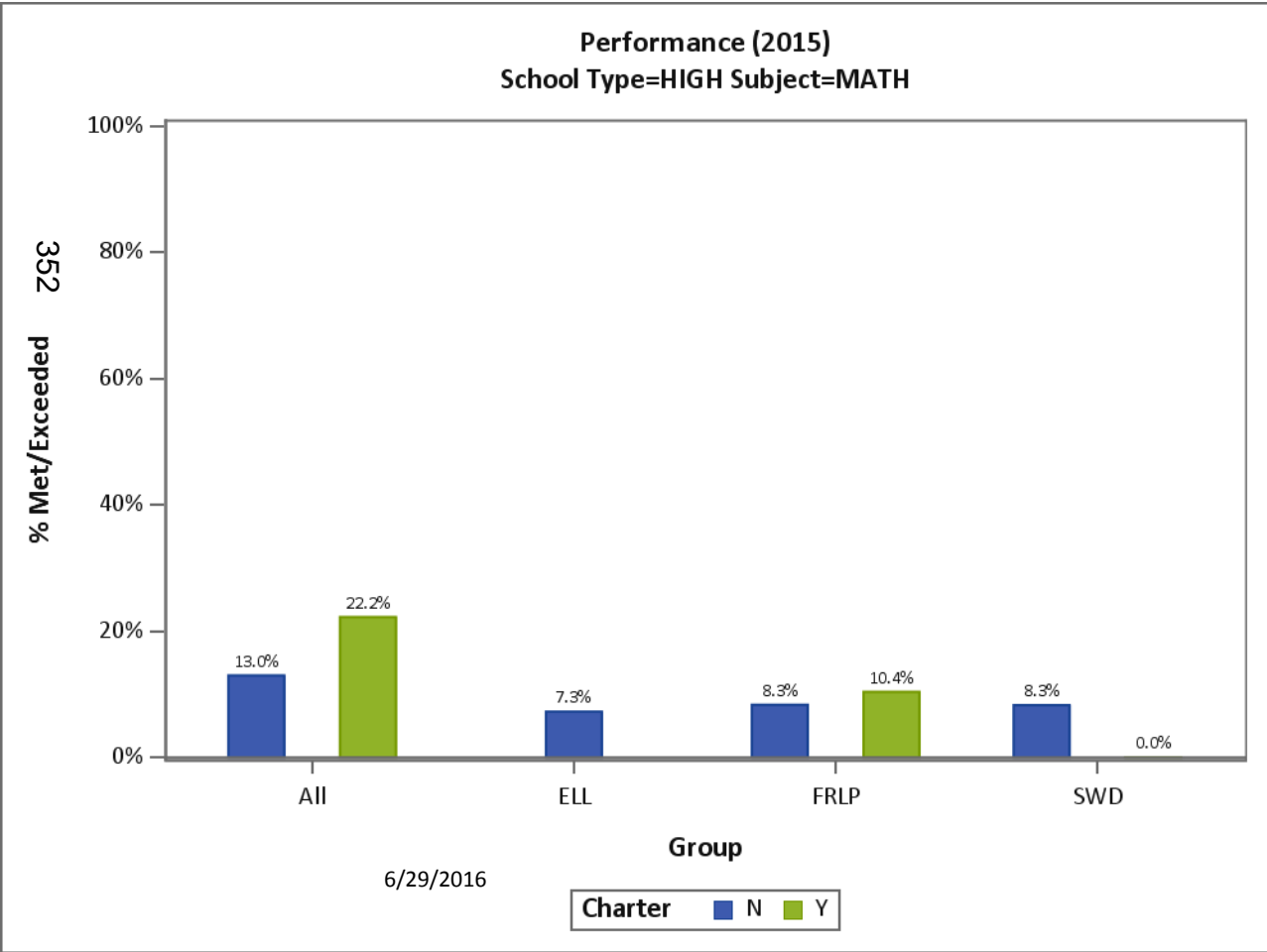
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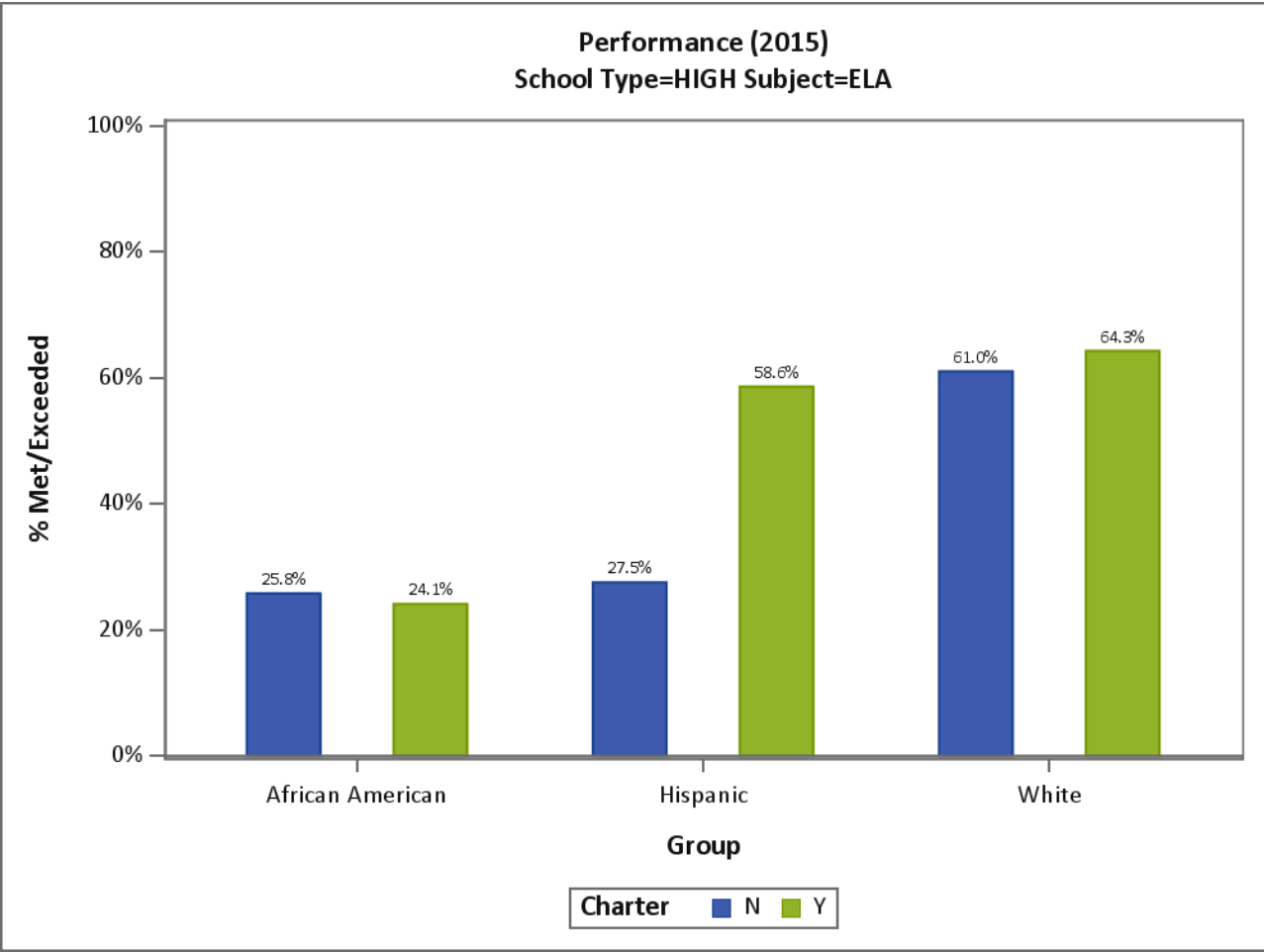
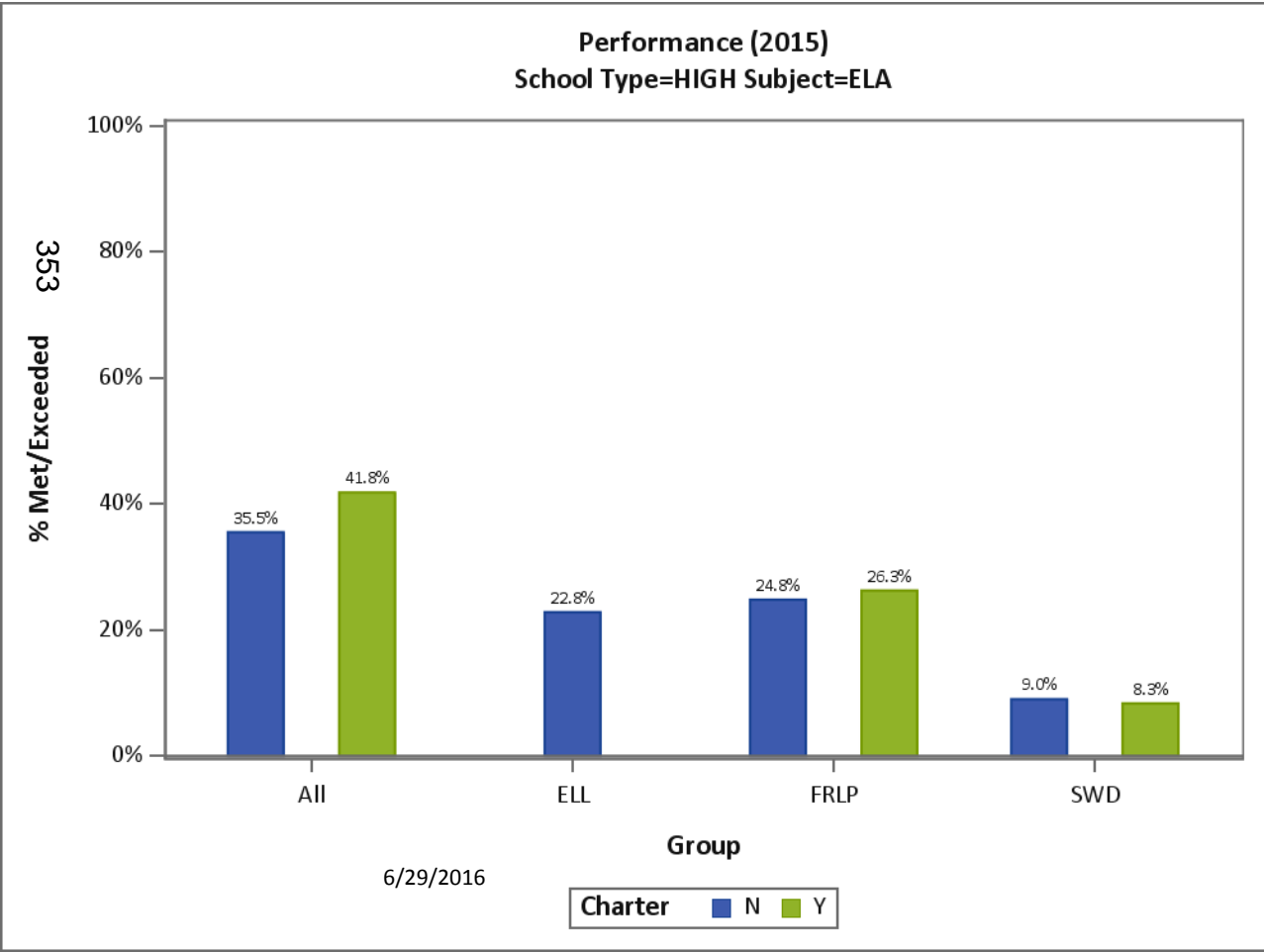
Note that students may be members of multiple subgroups. These groups are not mutually exclusive. For example, a student may be Hispanic, ELL, and FRLP and that students performance is included in the school subgroup performance used to calculate these weighted averages.

*For school level subgroup details please see the spreadsheet that contains these data.



Note that students may be members of multiple subgroups. These groups are not mutually exclusive. For example, a student may be Hispanic, ELL, and FRLP and that students performance is included in the school subgroup performance used to calculate these weighted averages.

*For school level subgroup details please see the spreadsheet that contains these data.



Report provided at the request of the Little Rock Area Public Education Stakeholder Group

Data provided by the Office of Innovation for Education on behalf of the ADE.