



AGENDA

STATE BOARD OF EDUCATION

March 31, 2016

Arkansas Department of Education

ADE Auditorium

5:00 PM

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Action Agenda

A-1 Hearing on Open-Enrollment Priority Status AND Renewal Application: Covenant Keepers College Preparatory School

On February 17, 2016, representatives of Covenant Keepers appeared before the Charter Authorizing Panel requesting a renewal of their charter and to address the charter's priority status. By a six-to-two vote, the Panel approved the request, granting the charter a 3 year renewal. On March 10, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: Alexandra Boyd

A-2 Hearing on Open-Enrollment Amendment Request: LISA Academy

On February 19, 2016, representatives of LISA appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a seven-to-one vote, the Panel approved the request, contingent upon availability of the proposed location. On March 10, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: Alexandra Boyd

A-3 Hearing on Open-Enrollment Amendment Request: eStem Public Charter School

On February 19, 2016, representatives of eStem appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a six-to-one vote, the Panel approved the request. On March 10, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: Alexandra Boyd

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

February 19, 2016

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of Education

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Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Valerie Tatum
Covenant Keepers College Preparatory Charter School
5615 Geyer Springs Road
Little Rock, AR 72209

**RE: Notice of Charter Authorizing Panel Decision
Covenant Keepers College Preparatory Charter School**

Dear Dr. Tatum:

On February 17, 2016, the Charter Authorizing Panel met and approved the renewal application for Covenant Keepers College Preparatory Charter School for a period of 3 years. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, February 24, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on March 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on March 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Baker Kurrus, Little Rock School District

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

Covenant Keepers Summary

**COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL
RENEWAL SUMMARY
FEBRUARY 2016**

Sponsoring Entity	City of Fire Community Development, Inc.
Address	5615 Geyer Springs Road, Little Rock, Arkansas 72209
Grades Served	6-8
Enrollment	171
Maximum Enrollment	380
Number of Years Requested	10

Mission Statement (as approved in charter application)

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.

2014-2015 Accreditation Status

Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2014	6-8	171	74,931	1,972
2015	6-8	147	102,217	4,782
YTD 2016	6-8	168*	289,290	4,441

*As reported in Quarter 1

Remaining Concerns

- It is unclear how the charter communicates with parents and students when the Spanish-speaking staff member is not available.
- The method to notify parents of the lottery results was not explained.
- It remains unclear how long the wrap-around support partners have agreed to supply assistance to the students at Covenant Keepers and exactly what those supports mean in the everyday lives of the students.
- The applicant did not discuss the effectiveness of the new system implemented in 2014-2015 designed to allow "students to reflect and adjust behavioral decisions before consequences become serious, effectively diminishing occurrences of more significant infractions" as requested.
- It remains unclear what the accumulation of points mean to the daily life of a student.
- It remains unclear that the charter provides dedicated professional development to help teachers deal with students' behavior in the classroom.
- The performance goals may not demonstrate high expectations for students.

COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL

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: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
127.53	139.82	158.21	166.98

BACKGROUND

Authorized January 15, 2008
 Contract Expiration June 30, 2016

BACKGROUND

Authorized January 15, 2008
 Grade levels 6-12
 Maximum Enrollment 380
 Length of Contract Five Years

Amendment Request Considered and APPROVED

April 21, 2008

To lease a school facility in the same vicinity at much lower cost

Appearance before the Board

June 11, 2012

Addressed 2010-2011 audit findings

The Board placed the charter on a one-year probation and required regular reports on finances and management

Appearance before the Board

September 10, 2012

Charter reported on finances and management

Appearance before the Board

January 14, 2013

Charter reported on finances and management

Renewal Request

April 8, 2013

Charter renewed for three years

Amendment approved to reduce the grades served for 6-12 to 6-8

Amendment approved to relocate the charter

Designated a 2013 Academic Distress School

July 10, 2014

Designated a 2014 Academic Distress School

February 12, 2015

Designated a Priority School

August 31, 2015

Priority Response

An explanation of the ways in which Covenant Keepers maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann. § 102

As stated within the *Arkansas Quality Charter Schools Act of 2013*, Covenant Keepers strives to abide by the legislative intent for all open enrollment charter schools by:

(1) IMPROVING STUDENT LEARNING

Before we can work toward improving student learning, we must ascertain current levels of student abilities. The most effective and reliable instrument that we have to measure these abilities is NWEA MAP assessments. We use these assessments to determine areas of growth and weakness in individual students formatively throughout the year. We also use this assessment to determine the abilities of newly enrolled students in order to build a learning plan for them.

In regard to newly enrolled students, whether they are sixth graders or eighth graders; whether they come to us in July or mid-year; and whether they come to us from down the street, from a juvenile facility, or from out of the country, we commit to “meeting them where they are.” We build a growth path that acknowledges their current proficiency levels and is designed to fill knowledge gaps as the student progresses toward grade-level achievement. Growth is celebrated while weaknesses are analyzed and strategically addressed.

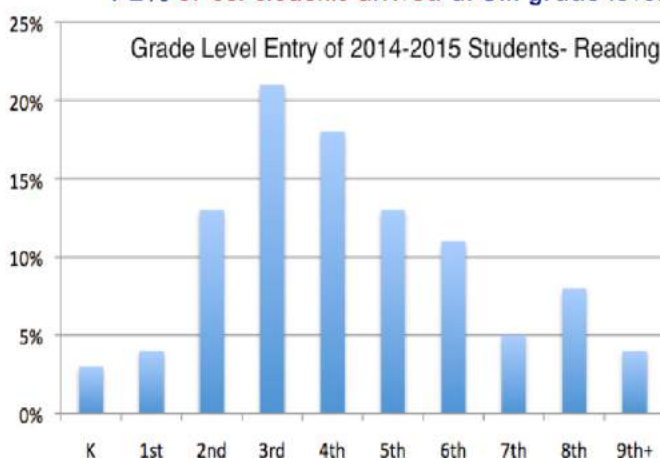
Because we are a charter school and a middle school, we do not have our own feeder school. The result is that most of our students come from elementary schools inside the Little Rock School District; a few come from other charter schools in the area. With those students come the work habits and the sum total of knowledge they have acquired from their elementary or previous middle school education. Many of our students are thriving and eager to continue learning on the middle school level. Most, unfortunately, are coming to us from schools that have been underperforming for decades and those students have quite a bit of ground to make up in the three short years that they are with us before going to high school.

Data for students enrolling in Covenant Keepers during the 2014-2015 school year:

When students enroll with us

According to the first NWEA test our students are given after they enroll at CK, **72% of our students arrived at 5th grade level or below in Reading.**

72% of 6th-8th grade students enroll at Covenant Keepers performing at 5th grade level or below in **Reading**; the majority being on 3rd or 4th grade level.

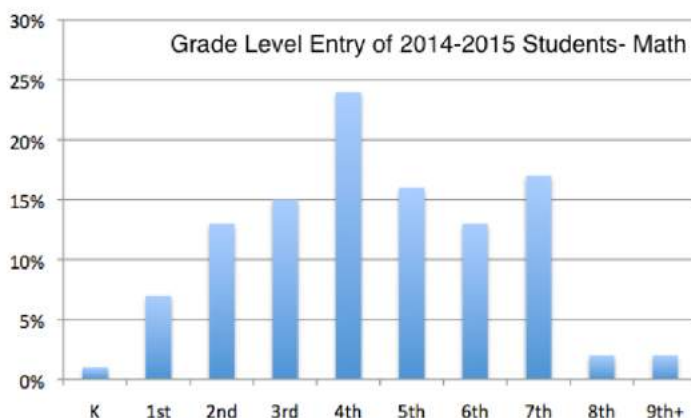


K	3%
1st	4%
2nd	13%
3rd	21%
4th	18%
5th	13%
6th	11%
7th	5%
8th	8%
9th+	4%

When students enroll with us

According to the first NWEA test our students are given after they enroll at CK, 76% of our students arrived at 5th grade level or below in Math.

76% of 6th-8th grade students enroll at Covenant Keepers performing at 5th grade level or below in **Math**, the majority being on 4th grade level.



K	1%
1st	7%
2nd	13%
3rd	15%
4th	24%
5th	16%
6th	13%
7th	17%
8th	2%
9th+	2%

The vision of Covenant Keepers is to help these academically underserved students rise above their circumstances. In order to meet this challenge, faculty, staff, parents, students, and community members collaborate in a coordinated effort to encourage students to strive for continual improvement.

Students are assessed regularly through formative assessments in each classroom. Teachers break down the data for each assessment using a school-side Data Tracking Sheet form. These assessments include pre- and post-tests as well as daily “Show What You Know” assessments.

Test data is brought to each PLC data team meeting (every other Monday), and each teacher presents their data and responses to questions as they discuss their students’ weekly outcomes. Teachers use this data to plan additional lessons for clarification, and also to determine who may need one-on-one assistance. The leadership team also monitors these meetings to ensure that the curriculum is being adhered to with fidelity and to determine learning gaps.

Those in need of one-on-one assistance are assigned to a support team member for interventions in standard-specific areas of weakness as noted on the Data Tracking Sheet. These support team members range from Administrators, to Leadership Team members, to Support staff and volunteers.

(2) Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;

Covenant Keepers is committed to additional seat time and skills practice. Our belief is that these kids have a long way to go, and they can’t get there if they aren’t in school. We build our school year on an extended calendar (190 student contact days) and an extended school day (7:45am—4:00pm). Students attend math and English class for 80 minutes each day. They also attend “Plus Time”—Tier 2 math and ELA remediation sessions four hours per week.

Several teachers volunteer to hold after-school tutoring several times a week for math or literacy. ELL students are given the opportunity to attend English tutoring after school several days each week.

We are also committed to reducing disciplinary issues and consequences and therefore keeping students in class as time lost to in-school or out-of-school suspension is detrimental for students who are already struggling.

Having said that, years of working with our students and their families has led us to realize that all the seat time in the world will not help a child whose needs are not being addressed. Our leadership team and teacher teams have kept abreast of educational movements and pedagogical practices, but we have come to realize that, at the end of the day, the path to success for our individual students must be *custom-designed for each distinct student*.

This year, Covenant Keepers has made a genuine effort to focus on the unique needs of individual students. This includes academic needs, physical needs, familial needs, and social/emotional needs. We have taken the emphasis on the “whole child” to levels that we have never seen in southwest Little Rock. Our academic interventions paired with “Wrap Around” services for students are specifically crafted to fill the unique needs of individual children.

(3) Encouraging the use of different and innovative teaching methods;

As noted above, CK is committed to best practices and incorporating sound pedagogy into every classroom, but we are driven by research. We are fully aware that we do not have time to experiment with the latest movements or to jump on a trending pedagogical bandwagon. Our leadership team and teacher teams study authoritative research on instructional methods, teaching at-risk students, incorporating High Yield Strategies, and content-related practices to bring tried and true methods into our classrooms.

We believe that what makes our methods innovative is that so few schools have adopted these practices on a school-wide level. We are so confident in the efficacy of these practices, we have mandated their use by every teacher for every class. While teachers have a great deal of flexibility with their lessons, each must incorporate certain components with fidelity.

- **GANAG**—Developed by Dr. Jane Pollock, this lesson-planning schema is an updated version of Madeline Hunter’s Master Teaching schema.

GANAG has changed the way that Covenant Keepers’ teachers plan for instruction, compelling the student to be more engaged and active in their own learning. When students are given a goal for the class, they know what is expected of them, and are able to quickly assess where they currently stand with that goal at the beginning of class. The teacher then conducts a brief activity to prepare the students to learn by accessing their prior knowledge. This usually has a connection to the lesson for the day, or helps review information from a previous lesson. Next, the teacher shares the new information for the day that applies to the goal. The majority of class time should be spent allowing students to

apply the learned information. This could be collaborative work, a hands-on task, or simply practicing the new skill. At the end of class, students revisit the goal for class and re-assess where they are. Because all teachers use GANAG structure, students know that the expectations do not change from teacher to teacher.

- Working hand in hand with GANAG, **Interactive Notebooks** are a tool for students to process information. Teachers provide new information in class in the form of anchor charts, pictures, charts, notes, videos, etc. which are documented on the right side of the student notebook, and the student reflects on the information, applying their knowledge through activities or questioning on the left side/facing page of the notebook.
- **Anchor Charts**—teachers create these in real-time with the students to reveal procedural and declarative knowledge in a visual way that is appealing and relevant to students.
- **Authentic, real-world, cross-curricular learning**—CK teachers try to make connections for students so that every piece of information has relevance to their lives or to some prior knowledge. We try not to teach in isolation, but instead, attach meaning and purpose to new knowledge so that students can grasp onto it and construct meaning in ways that make sense to them. We are aware that our students have been disengaged from learning for years, and we have to be deliberate in choosing research-based practices to intrigue their minds and make them want to learn and retain new information by attaching some personal context.
- **Specialized Professional Development** partnerships with Arkansas Public School Resource Center and Above & Beyond the Core—Teachers and leadership receive customized training during the school day with use of planning periods, demonstration lessons, classroom walkthroughs etc., or during Professional Development days. Topics include research-based practices, using technology in the classroom, curriculum-specific issues, ACT Aspire, GANAG, Interactive Notebooking, data analysis, etc. as noted below.

Date	Topic	Hours	# of Teachers	Total
7/6-9	Technology	21	2	42
7/20	ACT Aspire	3	8	24
7/20	Technology	3	9	27
7/23	Close Reading	6	10	60
8/24	Questioning	6	8	48
9/11	Walk Throughs	6	5	30
9/15	Hub Leadership	6	2	12
10/5	Objective/Goal	6	9	54
10/12	Walk Throughs	7	6	42
10/21	Planning Plus Time	5	2	10
10/26	Hub: Literacy in Content Areas	5	2	10
11/5	Plus Time	4	9	36
11/6	Plus Time	4	9	34
12/1	Walk Throughs	6	10	60
12/8	Individualized Feedback	6	7	42

12/16	Science-GANAG	5	1	5
1/7	Plus Time Re-launch	6	10	60
		105	109	596

Job embedded leadership team training hours with APSRC Leadership Coaches include the following:

Date	Hours
September 2014	24
October 2014	13
December 2014	15
January 2015	5
February 2015	12
July 2015	24
August 2015	18
October 2015	19
November 2015	12
December 2015	30
January 2016	12
	184

(4) Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning programs at the school site;

Each year as we are in the teacher-hiring process, we tell candidates that teachers at Covenant Keepers do not “work on an island.” What we mean by that is that we all work together in so many different ways: to research ideas, to learn new concepts, to analyze data, to make decisions, and to approach teaching and learning as a team. Rather than dictate all decisions, CK leadership empowers teachers to make decisions as a team. With the input of leadership, APSRC coaches, and even students, teachers work together to build a program that suits the needs of our particular students.

Outside of actual instruction, the primary way that teachers collaboratively contribute to the development of our school and to their own individual growth as a professional is through the development of our school’s culture. The culture and expectations entrenched in Covenant Keepers today has been developed/improved by teachers over the last couple of years through extensive research and visiting other schools. Teachers have played a significant role in cultivating a new learning environment at CK that compels students to conform to more rigorous expectations regarding behavior and classwork.

Two of our teachers have been selected to participate in the Teacher Practice Network in association with the Bill and Melinda Gates Foundation. This program consists of a cadre of teachers with a history of innovation in their classrooms who were chosen to learn together and, in turn, lead their school colleagues in collaborative, professional learning.

Additionally, our teachers work together to bring data-driven instruction to life at Covenant Keepers. While many schools and individual teachers believe they are using data to make

instructional decisions, as we once thought we were, our teachers have been on a journey to truly understand “data-driven instruction” and how it works on the classroom and school levels. Prompted by recommendations from our ADE School Improvement Team, our teachers and leaders have researched and practiced data analysis and ultimately, use this information to strategically move students forward while building their professional repertoire.

(5) Providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

Our school was developed to catch those kids who are falling through the cracks and alter their paths. Our school’s manifesto says it well.

“...Who are these students? They are the subgroups, which is data-speak for the poor, the non-white, the English Language Learners. They are the special-needs students. Some have behavior problems when they first arrive. And they are the children of parents and guardians who want a better future for them; parents and guardians who are tired of their kids languishing in the achievement gap,” (CK Charter “Our Story,” 2012).

Essentially, our community relies on schools like ours to provide an alternative for families who feel like their children cannot be successful in a traditional school. Parents choose Covenant Keepers because of our structure and discipline; our high expectations for academic effort; our smaller, safer environment; our non-intimidating way of working with parents; and our eagerness for communicating with families. Covenant Keepers simply provides parents with a better option for their children.

We believe in constant communication with parents, whether it is face to face, memos sent home, phone calls, texts, or other digital methods of communication. Covenant Keepers sends all communication home in both English and Spanish, and our front office assistant is bilingual, able to translate documents and interpret for parents during meetings. Teachers are encouraged to call parents for positive updates, not only when a student is struggling behaviorally or academically.

In the seven+ years that our school has existed, we have done a remarkable job of connecting with our community. We believe that we know who they are and what they need. We believe that we have established an excellent rapport with our stakeholders, and they know they are welcome and appreciated in our school. We believe that with continued mutual support, the achievement of our students will grow to levels never expected.

Given the current state of public school accessibility in southwest Little Rock, our school is more important than ever for families in the Geyer Springs area. Our families and our community have placed their trust in us to be there for them; to provide a safe environment; to welcome their children regardless of ability (physical, mental, or otherwise), proficiency level, or socio-economic status; and to grow their students’ learning in a way that respects their current status and their individual needs. We are committed to fulfilling our promise to give them an alternative, which is especially important now that parent choice and student opportunity is increasingly limited in southwest. Our community is partnering with us in overwhelmingly

powerful ways because they want us here, and they understand the impact we are having on our stakeholders.

(6) Holding the schools established under this charter accountable for meeting measurable student achievement standards.

We have designed a student, teacher, and leadership accountability system to hold the school accountable for meeting achievement standards.

In class, students are responsible for their own interactive notebook which serves as both a tool for processing new knowledge and an instrument to track their growth and achievements. The teacher provides the student with information in various formats (pictures, graphs, notes, examples) to place in their notebook, and the student reflects on and applies the information in their section of the notebook. Teachers can use the notebooks as a formative assessment tool to check for student understanding.

Teachers are held accountable by the leadership team for completing lesson plans on a weekly basis. Supervision of instruction is essential at Covenant Keepers. All teachers turn in lesson plans for the week every Monday morning. Lessons follow school curriculum guidelines and Common Core State Standards. Backwards design is a model used by staff as teachers are asked to think about the ultimate objective(s) when planning every lesson. Administrators monitor curriculum through formal and informal classroom visitations and observations as well as through review of weekly lesson plans.

Teachers share student assessment data (with test and analysis in hand) during PLC data meetings every other Monday. This allows teachers to track student, class, and school progress continually and communally and address issues as a team as they are uncovered.

Students complete feedback and reflection forms with each end-of-unit assessment. This is the students' opportunity to share concerns or kudos with teachers in regard to their learning experiences.

On alternating Mondays, teachers have PLC sessions where professional growth topics are covered, team issues are addressed, problems are resolved, and ideas are generated. This is the teachers' opportunity to hold each other accountable for meeting the team's expectations and following protocol.

Both teachers and members of the leadership team are held accountable through Covenant Keepers' Teacher Support Cycle (TSC). Every two weeks, each member of the leadership team meets with each teacher in the school. These meetings reflect the leadership team member's area of expertise: ELL, student discipline, lesson plan structure, classroom management, grading practices, assessment data usage, etc. The leadership team member may conduct a classroom observation before meeting with the teacher depending on the nature of the meeting. Documentation of these meetings is housed in a Google document shared with administrators for monitoring and feedback purposes.

The leadership team reports to the superintendent during leadership team meetings each

Tuesday afternoon regarding what has been done to support the teachers since the previous meeting. The superintendent redirects members of the leadership team as necessary or makes decisions on professional development based on compiled reports.

Finally, students who are struggling behaviorally (and consequently academically) are held accountable for their personal growth through a system where they are partnered with an adult on staff. These partnerships are designed to allow a student and his or her staff partner to build a trusting relationship and explore the issues the student is having. The end goal is to encourage the student to experience a paradigm shift and ultimately adopt a new mindset that fosters behavioral and academic growth.

An explanation of the ways in which the charter remains innovative while struggling academically

In addition to the innovations noted above, Covenant Keepers has recently developed some intriguing new components that we believe can, in time, serve as model platforms for other struggling schools.

- **Plus Time groupings**—Plus Time is a one-hour session devoted to Tier 2 math and literacy interventions four days per week. Students are grouped based on their *specific* needs as determined by NWEA quarterly assessments and classroom assessments. Conversations take place during PLC data meetings every two weeks to determine needs during Plus Time. Professional Development sessions are held regularly to inspire creative approaches to meeting those needs.
- **Wraparound Services**—As we mentioned above, after years of working with children with extremely high needs, we have come to realize that no blanket approach or program will help us move our students to proficiency or our school from academic distress. We have to look at every student individually and determine what he or she needs in order to begin moving toward success. Beyond that, we have to effectively fill those needs. This is only possible with a team of committed, knowledgeable people on campus, cooperative parents, and willing partners in the community. Our vision is to finally meet the needs of these kids so that they can change their trajectory and experience success.

This plan goes well beyond traditional on-site therapy sessions or general screenings. It identifies and eliminates barriers to student progress whether physical, emotional, or otherwise. Examples of wraparound services we offer include: health, dental, and vision care; mental health services; behavioral health, nutrition, and wellness; parent and family targeted services including adult education, such as classes on child development, English as a second language, and basic vocational skills; service referrals and assistance; social work and family crisis response.

The theory behind wraparound services suggests that students whose health and wellness needs are attended to will be healthier, more focused, and better able to learn. Similarly, families engaged with our school and its supportive services have increased capacity to support child learning and health. Finally, having systems in place to help eliminate social

challenges that impede learning, allows our teachers and administrators to focus on instruction.

- **Mediation**—One often-overlooked issue within a struggling school is the relationship between teachers and students. We know that, as stated by educator Rita Pearson, “kids don’t learn from people they don’t like.” When a CK teacher and a student are having difficulties working together, Principal Blocker schedules a meeting with the two so they can discuss the problem with a mediator present. We have had remarkable results with this program.
- **Meetings with families**—Covenant Keepers values communication with families. If a student is struggling behaviorally or academically, the teachers meet with the student and the family to address the problem and develop a plan of action.

A brief analysis of the 2015 PARCC data

-Our 2015 AMO for all students was 21.47% for ELA, and 12.15% of students scored proficient or advanced.

-Our 2015 AMO for all students was 12.09%, and 7.02% of our students scored proficient or advanced.

-Our Hispanic students and ELL students met their AMOs, but our African American students did not.

We have not yet received reports from which we can analyze the data beyond what we show above.

PARCC results compared to schools with similar %FRL	Total % Met or Exceeded Expectations Math	Total % Met or Exceeded Expectations Literacy
Covenant Keepers	6%	10%
BLYTHEVILLE MIDDLE SCHOOL	4%	9%
BELAIR MIDDLE SCHOOL	7%	15%
RIDGEROAD MIDDLE SCHOOL NLR	5%	10%
MOREHEAD MIDDLE SCHOOL	7%	6%
SOUTHEAST MIDDLE SCHOOL	11%	29%
KIPP:DELTA COLLEGE PREP SCHOOL	20%	17%

PARCC results compared to nearby schools	Total % Met or Exceeded Expectations Math	Total % Met or Exceeded Expectations Literacy
Covenant Keepers	6%	10%
Cloverdale	4%	14%
Henderson	7%	18%
Mabelvale	7%	22%

An explanation of plans to improve academic achievement

Specific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth

The major components of our academic improvement plans include the following, which were discussed in previous sections:

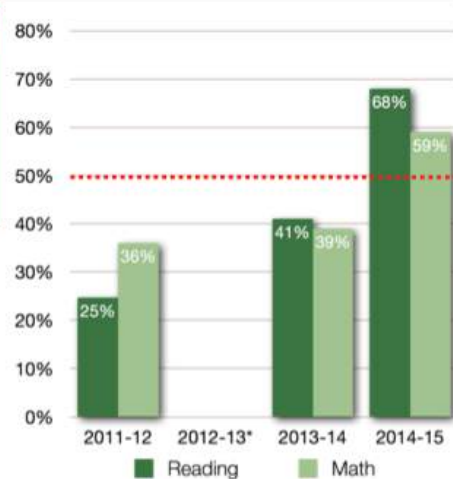
- Adopted a genuine data-driven instruction model
- Adopted a pre and post test formative assessment model
- Restructured our Plus Time program to strategically target weaknesses in math and literacy
- Adopted PLCs as our professional growth driver
- Effective use of NWEA's Learning Continuum in Plus Time and classroom
- Teacher support cycle
- Following School Improvement recommendations
- After school tutoring—math, literacy, ELL

Covenant Keepers is demonstrating recent increases in the percentage of students meeting or exceeding typical growth in both math and reading as demonstrated by nationally normed NWEA MAP assessments. Our students' growth during the 2014-2015 school year was very strong in both reading and math.

- 50% of students at a typical school meet or exceed their individual growth targets, in Fall 2014 to Spring 2015 NWEA result comparisons.
- 68% of our students met or exceeded their growth targets in reading;
- 59% met or exceeded their growth targets in math.
- This is a large improvement over school year 2013-2014 results with only 41% in reading and 39% in math meeting their individual goals.
- 73% of our low performing students (performing at or below the 33rd percentile nationally) met or exceeded typical fall to spring growth targets in reading.
- 64% met or exceeded growth targets in math for the 2014-2015 school year.
- Additionally, 66% of these students made at least 1.5 times annual growth in just one year in reading
- 54% of these students made at least 1.5 times annual growth in just one year in math.

What Percentage of CK Students are Meeting Annual MAP Growth?

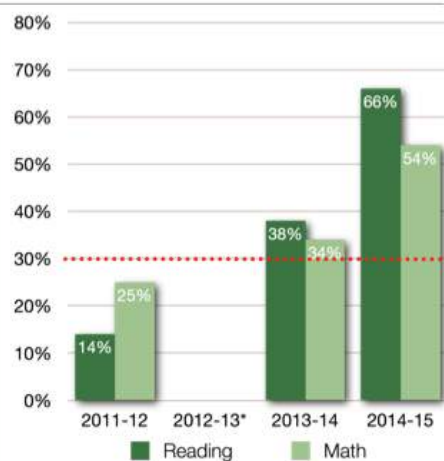
Typical school= 50% of students meet or exceed growth target



What Percentage of Low Performing CK Students are "Catching Up" - Making 150% of Annual Growth

Students must be below grade level in Fall (33rd NPR)

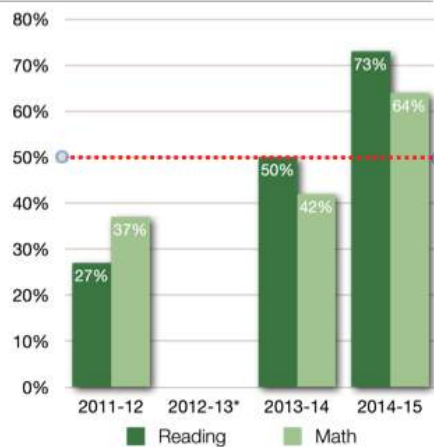
Typical school?? Maybe 30% of students meet or exceed "Catch Up" growth target



What Percentage of Low Performing CK Students are Meeting Annual MAP Growth?

Students must be below grade level (33rd NPR) in Fall (approx. 60-70% of CK students)

Typical school= More than 50% of Low students meet or exceed growth target



Specific plans for the future that include methods of assessing success

As stated, one of the most innovative new projects we are taking on is the addition of our Wraparound Services. This is applied in conjunction with utilization of our NWEA Learning Continuum to grow students both personally and academically.

A few of the methods we use to assess our success are our NWEA MAP growth reports, our discipline data, our attendance data, and our student and teacher retention data.

Other methods of measuring our success include tracking our performance goals as stated in our charter renewal application:

Performance Goal	Tracking Tool	Timeframe
Covenant Keepers' proficiency level will be 3% higher than Cloverdale Middle School and Mabelvale Middle School in ELA	ACT Aspire or applicable state assessment	Examined as an average during a 3 year period
Covenant Keepers' proficiency level will be 3% higher than Cloverdale Middle School and Mabelvale Middle School in Math.	ACT Aspire or applicable state assessment	Examined as an average during a 3 year period
Increase provider partnerships of wraparound services by 5% for our population over a three-year time period.	MOUs and letters of support	Examined as an average during a 3 year period
Increase the number of students served by an outside service provider by 5%.	Documentation submitted by providers	Examined as an average during a 3 year period
40% of ELL students will increase their composite score by one level on the state language proficiency test over a 2-year period.	ELPA21 or applicable ELL state assessment	Every 2 years
70% of students will meet their goal as determined by their designation on Covenant Keepers' Wraparound Growth Goal Model.	NWEA MAP assessment data	Annually

[A discussion of current year-to-date student demographics, discipline, and attendance data](#)

COVENANT KEEPERS CHARTER ENROLLMENT REPORT

Enrollment Date: Oct 1, 2015

Enrollment Count		06	07	08	Race Totals
Black	Females	17	15	21	53
	Males	12	16	17	45
	Gender Totals	29	31	38	98
Hispanic	Females	12	11	8	31
	Males	7	14	20	41
	Gender Totals	19	25	28	72
White	Males			1	1
	Gender Totals			1	1
Grade Totals		48	56	67	171

Covenant Keepers is committed to the recruitment and retention of a student population that mirrors and reasonably represents our surrounding community. Our demographics are comprised of a current 43% Hispanic student body and approximately a 57% African-American student body. Approximately 10% of our student body is classified as having special needs. Approximately 98% of our students qualify for free/reduced lunch.

Enrollment has increased by 17.12% according to this year's October 1 count versus October 1, 2014.

Black enrollment is 57.31% of our total, which is an increase of 25.64% over last year.

Hispanic enrollment is 42.69% of our total, which is a decrease of -07.35% over last year.

2013-2014 ELL total is 35 Students

2014-2015 ELL total is 43 Students

2015-2016 ELL total is 53 Students

Gender	Gender Count	Gender Percentage
Females	83	49.70%
Males	84	50.30%
Gender - Total	167	100.00%

2015-2016 saw a record-high re-enrollment rate for students returning for a second or third year.

- Attendance data

Covenant Keepers recognizes the importance of regular school attendance and strives for consistently high attendance rates for each student. Absentee situations are promptly identified and addressed to maintain maximum attendance of enrolled students.

Current attendance rate: 97%

2014-2015 attendance rate: 96%

2013-2014 attendance rate: 94%

- Discipline

For the past 3 years as a middle school, the data reflects that our African-American students have incurred the majority of the behavioral infractions in the school (74%). Our Latino population accounted for 26% of our disciplinary infractions.

Our Out-of-School Suspension rate for 2014-2015 was quite high. It is important to understand, however, that the number of suspensions does not represent the number of *students* suspended through the year, but rather the number of *suspensions assigned*. In other words, one student who had a bad year may account for several of the suspension actions within that total number.

As stated in previous sections, Covenant Keepers' desire is to help students grow emotionally, behaviorally, and socially as well as academically. In an effort to solve the problem of suspensions and the resulting harms, we are examining solutions that fall within these four broad categories:

1. Phasing out suspensions & promoting creative alternatives
2. Improving data collection & analysis as to alert us to the need for interventions
3. Building the capacity of students, teachers, Dean, and Principal in an effort to diminish behavioral incidents
4. Pushing comprehensive approaches such as our Wrap Around services

[A discussion of the achievement of or progress toward the current charter goals with supporting data](#)

Goals in Literacy

1. Meet the growth targets of AMO in literacy annually the school level

We did not meet our growth target for literacy for the 2013-2014 school year. Because of this, we realized we needed to take a different approach with our students to meet their academic needs, based on the fact that 72% of our students enter at 5th grade level or below in literacy.

During the 2014-2015 school year, we:

- began a more aggressive approach using NWEA to allow students to understand their areas of deficiency
- changed our curriculum
- spent time and resources developing stronger teachers and leaders
- partnered with APSRC due to their expertise in building capacity in small schools and charters.
- ADE's academic distress team visited our school and gave us specific recommendations based on their findings. The leading question was "how do you know your students are moving toward proficiency?"
- Later in the year, ADE evaluated our implementation of their recommendations.
- Roxie Browning met weekly with our leadership team and a leadership coach representative from APSRC.

We are proving every day that change is possible. Our students are proving that they can close the achievement gap over time. We now understand that we have to clearly define success for each *individual* student and develop multiple interventions and individualized goals, focus intently on those goals, measure and monitor every child frequently, and quickly respond to changing needs.

2. Covenant Keepers will track literacy growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mabelvale, Pulaski Heights, based on AMO in literacy.
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

We have compared growth in literacy at a school level with area schools.

2013-2014 School Performance: Growth for Literacy

School	All Students
Covenant Keepers Charter School	49.09
Mabelvale Middle School	53.87
Henderson Middle School	44.81
Cloverdale Middle School	45.28

3. NWEA growth data will be tracked in literacy with a goal of increasing the number of students meeting their growth target annually

2013-2014 NWEA Growth—Reading	2014-2015 NWEA Growth—Reading
<ul style="list-style-type: none"> 41% of our students met their growth goals for reading <p>(Typically, 50% of students nationwide make typical growth from fall to spring on NWEA MAP assessments)</p>	<ul style="list-style-type: none"> 68% of our students met or exceeded their growth goal for reading Our 6th grade students were in the 96th percentile nationwide for growth in reading Our 7th and 8th grade students were in the 99th percentile for growth.

During the 2013-2014 school year, we were guided by our external provider ECS to use TLI as well as continuing our use of NWEA MAP. Typically, 50% of students nationwide make typical growth from fall to spring on NWEA MAP assessments, but only 41% of our students met their growth goals for reading.

However, during the 2014-2015 school year, our fall to spring NWEA MAP scores showed unprecedented growth. **68% of our students met or exceeded their growth goal for reading from fall 2014 to spring 2015. Our 6th grade students were in the 96th percentile nationwide for growth in reading, while our 7th and 8th grade students were in the 99th percentile for growth.**

We attribute this growth to our support from APSRC, having individual data talks with students, the adoption of Expeditionary Learning as our ELA curriculum, and training teachers in the use of the Learning Continuum so they can individualize their lessons to address student learning gaps.

4. Establish and monitor “Student Learning Profile Logs” for students demonstrating proficiency and borderline students
 - We developed Student Learning Profile Logs and used them to help teachers and students determine progress toward proficiency in literacy.
 - It also allowed teachers to share assessment data with instructional team members to develop a plan for interventions (Plus Time).
 - As we received training from APSRC specialists, they introduced us to the concept of interactive notebooking, and all teachers are now required to implement it in their classes.
 - These notebooks not only track assessment data, but also contain information given directly from the teacher and classwork, reflections, and peer feedback to support student understanding as recorded by the student. These currently serve as our student profile learning logs.

- Documentation of examples of assessments, rubrics, and interactive notebooks:

7/8/20

Date: 11/10/14

"Theme" → Growing up

What characters say or do

3. What is important to learn (a possible THEME STATEMENT)

Summary: This old man had three sons and they were hard working but they do not agree on each other, and they quarreled. The man decided to teach them a practical lesson. He wanted his sons to break a bundle of sticks and by one and the first son broke a stick. They did but began to quarrel. Then he gave them a bundle of sticks and told them to break it. They could not break it. The man said, "Just as you are, you will be broken. If you are united, you will be strong."

Directions: Use the context to help you find the definition of the underlined term. L.7.4 You will get a reward.

1. I lay inert, motionless, after the accident.
Inert: he accident ✓

2. In the southern United States, "you all" is a typical vernacular (characteristic of a particular region).
Vernacular: characteristic of a particular region ✓

3. That spider isn't harmful. It's innocuous.
Innocuous: is not harmful ✓

4. We have to correct this situation. Can you rectify it before tomorrow?
Rectify: correct ✓

5. We must discourage anyone from coming in while we are testing. How can we dissuade people?
Dissuade: discourage ✓

6. That information is completely inessential. I wish you would quit interjecting extraneous comments.
Inessential: unimportant ✓
Extraneous: interject comments ✓

4/6

Name _____ Date _____ Term _____

Common Core Student Performance Rubric
Grade 7
English Language Arts
Reading Standards for Literature

Category: Key Ideas and Details

Standard RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
A theme is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.	A theme is not included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes a few important details from the text.	The theme is stated but is partially supported with details from the text. If the student has provided a summary, some of the important details are mentioned.	The theme of the text is stated and fully supported with text details. If the student has provided a summary, all of the most important details from the text are mentioned.

Directions: Select the score from the category that best reflects student performance.

Student Score Emerging 1

Date: 11/10/14

Common Core Student Performance Rubric
Grade 7
English Language Arts
Reading Standards for Literature

Category: Craft and Structure

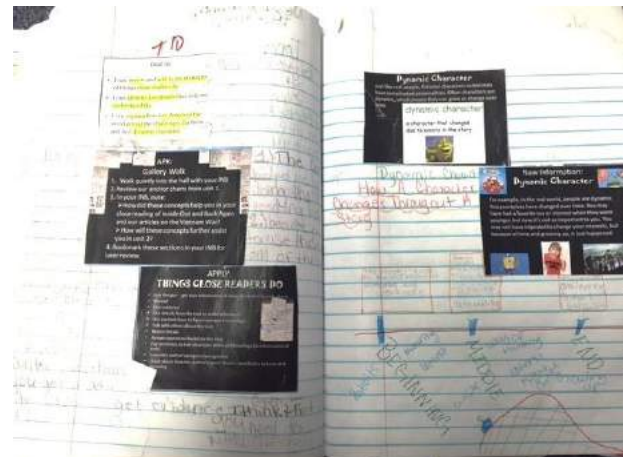
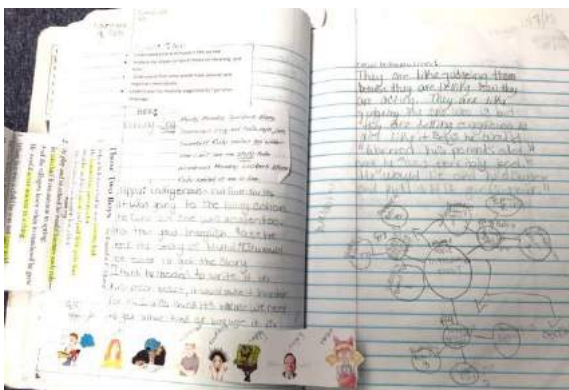
Standard L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and context, choosing flexibly from a range of strategies.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is not able to determine the meaning of words in a text based on context clues.	The student is able to determine the meanings of a few words in a text based on context clues.	The student is able to determine the meanings of most of the words in a text based on context clues.	The student is able to determine the meanings of words in a text based on context clues.

Directions: Select the score from the category that best reflects student performance.

Student Score 3

Teacher Comments: work on using Context clues at all times



Goals in Mathematics

Achieve measurable growth, based on tracing the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

5. Develop an initiative "C.O.O.L" to meet AMO targets annually at the school level
We did not meet our growth target for math for the 2013-2014 school year. Math has been our challenge each year, as 76% of our students are entering at 5th grade level or below, and many of these students are just arriving or have not been with CK over two years.
 - C.O.O.L. (Challenging Our Outstanding Learners) Math is our initiative to provide support for students who are below grade level in math.
 - To keep math aggressively at the forefront, we revamped Plus Time to provide students with reinforcement in basic math skills.
 - All teachers were provided with training in strategies as well as provided an online resource base to support teaching and learning.
 - A computerized RTI program, Skills Navigator, assesses students and provides them with lessons to address grade level deficiencies. This program is directly aligned to MAP assessment scores and will reset with each new assessment.
 - We continue to provide after school tutoring services for students who continually struggle with grade level standards.
6. Track the math growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mabelvale, Pulaski Heights, etc.

We have compared growth in math at a school level with area schools.

2013-2014 School Performance: Growth for Math

School	All Students
Covenant Keepers Charter School	45.67
Mabelvale Middle School	47.48
Henderson Middle School	39.06
Cloverdale Middle School	33.76

7. Track improvements in mathematics so that in 3 years Covenant Keepers students will be performing at 60% (advanced and proficient) in grades 6-8 on ACTAAP.

According to our benchmark scores from the 2013-2014 school year, we did not meet our AMOs for math. During the 2014-2015 school year, we participated in the PARCC assessment, and our scores did not show 60% proficiency. Because we did

not show proficiency, we continued to track our students' growth through NWEA MAP assessments from fall to spring.

2013-2014 NWEA Growth—Math	2014-2015 NWEA Growth—Math
<ul style="list-style-type: none"> 39% of our students met their growth goals <p>(Typically, 50% of students nationwide make typical growth from fall to spring on NWEA MAP assessments)</p>	<ul style="list-style-type: none"> 59% of our students met their growth goals Our 6th grade students were in the 81st percentile nationally for growth 7th grade students were in the 43rd percentile nationally our 8th grade students were in the 88th percentile nationally

Our students made unprecedented growth in NWEA during from fall 2014 to spring 2015, with 59% of our students meeting their growth goals, with only 39% meeting their growth goal from fall 2013 to spring 2014. Our 6th grade students were in the 81st percentile nationally for growth, and our 8th grade students were in the 88th percentile. Our 7th grade students were in the 43rd percentile nationally, as the majority of students did not meet their growth goal.

Because we continue to see learning gaps in math, we have established Tier 2 interventions during Plus Time for students who are struggling with basic math facts. APSRC assisted us in looking at our NWEA MAP data to determine what specific math skills were causing students difficulty. Curriculum coaches from APSRC then trained teachers in strategies for reinforcing skills in multiplication, place value, and fractions, and also provided us with resources through Above and Beyond the Core (ABC), Khan Academy, and Skills Navigator. Pre- and post-tests are given in math every two weeks, and data from these assessments are disaggregated, analyzed, and brought to our bi-monthly PLC data team meetings for discussion and action planning. All teachers are required to bring this prepared data to each PLC data team meeting.

During the 2014-2015 school year, we adopted EngageNY as our Common Core-aligned math curriculum school-wide. The detailed lessons and accompanying pacing guide allow teachers to have a structured plan for the year.

8. Establish and monitor "Student Learning Profile Logs" for students demonstrating proficiency and borderline students

We developed Student Learning Profile Logs and used them to help teachers and students determine progress toward proficiency in math. It also allowed teachers to share assessment data with instructional team members to develop a plan for interventions (Plus Time). We also provided after school tutoring through a 21st Century Grant to address deficiencies present in the learning logs. When we noticed that students were lacking in basic mathematical skills, we revamped Plus Time school-wide, providing training to all teachers to address these learning gaps. As we

received training from APSRC specialists, they introduce us to the concept of interactive notebooking, and all teachers are now required to implement it in their classes. These notebooks not only track assessment data, but also contain information given directly from the teacher and classwork, reflections, and peer feedback to support student understanding as recorded by the student. These currently serve as our student profile learning logs.

[An explanation, with supporting data, of the utilization of approved waivers and how those waivers assist in meeting current charter goals](#)

-6-10-106 School year dates

The extended calendar allows the school to have 10 additional contact days per year so students can have more classroom time. Our students are so far behind, we need to get them back in school as soon as possible after summer break. Our students typically return the last week of July and attend through the end of May or beginning of June.

6-13-108 Length of Directors' Terms

This waiver allows our small school to retain board members beyond five years. Having board members serve for an extended time brings added value to our school as they become intimately familiar with our school's needs.

-6-15-1004, 6-17-401, 6-17-418, 6-17-902, 6-17-919, Arkansas Department of Education Rules Governing Standards for Accreditation 15.0, 15.03, Certified Teachers

A waiver to hire qualified teachers rather than certified teachers provides the school with a larger pool of teachers to choose from who are skilled in their content area. With a larger pool, we have the ability to be more selective and hire teachers who we feel demonstrate a real potential to impact student growth. We often find that teachers who are masters in their content area are more valuable than a teacher who has been trained in pedagogy but may be lacking in content knowledge.

-6-17-203, 6-17-2301 Personnel Policy Committee Members

Allows the school leadership and School Board to adopt policy based on the needs of the students. While certainly taking the needs of the adults into consideration, we are bound by our mission to see to the needs of the students first.

-6-17-302 Waiver From Principal Qualifications and Responsibilities

Allows our school to position the person we feel best able to meet the needs of our students. Having the flexibility to look beyond qualifications opens the field to many more candidates with backgrounds that can truly serve our students' needs. Additionally, having the flexibility to construct Principal responsibilities to match students' needs allows us to go beyond traditional roles and create roles that support our mission.

-6-17-309 Waiver For Certification to Teach Grade or Subject Matter

Provides the school with the flexibility to place Highly Qualified Teachers where needed regardless of licensure status giving us a much wider pool of candidates.

-6-17-1001, 6-17-2201, 6-17-2401, Waiver from Minimum Base Salary

Allows us flexibility in creating a salary schedule that fits within our budget limitations without negatively impacting our ability to meet standards.

-6-17-1501, 6-17-1701 Waiver from the Teacher Fair Dismissal Act

Allows the school to dismiss ineffective teachers who are impeding student growth. We are then able to bring in more effective teachers to impact student growth. The urgent needs of our students do not allow us to employ teachers who are not effective.

-6-18-706 Waiver from School Nurse-to-Student Ratio

Allows us to employ a nurse without fear that we will be out of compliance in regard to ratio. Our small budget allows for one nurse; adding an additional nurse would negatively impact student programs.

-6-18-1001, Arkansas Department Of Education Rules Governing Standards For Accreditation 16.01, 16.03, ADE Rules Governing Public School Student Services

Allows us to choose which student services to provide. Without the mandate to employ a counselor, placement specialist, nurse, etc., we are able to use those funds to impact student growth in more direct ways.

-6-20-2208(c)(6), 6-42-101, Arkansas Department Of Education Rules Governing Standards For Accreditation 18.0 Waivers from Gifted and Talented Expenditures

Allows us to retain our foundation funding for more direct means of meeting standards and fostering student growth.

-6-25-103, 6-25-104, Arkansas Department Of Education Rules Governing Standards For Accreditation 16.02 Waivers from Media Services and Media Specialist

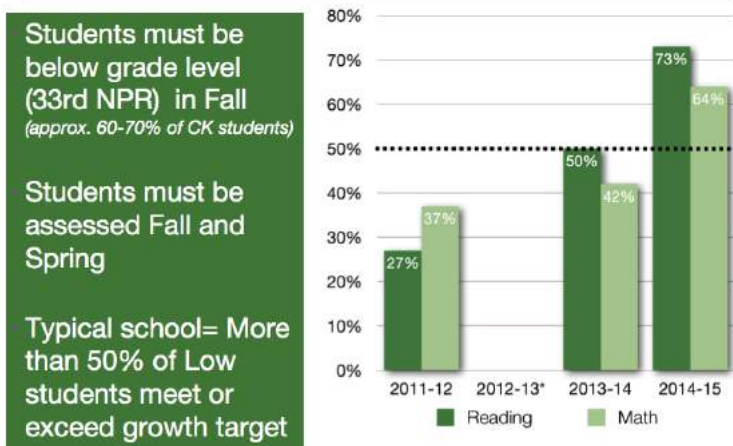
Allows us to retain our foundation funding for more direct means of meeting standards and fostering student growth.

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

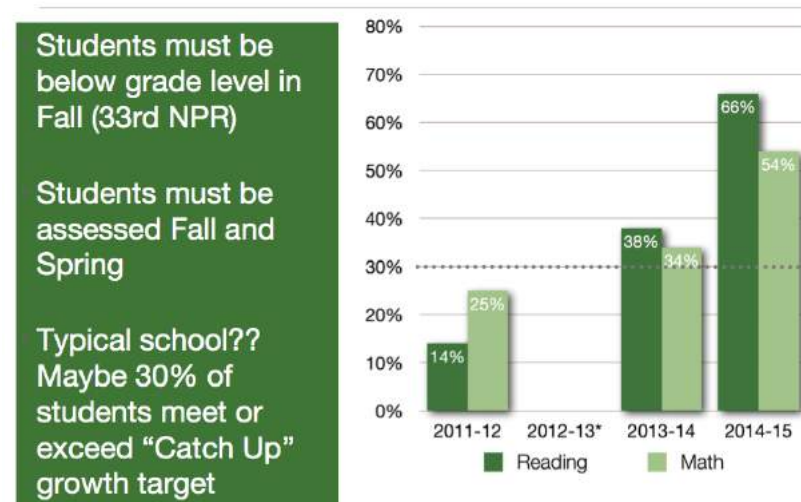
Allows us organizational efficiency in eliminating the parental reporting requirement should we find ourselves in a situation with a substitute in a class for more than 30 consecutive days.

A summary of the overall effectiveness of the charter school

What Percentage of **Low Performing** Students are Meeting Annual MAP Growth?



What Percentage of Low Performing Students are “**Catching Up**”- Making 150% of Annual Growth



Covenant Keepers focuses on the growth of all students. Because we have taken the time to assist students in developing their own personal growth plan between testing cycles, students have taken responsibility for their own learning. After fall testing, students who score below the 33rd percentile nationally will be given a growth target for the spring that corresponds to 1.5 years of growth. Students who score above the 33rd percentile will have a target of 1 year of growth (typical growth according to NWEA’s research). Student goals are not to score higher on the next test, but to grow in a specific skill. For example, a student may say their goal is to improve their reading comprehension of an informational text, as it is something they struggle with on assessments and in the classroom. Students must have a plan that accompanies their

goal, like reading and summarizing an informational text on a weekly basis. Teachers assist students in the development of their goals and plans to insure they are rigorous but attainable.

Another reason we have seen growth in our students is due to our change in curriculum between the 2013-2014 and 2014-2015 school year. Covenant Keepers adopted Engage New York for mathematics and Expeditionary Learning for ELA, both of which are from the state of New York and are Common Core aligned to match the rigor required by the state of Arkansas. These curricula are research based and tested on schools that mirror our student population. The modules of instruction are paced appropriately to allow for intervention as necessary. Teachers use the first 45 minutes of class to teach the lesson built into the curriculum, and the last 35 minutes for remediation and interventions when necessary.

Helping students Thrive:

Because we are seeking out such a high needs population, we have to ensure students are able to thrive in our environment. To help with this, Covenant Keepers has implemented interventions such as:

- Plus Time
- Tutoring
- Therapist/Counselors: Life Strategies
- Student Empowerment Groups----GEMS
- Guest speakers

☑Along with Incentives and Motivators:

- Express Yo' Self
- Fall Fest
- Junior Achievement
- Volunteering in the Community
- Sports
- Learning trips

The 2015-2016 school year has been, by far, the year of greatest progress among teachers and leaders at Covenant Keepers. Our team has reached a level of understanding of the needs of our stakeholders and how to best fill those needs that finally allows us to focus on the carrying out of effectual plans rather than a continual cycle of revamping ineffective plans. Our strength this year has come from finally aligning ourselves with the right partners, building a strong team, and embracing the growth mindset that is helping us build students and adults based on data and awareness of our needs.

2015-2016 has brought CK and its teachers to new levels of professionalism and best practices. Our teachers started a grass-roots effort to incorporate a lesson plan schema school-wide based on brain research along with Interactive Notebooks for all students in all classes. The results have been a more engaged student body than we have ever seen at CK. We sought and received a grant from an outside donor to assist with the purchase and upgrade of our technology. We also offer teaching and learning alternatives through computer-aided websites for remediation, reinforcement, and research such as Khan Academy, Skills Navigator, Reading

Plus, Math.com, IXL Math, quarterly NWEA Testing, etc.

Our success in turning around at-risk students has led us to desire expanding our network of student services to allow area agencies to “Wrap Around” our students and provide much-needed support. We have evidence of success in growing students through various data sets, through the accounts of our service providers, by referrals from traditional public schools, from the support of community businesses, etc. It’s humbling to have other schools entrust us to make a difference as they refer families to enroll in our charter school. We plan to build on what we have learned to further develop Covenant Keepers and to create an innovative program for unprecedented student support within a school-based Wrap Around model.

ADE Evaluation and Applicant Responses

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

Name of School: Covenant Keepers College Preparatory Charter School

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

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

Fully Responsive

***SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS
AND DESEGREGATION ANALYSIS***

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive

***SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD
AND RELATIONSHIPS TO OTHERS***

Part A: Composition of Governing Board

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

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;

- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Comments and Additional Questions:

- Explain which board member is currently able to nominate and appoint other board members.
- Explain how one board member is able to appoint board members while each member is “confirmed by the majority of the board.”

Applicant Response:

All of our local board members have the ability to nominate and vote to appoint any interested candidates.

The responsibility to appoint board members does not only apply to a single board member. All current board members are able to participate in the confirmation of a candidate by majority vote.

Part B: Disclosure Information

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive

Comments and Additional Questions:

- Add all school administrators to the Relationship Disclosures table.

Applicant Response:

Charter School Board Member’s/ Administrator’s Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Valerie Tatum, Director valerie.tatum@arkansas.gov	Stephen Tatum Support Staff	Son
Lori Clancy, Assistant Director lori.clancy@arkansas.gov	none	none
Lenard Blocker, Principal lenard.blocker@arkansas.gov	none	none

SECTION 3: STUDENT AND TEACHER RETENTION AND RECRUITMENT

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Fully Responsive

Student Recruitment

Applicants are requested to compile and analyze student recruitment data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students recruitment goals by student subgroups; and
- Complete information in response to charter-specific prompts, if any;
- Additional commentary that includes strategies to increase enrollment from subgroups to be more similar to the local district demographics.

Fully Responsive

Comments and Additional Questions:

- Discuss the program for LEP students, including methods to assess the progress made by students. Provide the qualifications of those who teach LEP students.
- Discuss the methods used by faculty and staff to effectively communicate with LEP students and their families.

Applicant Response:

Upon enrollment at Covenant Keepers, all parents complete a Home Language Survey. If any answer on the survey points to a language other than English being spoken at home, the student is given the LAS Links placement assessment to determine their eligibility for ELL services.

The language proficiency assessment committee (LPAC) develops and approves a plan for each individual student receiving ELL services based on their state test scores, grades, and teacher input from the previous school year.

During the month of September, LEP plans are given to the each student's family and explained by the ELL Coordinator with the assistance of an interpreter. Parents and students are given the opportunity to ask questions about their plan for the year.

Students are assessed in Reading and Language 3 times a year using the NWEA MAP assessment, and these scores are used to track student progress throughout the year. Level 1 and Level 2 students receive interventions 4 days a week in which the ELL Coordinator, who has an ESL endorsement, works with and assesses students in the areas of speaking, listening, reading, and writing throughout the school year. Writing samples are kept in their files and compared.

Due to the demographic makeup of our school, 100% of our teachers teach LEP students. All teachers receive at least 6 hours of ELL training each year, as well as ongoing individualized support from the ELL coordinator.

Every memo and text that is sent home to families is written in English and Spanish. Our front office assistant is bilingual and communicates via phone call and in person to parents regarding all school matters. During teacher and parent meetings, if the parent needs an interpreter, our front office assistant is present.

Remaining Concerns: It is unclear how the charter communicates with parents and students when the Spanish-speaking staff member is not available.

Part B: Lottery Procedures

Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A clear, transparent, and public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive**Comments and Additional Questions:**

- Explain the “approved lottery preferences.”
- Confirm that the names of all students wanting admission would be drawn during the lottery and that the “randomly-ordered waiting list” would be the order in which the names are drawn.
- Explain how and when parents/students will be notified of their placement status.
- Confirm that no new students can be enrolled for the next school year until after April 1.

Applicant Response:

To date, we have not needed to hold a lottery. When the time comes that we do need to, we have procedures in place; but at this time there is no need to institute a lottery process.

The confirmed lottery preferences would be any incoming students that currently have a sibling enrolled at CK. The names of all students seeking admission would be drawn during the lottery, and the remaining students would be placed on the waiting list according to the random order in which they are drawn.

The names of all students seeking admission would be drawn during the lottery and the randomly ordered waiting list would be the order in which the names are drawn.

All parents/students will be notified of admission no later than the last week in March.

New students will not be able to enroll until after April 1st once all notifications have been sent.

Remaining Concerns: The method to notify parents of the lottery results was not explained.

Part C: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return;
- Reasons that can be substantiated for teachers who leave the charter; and
- Current practices and future plans to retain teachers.

Fully Responsive**Comments and Additional Questions:**

- Revise the response and discuss a 47.22% rate of teacher turnover over the last three full school years (2012-2013, 2013-2014, 2014-2015).
- Evaluate the current initiatives to improve teacher satisfaction in light of the departure of 27.27% of the charter’s teachers since the beginning of the school year in August 2015.

Applicant Response:

Our original application states that Covenant Keepers has averaged a 24.27% rate of teachers departing over the last four years. This number reflects the number of teachers who have left *during the course of the year*. The average number of teachers who have left the school *at any point* is 47.22% (during the year or at year-end).

As stated in the original application, teaching at Covenant Keepers is not for everyone. It has been our experience that the people who are successful at Covenant Keepers share the CK vision and our passion for children. Teachers who never catch the vision or do not share our passion for serving at-risk students simply cannot be effective in our environment. These teachers either resign or are non-renewed.

To ensure the Covenant Keepers faculty is getting the support they need, we are aggressively working to resolve any classroom issues they may incur. We have implemented a support cycle that gives our faculty an advisor that will support them weekly in various areas such as classroom management, discipline, E-school, lesson planning/GANAG, data, ELL, and/or technology. Through this support cycle, we are able to help provide the necessary professional development.

We also have a mentee support program where novice teachers and support staff are paired with members of the admin team to help build “a teacher support culture.”

As a leadership team, we meet one-on-one with 100% of our faculty at least once a quarter to allow them time to reflect on their strengths, weakness, and needs. This again enables us to provide the necessary professional development for our staff.

Arkansas Public School Resource Center’s Above and Beyond the Core Instructional Coach meets with the Covenant Keepers faculty weekly for professional development in the area of instruction. The coach visits each classroom to provide the necessary feedback when meeting with teachers individually and provides individualized support to every teacher.

Based on our teacher satisfaction survey, 80% of our teachers are satisfied with support system since the beginning of the school year. Comments from teachers who were not completely satisfied generally stated that the support was unnecessary or excessive.

Remaining Concerns: It does not seem that the charter is making a concerted effort to recruit and retain Spanish-speaking, bilingual teachers.

SECTION 4: DATA AND BEST PRACTICES

Part A: Test Data

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter’s current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current academic goals.

Fully Responsive

Comments and Additional Questions:

- Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.
- Explain how the charter’s teaching staff will likely acclimate to the addition of duties required for the Wrap Around Program, especially the placement procedures.
- Provide a timeline for the implementation of the Wrap Around Program.
- Confirm that teachers will hold seats on the committees for students in the Wrap Around Program.

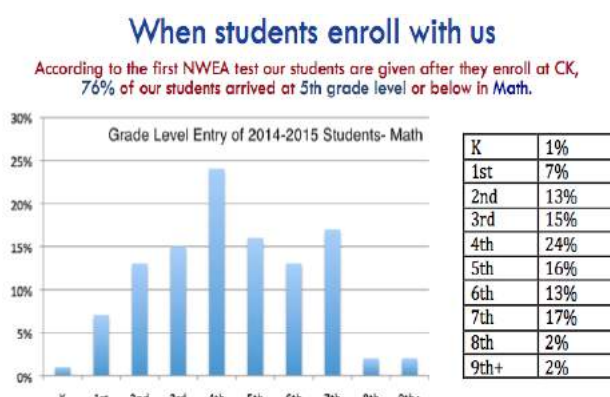
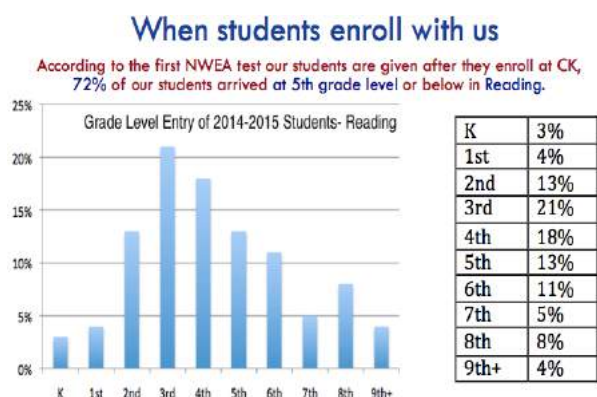
Applicant Response:

Covenant Keepers is a data driven environment. We collect data that impacts every aspect of our service delivery, especially around students and their achievement.

We collect classroom data through “Show What You Know” assessments. We use this data to target student weaknesses within the curriculum module, which allows teachers to intervene as necessary. For example, students take a pre-assessment (3 to 4 questions) at the beginning of class on a new skill within a standard. The teacher grades the assessment together with the class, gives immediate feedback, and allows students to give feedback to the teacher on the standard. At the end of the assessment, students rate themselves on how well they did on the assessment, on a scale from novice to expert. The next few days, the students are again given an assessment on that specific skill, and the same process of testing, grading, and feedback happens each day. This does not get in the way of the curriculum due to English and Math classes being double blocked. As the teacher records and analyzes the assessment data for the week, he or she determines whether students need additional interventions or a different whole-class approach to the skill. Teachers have seen improvements using this assessment method.

At the beginning of each instructional unit in Math and English, students are given a pre-test, and at the end of each unit, students are given a post-test, as recommended by ADE’s Academic Distress Team. The pre-test allows teachers to see student abilities on the standards for the upcoming unit, and allows teachers to plan as necessary based on the test results. Post-tests are used to assess students.

Regardless of content area, all teachers are required to assess frequently on standards within their instructional unit and bring assessment data to our bi-monthly PLC data team meetings. During these meetings, teachers discuss student achievement on the standards level, and then determine interventions based on test results. Teachers also share instructional methods with each other and adjust their lesson plans based on student assessment scores. This process allows teachers to understand what students' needs are and how to go into a remediation support cycle, which is important, because students arrive at CK performing years below grade level.



After a student enrolls at Covenant Keepers, they are given an NWEA MAP Survey assessment in Reading and Math to determine their starting point and to allow the teachers to see a snapshot of the student's academic strengths and needs. Three times per year, the student body participates in NWEA MAP assessments. The school tracks student progress throughout the school year and throughout their education at Covenant Keepers.

Because the focus is on growth, every student receives their own personalized growth goal based on his or her test score in the fall. NWEA's research team determines the goal for typical growth, but for our students who are at the 33rd percentile nationally or below, their goal is to grow 1.5 years in one year. Last year, 73% of our lowest performing students at or below the 33rd percentile nationally met their growth goal for Reading, and 64% of our lowest performing students met their growth goal for Math. However, 66% of our lowest performing students exceeded their growth goal for reading, making gains equal to 1.5 years of growth, with 54% of students making 1.5 years of growth for math.

The expectation is that 50% of students at a typical school will meet or exceed annual growth goals. 68% percent of Covenant Keepers students met or exceeded typically Fall to Spring growth targets in Reading, and 59% of Covenant Keepers students met or exceeded typical growth in Math. This was a great improvement from the 2013-2014 school year, which was 41% in reading and 39% in math.

Covenant Keepers displays all NWEA scores on a wall within the data room on campus, which groups the students by grade level and subject area. This wall allows us to keep student achievement at the forefront, and directs our attention to student growth or decline between testing cycles, working as a springboard for action planning.

The state assessment scores are used as another data piece as we look at the trajectory of our student's achievement. It is important to remember that the majority of our students come to Covenant Keepers grade levels behind in math and literacy. However, they are making substantial growth on the NWEA MAP assessments. Growth does not always translate to proficiency on the state assessment, but our goal is to grow students as much as we can while they are attending Covenant Keepers. In analyzing PARCC data scores and interviewing our students, we identified a need for one-to-one technology, and we wrote a grant to put that technology in students' hands. We are starting the implementation of that effort this semester.

In regard to the Wrap Around Program, teachers will be involved with student referrals, recommendations, and feedback. Beyond that, teachers will have no further obligations outside of typical student interactions and the building of constrictive relationships and support within their classrooms. The primary source of support and direction for this program will come from our Resource Coordinator, Behavioral Health managers, and CK Leadership Support Team(s). Placements are determined based on chronic disciplinary issues, student or family trauma, emotional or behavioral disabilities, and family need within the community and school.

The preliminary stages of implementation of the Wrap Around program began in October 2015. With 98% free and reduced lunch, a small population of business sponsors was engaged to provide weekend food backpacks for

students and families. Our October Community Fest provided the catalyst to begin the next level of Wrap Around planning and development.

During November, an extensive strategy was developed to bring in more partnerships with community organizations and leaders. The emerging concept focused on students' behavioral health and family needs. A new full-time Resource Coordinator was employed to move the Wrap Around from concept to reality.

In December 2015, key resources were leveraged to systemize student supports as they relate to disciplinary, behavioral needs, and family disparities. New Beginnings joined the program in December 2015. January brought several new partnerships into the program including: DHS; City of Little Rock; Pulaski Tech; AR Dept. of Health; Pulaski Co. Juvenile; Salvation Army; Arkansas Rice Depot; W.O.W. Fitness; Brandon House; Our House; Mosaic Church; Governor's Office; Upper Baseline Neighborhood; Dental- Dr. Lillian Prado; Music Support- Tara Jackson.

Currently, work has shifted to the systemization of the program. The model is quickly developing, and the goal is to have all components in place with all policies and procedures adopted by the end of June 2016.

Teachers will hold seats on the committees for students in the Wrap Around Program.

Remaining Concerns: It remains unclear how long the wrap-around support partners have agreed to supply assistance to the students at Covenant Keepers and exactly what those supports mean in the everyday lives of the students.

Part B: Discipline and Attendance Data

Applicants are requested to review the discipline and attendance data for the charter and the resident district and describe the ways in which the charter improves student behavior and attendance.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by the data, describing the ways in which the charter improves student behavior and attendance;
- Thorough explanation of disproportionate representative by subgroups, if any; and
- Complete information in response to charter-specific prompts, if any.

Fully Responsive

Comments and Additional Questions:

- Discuss the effectiveness of the new system implemented in 2014-2015 designed to allow “students to reflect and adjust behavioral decisions before consequences become serious, effectively diminishing occurrences of more significant infractions” in light of the 109 in-school suspensions and 122 out-of-school suspensions that year.
- Explain how the numbers of out-of-school and in-school suspensions impact student achievement.
- Explain when Leonard Blocker was hired as principal of the school.
- Provide an example of how teachers are being trained to deal with classroom discipline/behavior problems in light of the research cited in this section.
- Provide an example of an APA report for a student who may have been placed in ISS one or more times during the 2014-2015 school year.

Applicant Response:

Analysis of the 2014-2015 discipline data reveals that the 122 out-of-school suspensions were assigned to a total of 56 students. 37 of those 56 students were assigned 103 of the 122 suspensions; they were “repeat offenders”. Similarly, the 109 in-school suspensions reflect consequences for a total of 63 students; 46 repeat offenders.

In other words, 122 incidents of out-of-school suspension reflect consequences for 56 students. 109 in-school-suspensions reflect consequences for 63 students.

In-school and out-of-school suspensions, of course, have the immediate, negative impact of lost instructional time for the student and therefore, achievement. Ultimately, however, we find that most students' misbehavior does taper off, often dramatically, which yields a positive impact on his or her achievement. Additionally, students who

repeatedly have behavior issues are flagged for additional attention whether that is the assignment of an adult mentor or referral to the Wrap Around program.

Another important way that OSS and ISS impact school culture, and ultimately achievement, is that the removal a misbehaving student from class will (1) have a deterrent effect on other students and (2) yield a more productive learning environment for students.

Mr. Blocker was hired on February 11, 2015. He was moved into the principal role on October 16, 2015.

We have come to the realization that our population “speaks a different language” than most of their teachers and school leaders; not as it relates to English or Spanish, but the population we serve has a disposition, culture, community, and socioeconomic status that speaks louder than their native language. In support of our students’ circumstances, we have implemented weekly, specialized training for our faculty to understand the nuances of our population. This allows the Covenant Keepers team to take a more objective and individualized approach in managing needs, discipline, and idiosyncrasies of the population we serve.

Our team has studied the research of Ruby Payne (*A Framework for Understanding Poverty*) and Eric Jensen (*Teaching with Poverty in Mind*) and the teacher/student relationship guidance of Rita Pierson (“Every Kid Needs a Champion”).

Screenshot of record keeping system for “Automatic Point Accumulation” and “Serious Matter” incidents:

Timestamp	Grade	Student Name	Date	Number of Demerits	Offense	Parent Contacted	Demerits A Race/Ethnicity	Gender	English Student	Student Arrival	
1/13/2016	7th Grade		1/13/2016	3	Refusal to Follow Direct	No, but an attempt was m	Ms Roz	African America	Female	ELL	Returning Student
1/14/2016	6th Grade		1/14/2016	5	Off Task Computer Use	Yes, by faculty/staff	K. Bryant	Hispanic	Male	ELL	SWD New Student for 20

Screenshots of student APA reports:

APA Report For _____
Semester 1, Quarter 1, 2015-2016

Date of Incident	Number of Demerits	Offense	Parent Contacted	Given By	Total
8/3/15	3	Refusal to Follow	Yes, by faculty	Jones	3
8/12/15	5	Off-Task Computer Use	Yes, by faculty	Scroggins	8
8/14/15	3	Refusal to Follow	Yes, by faculty	Fikes	11
8/14/15	5	Running in hallway	Yes, by faculty	Fikes	16
8/21/15	5	Use of profanity	Yes, by faculty	Whipps	21
9/3/15	3	Refusal to Follow	Yes, by faculty	Baker	24
9/4/15	3	Refusal to Follow	Yes, by faculty	Scroggins	26
9/15/15	5	Uniform violation	Yes, by faculty	Scroggins	31
9/21/15	3	Horseplaying	Yes, by faculty	Jones	34
9/22/15	3	Refusal to Follow	Yes, by faculty	Harris	37
9/28/15	3	Horseplaying	Yes, by faculty	Bryant	40
9/29/15	5	Uniform violation	Yes, by faculty	Scroggins	45

APA Report For _____
Semester 1, Quarter 1, 2015-2016

Date of Incident	Number of Demerits	Offense	Parent Contacted	Given By	Total
9/14/15	5	Uniform violation	Yes, by faculty	Scroggins	5
9/16/15	5	Uniform violation	Yes, by faculty	Scroggins	10
9/21/15	3	Refusal to Follow	Yes, by faculty	Bryant	13
9/28/15	5	Walking out of class	Yes, by faculty	Bryant	18

Remaining Concerns:

- The applicant did not discuss the effectiveness of the new system implemented in 2014-2015 designed to allow “students to reflect and adjust behavioral decisions before consequences become serious, effectively diminishing occurrences of more significant infractions” as requested.
- It remains unclear what the accumulation of points mean to the daily life of a student.

- **It remains unclear that the charter provides dedicated professional development to help teachers deal with students' behavior in the classroom.**

Part C: Best Practices

Applicants are requested to identify and describe one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by data, describing one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Fully Responsive

Comments and Additional Questions:

- Provide a typical agenda and any teacher training materials the charter uses to officiate the student/teacher behavior intervention meetings facilitated by Principal Blocker. Provide any other documents/templates used by charter staff to execute this best practice.

Applicant Response:

Faculty and Staff Meeting

11/30/15 3:30 PM

Blocker & Coach

Behavior/Discipline System—items to be covered:

- Coach/Blocker will be in the classrooms more to help with relationship-building/connecting/engaging the students.
- Monthly/bi-monthly assemblies to hear from the student body. We have a dormant student leadership council. Nominees have been turned in, and we want to empower these students and foster peer-to-peer leaderships. These assemblies will also be for the leadership/teachers to report out to the students.
- Inspirational messages from community leaders to figure out what would be the best day to do this.
- Reminder: Teachers should have fast-paced engaging lessons prepared for the students. Submit on time each Monday morning.
- No student will be put out of class- they will be picked up from class after the following steps have been taken:
 - warning given to student
 - student has been redirected/isolated
 - student has had a one-on-one conversation with the teacher and make that connection
 - do not embarrass the student- this escalates the situation- no need to put the kid on blast.

After you have done all of the above, text Coach/Blocker on a private thread to request that they be picked up from class. They will be taken to Blocker's office/Coach's office. In Blocker's room, they will complete some worksheets regarding their behavior. Send an email with a description of what happened to ckdiscipline@arkansas.gov. Coach will assign the points/consequences. Coach/Blocker have the discretion to place the student back in your class. Complete the behavior log for you to keep documentation of incidents.

You don't have to call mom every single time on the same issue every day.
- Teacher:Student—One to One Meetings

If you notice a disconnect between you and a student, there needs to be a mandatory meeting between Blocker, yourself, and the student. There has been a 100% success rate with these meetings. It is your responsibility to schedule this one to one meeting with Blocker and the student.
- Document everything. Be sure you are able to speak to everything.

From: Jenna Jones <Jenna.Jones@arkansas.gov>
To: Lenard Blocker <Lenard.Blocker@arkansas.gov>
Subject: RE: [REDACTED]
Date: November 24, 2015 at 3:08:32 PM CST

Hello Mr. Blocker,
 Our conference was very beneficial; I have not had any issues with [REDACTED] since our meeting. Thanks!
 JJ

From: Lenard Blocker
Sent: Tuesday, November 24, 2015 9:07 AM
To: Jenna Jones
Subject: [REDACTED]

Good Morning,

How has your interaction with [REDACTED] been since our intervention? Do you feel it was beneficial? Do you feel another intervention is necessary?

From: Cassie Fikes <Cassie.Fikes@arkansas.gov>
To: Lenard Blocker <Lenard.Blocker@arkansas.gov>
Subject: Re: [REDACTED]
Date: October 14, 2015 at 9:03:13 AM CDT

Good Morning,

It is much better now. I feel like the intervention was beneficial.

Fikes

On Oct 14, 2015, at 9:00 AM, Lenard Blocker <Lenard.Blocker@arkansas.gov> wrote:

Good Morning,

How is your relationship with [REDACTED] now? Do you feel the intervention was beneficial?

Blocker

Behavior Log

Name _____

Date _____

Time of Incident _____

This is the classroom rule I chose not to follow:

This is what happened:

This is why I did it:

This is what I could have done:

Teacher's Comments:

Other Comments:

Student Signature _____ Date _____

Teacher Signature _____ Date _____



COVENANT KEEPERS

TEACHER:STUDENT MEETING DOCUMENTATION FORM

Student: _____ Grade: _____ Group: _____

Teacher/ Dept: _____ Date: _____

CONCERN (PLEASE MENTION POSITIVE BEFORE DISCUSSING CONCERN):

- ☐ BEHAVIOR
☐ ACADEMIC
☐ OTHER _____

DETAILS:

RECOMMENDATION (S):

COMMITMENT FROM TEACHER AND STUDENT:

SIGNATURES OF PERSONS ATTENDING CONFERENCE:

TEACHER/ DEPT

STUDENT

ADMIN

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive

Part B: New Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive

Comments and Additional Questions:

- Explain how the new performance goals ensure rigor and high expectations for student performance.
- Explain how Skills Navigator fits within the school's RTI process.

Applicant Response:

Our new performance goals state that we will score 3% higher in ELA and math on state tests than Cloverdale and Mabelvale. These goals are rigorous because they are based on proficiency, and even though our main focus is on growth, we want to ensure that we are continually moving students toward proficiency.

As we want to see our Wrap Around program grow and continue to provide support to students to encourage their development, we will continue to develop partnerships and aim for more partnerships each year. These partnerships and the resulting benefits of the program will serve to elevate expectations of students as we work to remove barriers and obstacles to student success.

With NWEA testing, student growth is addressed through individualized goals. 70% of our students below grade level will be expected to grow a year and a half within one school year, which is significantly above the national average of 50% of students showing growth. However, we realize that students who have needs that must be addressed will have different goals, such as attendance and staying enrolled at Covenant Keepers.

Skills Navigator, as a Tier II intervention, evaluates where students are on a given Common Core-aligned skill and then provides direct links to thousands of curated online educational resources to help remediate the student in that skill area. This system is recognized by the National Center for Intense Intervention as a progress-monitoring tool. These can be accessed at any time, even at the student's home.

<https://www.nwea.org/content/uploads/2015/04/Skills-Navigator-Brochure-AUG15.pdf>

Remaining Concerns: The performance goals may not demonstrate high expectations for students.

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive

Partially Responsive

Non-Responsive

Comments and Additional Questions:

- Explain the process followed to ensure that the board considers and takes required action on changes in salary.

Applicant Response:

Each year prior to the start of the school year, the CK board reviews all salaries for the upcoming school year. All salaries are reviewed and approved prior to any employees returning for the new school year. This includes any salaries changes via the salary schedule.

SECTION 7: WAIVERS

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

Part A: New Waiver Requests

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

Evaluation Criteria:

A response that is fully responsive will include:

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

See Legal Comments.

Part B: Waivers to Be Rescinded

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

Evaluation Criteria:

A response that is fully responsive will include:

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

See Legal Comments.

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested**;

- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

See Legal Comments.

ADE Legal Review of Waivers Requested

**Covenant Keepers
2015 Open-Enrollment Renewal Application**

New Waivers Requests

1. Planning Time

ARK. CODE ANN. § 6-17-114

Covenant Keepers requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work, but not during the student instructional day (i.e. during a time range of 4:00-5:00). Our teachers do an exceptional amount of collaborative data analysis and planning; having planning time together after dismissal would align well with this practice and allow for much more comprehensive collaboration.

Legal Comments: None

2. Duty Free Lunch

ARK. CODE ANN. § 6-17-111

Covenant Keepers requests a waiver from this statute to provide flexibility in making assignments for duty-free lunches. Although we will continue to provide at least 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunchtime on a daily basis.

Legal Comments: None

3. School Boards

ARK. CODE ANN. § 6-13-619(c) and (d) (restrictions concerning board members who need to attend meetings electronically instead of in person)

Covenant Keepers requests flexibility from this statutory provision to allow for those occasions when board members are only available to participate by telephone or electronic communication.

ARK. CODE ANN. § 6-13-615, 616, 621, 628, and 630-634 (sections of the school board portion of the Code that are not applicable to open-enrollment public charter schools)

Covenant Keepers seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.

Legal Comments: None

4. School Elections

ARK. CODE ANN. §6-14-101 et seq. (provisions concerning school district board elections, which are not applicable to open-enrollment public charter schools)

CK seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.

Legal Comments: None

4. Seat Time

Section 14.03 of the ADE Standards for Accreditation Rules

Due to its implementation of digital coursework, project-based learning, and extensive RTI, Covenant Keepers requests a waiver of seat time requirements. Covenant Keepers hereby affirms that it will adhere to full curriculum alignment with the Arkansas Frameworks or Common Core State Standards, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

Legal Comments: None

Waivers To Be Rescinded

None

Application



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



**Charter School: Covenant Keepers
College Preparatory Charter School**

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

Contact Information

Sponsoring Entity:	City of Fire Community Development, Inc. DBA Covenant Keepers Academy for College Bound Students
Name of Charter School:	Covenant Keepers College Preparatory Charter School
School LEA #	6044-700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Valerie L. Tatum 5615 Geyer Springs Road 501.682.7550 501.682.7577 valerie.tatum@arkansas.gov
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	James Jones 5615 Geyer Springs Road 501.944.8204 501.682.7577 james32@hotmail.com

Number of Years Requested for Renewal (1-20) 10 years

Renewal Application Approval Date by the School/Entity Board(s) 12/08/2015

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

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

A New Beginning, 2013-2014

With our charter’s renewal in the spring of 2013 and the removal of our high school, we set out to refocus our efforts on our middle school (6th-8th grades). We quickly discovered that concentrating on middle school was simply the best decision we could have made. We began to move toward what works for our students and teachers. It truly allowed us to focus our efforts on teaching and learning. We researched: best practices; educational trends; analyzing data to drive decisions; assisting teachers with their commitment to rigor; and professional development aligned to our students’ and teachers’ needs. We recommitted ourselves to supporting teachers in their efforts. Stephen Covey said it best... “No involvement, no commitment!”

Our first year as a middle school proved to be quite challenging as we were faced with many unavoidable obstacles. The move to 5615 Geyer Springs Road presented us with a major problem in student recruitment. Despite our efforts in making parents and the community aware of our move, many people thought that our vacated building at 8300 Geyer Springs Road meant that our school was no longer in existence. Many parents called, and the phone number was no longer in service due to missteps from the phone service provider, so we used social media, radio stations, commercials, etc. to promote our new location. We were forced to start school a little late because of a lack of Internet connections and the addition of a T1 line for telephone service. School opened on August 11, 2013 with 65 students; approximately 40 were returning students. We ended the 2013-2014 school year with an ADM of 171.

We call our first year as a middle school the “restart” year. During this challenging year, we took the time to re-examine and re-evaluate our areas of setbacks in order to rebuild. The late spring and summer of 2013 was committed to reconstituting our school model with a new leadership team and several new teachers. There was an intense needs analysis of many components of our school. Decisions had to be made to support School Improvement and simultaneously align with the needs of our students. We looked closely at teacher support systems that would help teachers maintain rigor within the classroom. We researched curricula that would support Common Core State Standards while still assessing for Benchmarks. We searched diligently for teachers who demonstrated a heart for our mission. We looked at External Providers; we wanted a team of professionals who could provide resources such as curriculum development, researched-based professional development that matched the needs of our teachers, technology enhancements, legal support, etc. We reached out to Arkansas Public School Resource Center, as we were confident in their expertise and ability to help us turn around quickly. To our disappointment, APSRC did not have the capacity to take us on that summer, as they were over-extended serving other Priority Schools at the time.

Our second choice was to contract with ECS (Educational Consultant Services). This team offered a plethora of collective experience in leadership development, math and literacy support, and teacher development. Their plan for us was to concentrate on equipping our teachers with effective lesson planning through Marzano’s High Yield Strategies and developing a data wall that would reflect student’s progress toward proficiency. With their recommendation, we utilized TLI to assist with developing assessments according to the frameworks, which helped us track student learning and areas of need.

Because our student needs were so great the first year (with over 70% of our students being new to Covenant Keepers), we established relationships with middle schools in our area. We sought out assistance in acquiring student histories within multiple areas of concern such as 504 plans, special education records, LPAC plans, students assigned to mental health facilities, alternative learning

placements, etc. We embraced our challenges, and our enrollment continued to grow. Our fiscal capacity, however, would not allow for the continued growth as we reached the tipping point of student/teacher ratios.

The Setting Sail Year, 2014-2015

We returned to school in the summer of 2014 with a renewed sense of direction. We were fortunate to finally be able to work with APSRC as our External Provider. Their particular model focused on leadership development and instructional support for teachers. As we set sail, Susan Owens, APSRC's Instructional Coach, worked diligently with our teachers during our two-week summer boot camp to demonstrate the "new" CCSS rigor, effective lesson planning (Jane Pollock's GANAG), and researched-backed Interactive Notebooking. These instructional tools set a momentum that brought undeniable success to each classroom. Our teachers embraced this instructional model, and we continued to see the growth our students were making towards proficiency. Each time our students took the quarterly NWEA assessment, we saw the impact that instructional strategies had in moving our students toward grade-level.

A major development that year was our move to regularly scheduled classroom assessments designed to provide teachers with the data necessary to make informed decisions about deficiencies and areas for re-teaching or enrichment on the student level. During weekly PLCs, teachers were held accountable for sharing their data. Additionally, each teacher presented data to leadership, shared data during parent conferences, and discussed data with their students during class to provide feedback and awareness of progress.

Susan Owens worked closely with our teachers twice monthly to ensure curriculum pacing and assessments were on track. Equally important, our literacy coach, Laurette Whipps, implemented Expeditionary Learning and EngageNY for math and literacy to support Common Core Standards and PARCC readiness. These curricula provided adjustable lesson plans, modules, pacing guides, assessments, and other resources to guide teaching and learning.

Thanks to the help of APSRC's leadership coaches, we began to change our instructional team into a professional learning community (PLC). The definition of a PLC, as taken from Solution Tree's website is: "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators."

Without formative assessment, a PLC cannot be effective. At each PLC data team meeting, teachers brought disaggregated data from current formative assessments to discuss student progress and for the purpose of making data-driven decisions. Starting out, our focus was on assessing literacy standards in each class (with the exception of math class where math standards were assessed). During data team meetings, our instructional team members presented data from assessments on literacy standards, discussed best practices for teaching literacy within different content areas, and determined next steps for students who were in need of additional support.

Growth Mindset

We were honored for State Representative Bill Gossage to serve as our Leadership Coach and guide us in a book study on *Good to Great* by Jim Collins. The principles within this book set a momentum for change among our leadership members. Mr. Gossage encouraged us to, "keep everything simple and clear," and he helped us nail our "Hedgehog Concept"!

It was during that book study that we began to face some brutal facts. 72% of our 6th-8th grade students arrive at Covenant Keepers at 5th grade level or below in reading; the majority being on 3rd or 4th grade level. 76% of 6th-8th grade students arrive at Covenant Keepers at 5th grade level or below in Math, the majority being on 4th grade level. As we analyzed our NWEA interim assessments and reconciled that data with the principles we learned from the book, we began to experience a paradigm shift. Taking a

hard look at how far behind students are when they come to us, and the amount of growth they achieve while they are with us, we began to realize that, as we learned from *Good to Great*, our commodity, our “hedgehog” (the intersection of what we are passionate about, what we are best at, and what we offer the community) is student growth—in both the academic and personal sense. We began to celebrate our students’ incredible progress as we realized that our students are not likely to grow five grade levels in one year to become “proficient”, but they can certainly grow from reading on a third grade level to reading on a fifth grade level. For an eighth grader, this is true progress. It was simply refreshing to embrace this “Growth Mindset”.

This set a momentum for our teachers, students, and staff. We are deeply passionate about helping underserved families in the SW Little Rock community, as we have strategically placed ourselves in this area to provide families with school choice. We are the best at educating students who have entered our school at least 4-5 grades levels behind. Independent data analysis by statisticians with the Office of Education Policy has shown when students remain with us for 3 years, they show higher than expected growth.

We are driven by our “economic engine”, which involves writing a prescription for every child enrolled in our charter school. This direction starts upon enrollment. During intimate meetings with parents and newly enrolled students, many areas of concern are discussed to support the student from the onset. These meetings have proven incredibly beneficial in pinpointing student needs and learning deficiencies, or simply finding ways for students to continue to grow at advanced levels. Parents find these meetings to be innovative, as no school has ever invested that kind of time to focus on their student as an individual in the past.

Individual growth is spotlighted by way of data chats with our students. They are often surprised and overjoyed to see their progress corroborated on paper. The culture of growth has created the yearning for students to learn as they begin to take pride in their development, often for the first time. They have acquired an appreciation for time set aside to dialogue with their teacher about their growth goals and their plan for working hard to meet those growth goals every quarter.

We do not leave the aspiration for growth solely to our students; we involve our parents, as we feel that they must take on a certain degree of accountability in helping their students meet growth goals. Parents are called to student led conferences where students explain their scores to parents and describe areas of weakness that require their attention. Our parents have applauded the conferences we have scheduled to ensure their child succeeds.

As we move toward renewal, we often contemplate our presentation to the Charter Authorizing Panel and the State Board of Education in the spring of 2015 where our work was validated with cautions to remain on track as we move away from academic distress. As was mentioned by the SBE, “it feels right,” and “keep up the good work” as they are looking for continued growth.

The Come Back Year- 2015-2016

The 2015-2016 school year has been, by far, the year of greatest progress among teachers and leaders at Covenant Keepers. Our team has reached a level of understanding of the needs of our stakeholders and how to best fill those needs that finally allows us to focus on the carrying out of effectual plans rather than a continual cycle of revamping ineffective plans. Our strength this year has come from finally aligning ourselves with the right partners, building a strong team, and embracing the growth mindset that is helping us build students and adults based on data and awareness of our needs.

2015-2016 has brought CK and its teachers to new levels of professionalism and best practices. Our teachers started a grass-roots effort to incorporate a lesson plan schema school-wide based on brain research along with Interactive Notebooks for all students in all classes. The results have been a more engaged student body than we have ever seen at CK. We also offer teaching and learning alternatives through computer-aided websites for remediation, reinforcement, and research such as Khan Academy,

Skills Navigator, Reading Plus, Math.com, IXL Math, quarterly NWEA Testing, etc.

Our success in turning around at-risk students has led us to desire expanding our network of student services to allow area agencies to “Wrap Around” our students and provide much-needed support. We have evidence of success in growing students through various data sets, through the accounts of our service providers, by referrals from traditional public schools, from the support of community businesses, etc. It’s humbling to have other schools entrust us to make a difference as they refer families to enroll in our charter school. We plan to build on what we have learned to further develop Covenant Keepers and to create an innovative program for unprecedented student support within a school-based Wrap Around model.

Part B: Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

Covenant Keepers Charter School (Covenant Keepers) is applying for the renewal of its current charter. Covenant Keepers expects to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), as well as students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed charter renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

Covenant Keepers is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter renewal would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Covenant Keepers has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et. a.l*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations. LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of the pending appeal concerning the charter school issues. In light of LRSD’s unitary status and the parties’ 2014 Settlement Agreement, Covenant Keepers’ proposed charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that Covenant Keepers’ proposed charter renewal could impact LRSD’s unitary status. To be clear, Covenant Keepers’

proposed charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Charter Renewal

According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. Covenant Keepers' 2015-2016 student population would constitute approximately seven tenths (7/10) of one (1) percent of the total LRSD population, or 171 students. Under Ark. Code Ann. §6-23-306(6)(A), Covenant Keepers must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Covenant Keepers will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools. For the 2015-2016 school year, 98 of Covenant Keepers' students are African-American (57.3%) and 72 are Hispanic (42.1%).

In addition, Ark. Code Ann. §6-23-106 requires that Covenant Keepers' operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, Covenant Keepers' careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

Covenant Keepers submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested charter renewal for an open-enrollment public charter school in Pulaski County.

Section 2 – Composition of the Charter School's Governing Board and Relationships to Others

Part A: Composition of Governing Board

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

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

The sponsoring entity, City of Fire Community Development, Inc. is a non-profit 501(c)(3). The governing board includes 6 people from varied backgrounds and areas of expertise such as fundraising, entrepreneurs, finance, management, law, and marketing. One of the sponsoring entity members serves as a member with the authority to nominate new board members. He/she is also able to nominate and appoint according to the board's bylaws.

Each board director is nominated and confirmed by the majority of the board. Each director holds office until the expiration of the term for which he/she was elected and until his successor has been nominated and has qualified, or until his prior resignation or removal by the executive director.

The governing local school board has the following duties:

- final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;
- final authority to adopt policies governing charter school operations;
- final authority to approve audit reports;
- initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for chief executive officer;

- final authority to direct the disposition or safekeeping of public records; except that the governing body may delegate this function to any person; and
- final authority to hear or decide employee grievances, citizen complaints, or parental concerns.

The school Director will keep the governing local school board informed on board training, academic policies, personnel issues, community relations, finance, facilities and equipment, and other items for review.

Part B: Disclosure Information

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

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

There are no contracts in which the charter board or family member have a financial interest.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
James Jones jonesempowers@gmail.com	None	None
Noland Buckley noland62@aol.com	None	None
Jorge Bazan georgebv_7@hotmail.com	None	None
Ernest Sanders esanderslaw@yahoo.com	None	None
Cynthia Townsend Cynthia.r.townsend@usbank.com	None	None
Dr. Carol Lott-Dunn dr.lottdunn@gmail.com	None	None

Section 3 – Student and Teacher Retention and Recruitment

Part A: Student Retention and Recruitment

Complete the following Student Retention Table:

<u>Group Combined 2013-2014 School Year Through October 1, 2015</u>	<u>Total Number Enrolled</u>	<u>Number Left Without Completing the Highest Grade Offered</u>	<u>Total % Left the Charter</u>	<u>% Left for Other Arkansas Charter</u>	<u>% Left for Arkansas Traditional Public School</u>	<u>% Left for Arkansas Private School</u>	<u>% Left for Home School in Arkansas</u>	<u>% Left the State</u>	<u>% Left for Unknown Reasons</u>
<u>All</u>	505	103	20.2%	0.20%	18.02%	0.40%	0.20%	1.58%	0.00%
<u>Two or More Races</u>	0	0	0	0	0	0	0	0	0
<u>Asian</u>	0	0	0	0	0	0	0	0	0
<u>Black</u>	286	82	28.67%	25.87%	0.35%	0.35%	0.35%	1.75%	0.35%
<u>Hispanic</u>	218	21	9.63%	8.26%	0.00%	0.46%	0.00%	0.72%	0.00%
<u>Native American/ Native Alaskan</u>	1	0	0	0	0	0	0	0	0
<u>Native Hawaiian/ Pacific Islander</u>	0	0	0	0	0	0	0	0	0
<u>White</u>	0	0	0	0	0	0	0	0	0
<u>Migrant</u>	0	0	0	0	0	0	0	0	0

<u>LEP</u>	84	12	14.3%	1.1%	4.7%	2.3%	0	5.9%	1.1%
<u>Gifted & Talented</u>	n/a	0	0	0	0	0	0	0	0
<u>Special Education</u>	50	10	20%	2.0%	16%	0.00%	0.00%	2.0%	0.00%
<u>Title I</u>	505	103	20.2%	.20%%	18.02%	0.40%	0.20%	1.58%	0.00%
<u>Free and Reduced Lunch</u>	458	96	20.2%	0.20%	18.02%	0.40%	0.20%	1.58%	0.00%

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter. Specifically address the reasons that students belonging to the TAGG demographic groups (economically disadvantaged, special education, and English language learners) leave the charter without completing the highest grade offered at the charter, if they do so at a higher rate than students belonging to other demographic groups. Discuss the reasons that other demographic group(s), if any, leave the school at disproportionate rates.

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

Covenant Keepers is committed to the recruitment and retention of a student population that mirrors and reasonably represents our surrounding community. Our demographics are comprised of a current 42% Hispanic student body and approximately a 58% African-American student body. Approximately 10% of our student body is classified as having special needs. Approximately 98% of our students qualify for free/reduced lunch.

Southwest Little Rock, “Southwest”—as it is known around the city—is a depressed community. The area has seen a dramatic increase in families living below the poverty level since the 1990s. This neighborhood has average income levels lower than 80.2% of U.S. neighborhoods. (“About Geyer Springs,” n.d.). Decades of these economic conditions have resulted in multi-generational welfare recipients.

In regard to student mobility, a large number of our students come from low income, single parent homes. Though unfortunate, the nature of these households necessitates frequent moving about the city and often requires that the children change schools—often unexpectedly. Many of our students have a parent incarcerated or are in the foster care system. Many of our students live with extended families or even non-family, and by definition, these students are classified as homeless. The result of any of these unstable living conditions is that the children are subject to the needs of the family or the caregivers regardless of the outcome. The impact on the student’s morale or even the student’s character can be difficult to overcome as evidenced by many of the instances we have seen over the years. Of course, there are numerous exceptions, but far too often our students find themselves in situations that leave them with far greater difficulties than they deserve.

Our student mobility rate for 2013-2014 and 2014-2015 is an astounding 20.2%. This mobility takes quite a toll on the emotional and academic development of a child. We are pleased to see a dramatic decrease in mobility for the first quarter of 2015-2016 to only 11.97%. Exit interviews were conducted upon each student’s withdrawal. These interviews support the findings above regarding family dynamics and family mobility.

We know that students who transfer frequently between schools during the school year are at greater risk for academic and behavioral problems. The Wrap Around component of our school (detailed later in this application) is designed to help students who find themselves affected by home and family instability such as high mobility. This ever-growing program affords students the opportunity to receive counseling, therapists, and other supports on-site within the school day to overcome many obstacles from their personal lives that hinder their academic and social growth.

Complete the following Student Recruitment Table:

	2014-2015 Little Rock School District (District in Which the Charter Is Located)		2014-2015 Covenant Keepers		2015-2016 Covenant Keepers		2016-2017 Projected	2017-2018 Projected	2018-2019 and Beyond Projected
	Number	%	Number	%	Number	%	%	%	%
All	23,363		157		180		200	220	240
Two or More Races	271	1.16%	0	0.00%	0	0%	0%	0%	0%
Asian	557	2.38%	0	0.00%	0	0%	0%	0%	0%
Black	15,371	65.79%	89	56.69%	99	58%	50%	45%	40%
Hispanic	2,925	12.52%	68	43.31%	72	42%	50%	55%	60%
Native American/ Native Alaskan	65	0.28%	0	0.00%	0	0%	0%	0%	0%
Native Hawaiian/ Pacific Islander	10	0.04%	0	0.00%	0	0%	0%	0%	0%
White	4,164	17.82%	0	0.00%	0	0%	0%	0%	0%
Migrant	0	0.00%	0	0.00%	0	0%	0%	0%	0%
LEP	2,693	11.53%	51	32.48%	53	29.4%	30%	35%	38%
Gifted & Talented	5,024	21.50%	0	0.00%	0	0%	0%	0%	0%
Special Education	2,755	11.79%	12	7.64%	13	7.22%	10%	12%	12%
Title I	18,466	79.04%	0	0.00%	180	100%	100%	100%	100%
Free and Reduced Lunch	17,499	74.90%	143	91.08%	177	98%	98%	98%	98%

Review the data in the Student Recruitment Table.

Explain why the charter serves a much higher percentage of Hispanic students than the Little Rock School District.

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

Little Rock's largest population of Hispanic families and individuals call southwest Little Rock home. ("About Geyer Springs," n.d.). Several Hispanic businesses operate in the area. Our school demographics reflect this in that our racial make-up is approximately 58% African American and 42% Hispanic.

The number of Hispanic students we serve in our school has grown each year as families share with each other about the success their children have had with our school and the programs within. The culture of these families is very intertwined and supportive of both family and nonfamily members. The families have grown to support each other as so many of them arrive in the southwest Little Rock community directly from various sections of Mexico and other Latin countries. When families share the news of their students' success at Covenant Keepers, families new to the area seek out our school in hopes of finding that same success for their children.

Hispanic families are also comfortable at Covenant Keepers because we partner with community groups that support those who have recently immigrated to the United States. Covenant Keepers has hosted events in conjunction with CDAH (Centro de Apoyo Hispano) and Arkansas United Community Coalition, which offer services specific to recent immigrants and Hispanic families. We also distribute information about adult English language classes and other resources offered by El Zocalo, another non-profit in Southwest Little Rock. Our director also communicates with Catholic Charities and LULAC, who have a presence in the Southwest Little Rock community. Our school also sends representatives to Working Together In The Community with Joan Adcock and Senator Frederick Love, a coalition that works to provide information to Hispanic families on applying for drivers licenses, applying for bank accounts, and immigrant support services, such as applying for deferred action.

Covenant Keepers ensures that every memo or notification that is sent home to families is printed in both English and Spanish. Our front office assistant is bilingual and responsible for interpreting during meetings and translating documents as needed. Our Hispanic families feel comfortable coming to school for parent/teacher conferences and other events knowing that someone on staff is able to communicate with them and address their needs.

Explain why "0" Title I students were reported in the 2014-2015 Cycle 4 School Report when the charter received FY15 funding for Title I students.

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

This is the first time this situation has been brought to our attention. In the past seven years, we have not marked individual students as Title I because of our School Wide Title I status. However, this school year (2015-2016), all students have been marked as Title I in the Cycle 4 School Report. Through the process of submitting reports, we have been in constant contact with ADE, which keeps us abreast of any information related to federal funds.

Provide any additional commentary on student recruitment for the charter school, if needed.

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

We use several mediums such as radio, print, door-to-door marketing, word of mouth, and social media to recruit students. The most effective method for Covenant Keepers' recruitment is face-to-face conversations with families in their own neighborhoods. We also receive several referrals from other schools in the LR, NLR, and PCSSD Schools. Our PALS (Parent Association Leading and Serving) and the Southwest Community embrace our niche and play a vital role in recruiting and branding. Covenant Keeper's small intimate family atmosphere is accommodating to the students we serve.

Part B: Lottery Procedures

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Respond below in 11 point Times New Roman font. This response can be no longer than 4 pages.

Any Arkansas student can enter the school lottery if the school has open seats in the grade level the student will be entering. *Covenant Keepers does not admit students based on test scores, essays, interviews, auditions or other measures of ability.*

There are three basic steps to enrollment at our charter school.

First, a parent or guardian fills out a short form with the student's name, grade level, and basic contact information. The student is granted admission if there is space available in the appropriate grade level. (The school may also ask if the student is eligible for any approved lottery preferences.)

Second, the school holds a random drawing, either manually or using a computer program. The lottery procedure must follow the school's approved admissions policy.

Third, students who were selected in the lottery may choose to enroll in the school, or decline the offer. Students who were not selected go on a randomly-ordered waiting list.

Covenant Keepers will hold their annual lottery no later than April 1. The lottery must be held in an accessible place and open to the public, with an impartial observer present and detailed records kept. Applicants do not need to be present to be selected. Students must confirm enrollment by April 15. If the student declines the offer, the next student on the randomly-ordered waiting list will be notified.

To this point, enrollment numbers have not made it necessary for Covenant Keepers to hold a lottery.

Part C: Teacher Retention Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Teachers Who Left During the School Year		Teachers Who Returned to Teach at the Charter the Following Year		Teachers Who Took Other Positions within the Charter Organization	
		Number	%	Number	%	Number	%
2012-2013	9	1	11.00%	5	56.00%	1	11.00%
2013-2014	13	3	23.08%	6	46.15%	0	0.00%
2014-2015	14	5	35.71%	6	42.86%	0	0.00%
2015-2016	11	3	27.27%				

Review the data in the Teacher Retention Table.

Discuss the reasons that teachers leave the charter and current practices and future plans to retain teachers.

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

Covenant Keepers has averaged a 24.27% rate of teachers departing over the last four years. Nationally, charter schools had an 18 percent teacher turnover rate during the 2012-13 school year, according to the latest National Center for Education Statistics survey. That's a drop from the survey conducted four years earlier, which found a 24 percent turnover rate (Barshay 2014).

To gain some perspective, we have noted that the rate is slightly lower at traditional public schools: during the 2012-13 school year, nearly 16 percent of teachers left. The problem is worse at high-poverty schools. In the 2012-13 school year, at public schools where at least 75 percent of students qualify for a free or reduced-priced lunch, 22 percent of teachers left their jobs. (Barshay 2014).

At charters like Covenant Keepers, which serve a student body that falls *almost entirely* into one or more subgroups, teachers work considerably longer hours than is typical—a minimum of 50 hours, sometimes as much as 60 or 70 hours a week. New teachers quickly realize they must do overwhelming amounts of after-hours work. They pour physical and emotional energy into their work, which breeds quick exhaustion. And they experience the frustrating uphill battle that comes along with teaching—particularly in low-performing schools. Sometimes the energy and emotion they invest seems to yield low or at least very slow dividends.

This heavy workload doesn't even take into account the impact of championing and advocating for students or internalizing the trauma and anguish of working with children who suffer all the physical and emotional indignities of poverty.

Because of the demanding nature of the jobs here at Covenant, departures are always expected. Several of our teacher exit interviews have echoed a common sentiment that being successful here at school directly conflicted with being successful mothers, fathers, and spouses. Indeed, we know that it takes a special kind of person to be successful here.

While we are not necessarily surprised by high turnover, and we certainly do not like it, it might be an unfortunate but necessary byproduct of an intense, results-driven approach. Because of the high needs of our students, charters such as ours embody the "no excuses" mentality with extremely high expectations of students and employees.

Sometimes are teachers are not renewed by Administration. Given the Teacher Fair Dismissal Act waiver, which most charters hold, teachers enjoy less job security than they would find in a traditional public school. This, in turn, means that teachers who are not performing to standard are dismissed at much higher rates than in traditional schools. We maintain that when a teacher is given copious amounts of documented support, development, and guidance yet fails to show progress, dismissing the teacher is what's best for students. While we do everything within our power to help teachers grow and meet expectations, we have an urgency that does not allow us to keep teachers who are impeding student growth.

Covenant Keepers' leadership has come to realize over the years that good teachers and support staff are our most valuable commodity. We know that we cannot give students what they need if we cannot recruit and retain individuals who have a heart for these kids and the spirit to do whatever it takes to help them grow. To that end, this year Covenant Keepers' leadership team introduced a series of initiatives designed to improve teacher and staff satisfaction. We know that employees won't stay unless they feel valued; they won't stay unless they have input; they won't stay unless they like their team of teachers and leaders; and they won't stay unless they feel supported. In short, in order to overcome all the difficulties of teaching or working in a high-needs school, a person has to love his or her job. Below are just a few of the ways we are helping make that happen.

- Covenant Keepers has adopted a Common Core-aligned math and literacy curriculum in part so teachers will not have to spend so much time devising their own maps or lesson plans. High quality lesson plans are very important

to us, and we have found that our new curriculum meets the rigor our students need. While teachers must still customize the lesson plans to suit our students' needs and pacing requirements, teachers are reporting that they spend as much as 8 hours less per week (approximately 50% less total time) on creating lesson plans.

- Our Teacher Support Cycle was implemented this fall to bring an unprecedented amount of support to all teachers whether new or returning. Each member of our Leadership Team visits one-on-one with every teacher at least one time every two weeks. The focus of these meetings can be anything from offering advice and resources to solving particular problems in the Leader's field of expertise, to just listening while a teacher talks out an issue and reflects on possible solutions. After analysis of notes from individual Teacher Support Cycle meetings, weekly professional development is provided based on teacher needs.
- Meetings weekly to reinforce the school's mission and vision as well as develop camaraderie amongst the team.

Section 4 –Data and Best Practices

Part A: Test Data

Review the following assessment data, 2012-2014, for the charter and the district in which the charter resides.

		Little Rock School District (District in Which the Charter Is Located)		Covenant Keepers		Cloverdale Middle School (Additional comparison for comparing to similar, neighborhood school)	
		Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Literacy Proficient or Advanced	Mathematics Proficient or Advanced
2012	All Students	68.56%	61.58%	63.64%	38.52%	44.51%	43.69%
	TAGG	61.49%	53.79%	63.64%	37.84%	43.35%	42.78%
2013	All Students	67.00%	59.08%	55.21%	39.64%	46.23%	35.70%
	TAGG	59.15%	51.27%	53.76%	39.62%	45.26%	34.63%
2014	All Students	65.21%	59.74%	45.86%	40.54%	43.03%	35.19%
	TAGG	57.23%	51.96%	44.09%	40.14%	42.29%	34.41%
				Middle school data used for 2012 and 2013 Only served middle school in 2014			

Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current approved academic goals.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

While we are working hard to meet state prescribed proficiency levels on mandated tests, we are also invested in our NWEA MAP assessments as they give us a frequent and very accurate look at student growth, strengths, and areas of weakness. Since 2013, we have continually studied and responded to our data and have made gains as evidenced by NWEA. It has been documented that 72% of our students enter our middle school at achievement levels as low as three to four grades behind. Our NWEA growth reports have shown students are moving towards grade level.

NWEA MAP Growth

School Conditional Growth Percentile:

When looking at our Fall 2014-Spring 2015 Growth Report, our school is compared to other schools across the nation using NWEA's Conditional Growth Index (CGI).

A typical growth index is .00- any positive number on the index means a school is meeting *more* than typical growth in a school year, while a negative number means a school is not meeting typical growth.

Grade/Subject Area	School Conditional Growth Index	School Conditional Growth Percentile
6th Grade Math	0.89	81
6th Grade Reading	1.70	96
6th Grade Language	2.54	99

Grade/Subject Area	School Conditional Growth Index	School Conditional Growth Percentile
7th Grade Math	-0.17	43
7th Grade Reading	1.74	96
7th Grade Language	2.66	99

Grade/Subject Area	School Conditional Growth Index	School Conditional Growth Percentile
8th Grade Math	1.16	88
8th Grade Reading	3.30	99
8th Grade Language	4.86	99

Growth in MAP is different than proficiency, as each student has their own individual growth targets based on where they start at the beginning of the school year on the fall assessment. Growth is determined by how students perform during the spring assessment. Students can meet growth, but still be below grade level.

- NWEA MAP growth is a good tool for measuring **academic growth** of students.
 - Covenant Keepers is demonstrating recent **increases** in the percentage of students meeting or exceeding typical growth in both math and reading.
 - A high percentage of students who are low performing are making **more than one and a half years of growth in one year**.
 - Students are demonstrating more growth in reading than in math.
 - More students are below grade level in math than in reading.
- Last year, 73% of our lowest performing students (at or below the 33rd percentile nationally) met their growth goal for Reading, while 64% of our lowest performing students met their growth goal for Math.

However, 66% of our lowest performing students exceeded their growth goal for Reading, making what we consider to be “catch up growth”: making gains equal to 1.5 years of growth. 54% of students at or below the 33rd percentile nationally made “catch up growth” in math.

For a deep analysis of our NWEA growth data for 2014-2015, we asked Sara McKenzie, Executive Director, Office of Education Policy, to examine our reports. Her conclusions were as follows:

- The expectation is that 50% of students at a typical school will meet or exceed annual growth goals. 68% of CK students met or exceeded typical fall to spring growth targets in reading and 59% met or exceeded typical growth targets in math. The percent of students meeting or exceeding typical growth targets is a large improvement from the growth in 2012-2013, which was 41% in reading and 39% in math.
- Of students who began the year as low performing (scoring at or below the 33rd percentile nationally) 73% met or exceeded typical fall to spring growth targets in reading and 64% met or exceeded typical growth targets in math for the 2014-2015 school year. Additionally, 66% of these students were making at least 1.5 times annual growth in just one year in reading and 54% of these students were making at least 1.5 times annual growth in just one year in math.
- As evidenced by NWEA MAP scores, the growth of Covenant Keepers' students during 2014-2015 is very strong in both reading and math.

Although our students made stellar growth on their NWEA MAP assessments from fall to spring last year, this did not translate to students scoring proficient (a score of a 4 or 5) on the PARCC assessments last year in Math or ELA. As our students enroll lacking skills the state expects them to have already mastered in mathematics, writing, or comprehension, we are able to support students to make significant growth, but growth does not equal proficiency, or moving from below grade level to grade level in one year. It may mean a 6th grader, who enters Covenant Keepers on a 2nd grade reading level grows to a 4th grade reading level by the end of the year. Our goal is to utilize this significant growth, and over time we can remediate the deficits which allows the students who are enrolled at Covenant Keepers to reenter the public schools at grade 9 competitive and academically prepared for high school content.

What Are We Doing to Turn Things Around?

Years of working to fulfill our school's original vision for Southwest Little Rock families has equipped us to take on the many challenges we face as each new school year begins. We have found that our strength is in supporting our students and their families in ways that go well beyond the classroom. Our system for addressing the needs of those we serve is early needs assessment followed by action planning and coordination of services from instruction to physical and mental health. While we have done a great deal to address the needs of the "whole child" in previous years, in SY 15-16, Covenant Keepers has taken steps toward fully developing an innovative model that wraps services around the child.

Our goal is to partner with area organizations to assist students who are perpetually in an out of school due to the repercussions of childhood trauma and other issues that impede students' progress. The severe needs of the students we work with in Southwest Little Rock has driven us to embrace our responsibility with genuine passion, and we have heard the desire of our community: a school that will generate authentic transformation in individuals and the community as a whole. The goal is to "Wrap-Around" various services for students who need extensive daily support through resources that are not immediately available in traditional schools.

Wraparound services are student and family supports integrated with and often delivered directly within schools. Wraparound services help schools address social and non-academic barriers to student learning.

Examples of wraparound services are broad and include:

- Health, dental, and vision care
- Mental health services
- Behavioral health, nutrition, and wellness counseling
- Parent and family targeted services

While our school has offered these services in previous years, we have intensified our efforts to establish partnerships during SY 15-16, and are currently developing MOUs with additional partners and providers to roll out in the spring of 2016. (see attached letters of support/partnership). These organizations will provide their services to our students on campus primarily during school hours. Our master schedule has 60 minutes built into the middle of each day to provide academic, social, emotional, behavioral, or other interventions or services so time is not lost in core or elective classes.

Wraparound services have the potential to help children, families, and teachers alike. The idea behind wraparound services is that students whose health and wellness needs are addressed will be healthier, more focused, and better able

to learn. Similarly, families engaged with schools and supportive services will have increased capacity to support child learning and health. Finally, for schools, having additional systems for confronting social challenges that impede learning, will allow teachers and administrators to focus on instruction.

An Oklahoma Center for Education Policy study showed that in developed sites, wraparound services dramatically increased the performance of low-income students (Adams, 2010). The study shows that fully developed sites outperformed all other schools, including those with more affluent populations. The Tulsa Area Community School Initiative (TACSI), with wraparound services within a public school district, has shown the potential to help lower income students perform on par with higher income peers in math, while drastically reducing gaps in reading.

The extended Wrap Around model at Covenant Keepers brings a new wave of innovation to help students and families work through the many challenges they face daily. We address many layers of childhood and family need including dentistry, physical health, professional counseling services, and tax preparation in English and Spanish to name just a few. The Wrap Around process is directed by a team consisting of family, service providers, and key members of the family's personal support network. The goal of this team is to collaborate weekly to arrive at a coordinated family-driven plan of care that is tailored to meet the needs of the individual students. The team's ultimate goal is to implement, monitor, and continually adjust the plan until all members conclude that the Wrap Around support is no longer needed.

The Wrap Around Placement Criteria and Placement Procedures

Students in need of this type of non-traditional learning services are placed in the CK Wrap Around program through a referral placement process. Referrals are made by a school administrator, teacher, counselor, doctor, mental health provider, or by way of a written request from parent/guardian. A committee headed by our Resource Coordinator works to determine an individualized course of action for the student and places the student with the appropriate provider(s). The Resource Coordinator continuously reviews progress, regularly reports data to school leadership, and works with the parent and the child to maintain personal progress according to the WA plan. As we continue to develop this model, and as our first cohort of eighth grade students transition to high school, we will coordinate with parents and the student's high school counselor to monitor progress and make recommendations as needed.

The documents used for student placement include:

- Referral Form
- Teacher referral with prior interventions and RTI (Special Education Teacher when appropriate)
- Student Action Plan
- Student Commitment Form
- Student grades/progress – interim reports, report cards, NWEA pre & post-tests
- Standardized test scores (prior and current years)
- Disciplinary reports – Principal's Commitment Meeting notes, prior behavior documents
Teacher notes, Dean of Students notes, etc.
- Exit & Transition Plan – high school, attendance, progress report, teacher report, student goal targets
- High school determination meeting (LRSD, NLR, PCSSD, other charters)

When a student is referred to or requests placement in the WA program, the committee convenes to craft an action plan for the student based on criteria that has negatively affected the student's academic and social progress. This may include the following:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse; physical, mental, or sexual
- Frequent relocation of residency (high mobility)
- Inadequate emotional support- family members, foster parents, etc.
- Mental/physical health problems
- Pregnancy or single parenting
- Personal or family problems or situations

- Chronic disruptive behavior

The WA committee is made up of the following individuals: The Principal, Dean of Students, the student, one of the student's regular classroom teachers, an LEA special education supervisor and/or 504 representatives when needed, and a parent/guardian. The students are monitored through mandatory weekly contacts (including phone calls, face to face meetings, or home visits) from the Resource Coordinator to the parent/guardian to review academic, social, and behavioral progress.

Monthly review by the committee includes the following: monitoring attendance, reviewing of academic progress, review of notes from service providers, and review of goals checklist.

The WA As a Supportive/Non Punitive Program

Covenant Keepers Charter School's Wrap Around model is a supportive program that offers students highly individualized paths to social, emotional, academic, and behavioral success. On the classroom level, students are allowed extended time, small group or pairs to meet the learning expectation and experience success. We offer a variety of instructional learning alternatives through computer-aided websites for remediation reinforcement and research such as Khan Academy, Skills Navigator, Reading Plus, Math.com, IXL Math, quarterly NWEA Testing, etc. CK students who participate in this WA program find themselves immersed in a culture that recognizes and values their individual needs and goals.

How Individual Services Are Provided

- Individual counseling services are provided on site to the students through Life Strategies Counseling Organization. We are in talks with other local providers as we anticipate exceeding the maximum capacity that Life Strategies is able to provide for our campus. Services are required on a weekly basis at minimum. Counseling sessions are built into the child's daily/weekly schedule to ensure consistency and accountability.
- The Wrap Around Program is staffed with a Resource Coordinator who works with local businesses in Southwest Little Rock, service providers, and with the student and parent to individualize services and resources.
- We plan to have an academic counselor to help each student make course selections before exiting to high school. We also plan to prepare students for college and career readiness through exposure to career options/job shadowing and through various volunteer programs matched to the interests of the child.

The Role of Technology

- The purpose of technology in the WA program is to expand students' view of the world beyond Central Arkansas and help them move toward personal and academic growth in a manner with which these digital natives are accustomed.
- Beginning in the spring of 2016, WA sessions will be enhanced by the use of technology to supplement and reinforce concepts covered within the program. Technology, however, will never take the place of a live therapist or facilitator.
- The technology incorporated:
 - Computers
 - Educational software
 - Streaming video to review current events
 - LCD projectors and document cameras
 - Other supplemental usage programs to provide enrichment
 - Digital coursework for remediation and enrichment

Special Education Students in WA

Students with disabilities receive services as prescribed by their IEPs and be are monitored by a certified SpEd instructor. The Principal/ Resource Coordinator monitor all students placed in the WA program to ensure that appropriate services are provided. All services are provided within the Covenant Keepers building.

Behavioral Intervention Services

Interventions designed to support core behavior transformation and character development are required for all students involved with the WA program. Some of the components include, but are not limited to social skills, career exploration, life skills, Positive Behavior Intervention System, and character education. The behavioral intervention services are provided onsite by Life Strategies and address anger management techniques, decision-making, coping with peer pressure, etc.

Part B: Discipline and Attendance Data

Review the following discipline data.

***Please note that some demographic categories are intentionally left out due to the school not having more than 10 students enrolled that fall into those categories.**

2014-2015 Discipline Data								
Disciplinary Infractions								
Type	Total	Black	Hispanic	Male	Female	FRL	SPED	LEP
Drugs	0	0	0	0	0	0	0	0
Alcohol	2	2	0	2	0	1	0	0
Tobacco	2	1	1	2	0	1	0	1
Truancy	0	0	0	0	0	0	0	0
Student Assault	0	0	0	0	0	0	0	0
Staff Assault	0	0	0	0	0	0	0	0
Knife	0	0	0	0	0	0	0	0
Handgun	0	0	0	0	0	0	0	0
Rifle	0	0	0	0	0	0	0	0
Shotgun	0	0	0	0	0	0	0	0
Club	0	0	0	0	0	0	0	0
Gangs	1	1	0	1	0	1	0	0
Vandalism	3	3	0	3	0	2	1	0
Insubordination	18	14	3	8	9	12	1	3
Disorderly Conduct	51	30	3	21	12	27	4	2
Explosives	0	0	0	0	0	0	0	0
Other	141	89	8	64	33	70	16	5
Bullying	6	5	0	3	2	4	1	0
Fighting	7	7	0	4	3	6	1	0
TOTAL	231	152	15	108	59	124	24	11
2014-2015 Discipline Data								

Disciplinary Actions								
Type	Total	Black	Hispanic	Male	Female	FRL	SPED	LEP
In-School Suspension	109	68	11	50	29	54	10	8
Out-of-School Suspension (non-injury)	122	84	4	58	30	70	14	3
Expelled	0	0	0	0	0	0	0	0
Expelled for Weapons	0	0	0	0	0	0	0	0
Corporal Punishment	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
No Action	0	0	0	0	0	0	0	0
Alternative Learning (full year)	0	0	0	0	0	0	0	0
Expelled for Drugs	0	0	0	0	0	0	0	0
Expelled for Dangerousness (non-injury)	0	0	0	0	0	0	0	0
Expelled for Dangerousness (injury)	0	0	0	0	0	0	0	0
Out-of-School Suspension (injury)	0	0	0	0	0	0	0	0
Alternative Learning (less than year)	0	0	0	0	0	0	0	0
TOTAL	231	152	15	108	59	124	24	11

Discuss the disciplinary infraction and action data. Be certain to discuss any disproportionate representation by a subgroup.

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

We did not have an In School Suspension program in place for the 2013-14 school year. For school year 2014-15, Covenant Keepers implemented ISS and developed an “Automatic Point Accumulation” System (APA system). It is designed to dispense consequences in 15-point intervals. This system allows students to reflect and adjust behavioral decisions before consequences become serious, effectively diminishing occurrences of more significant infractions. More serious infractions supersede the APA system, and consequences are dispensed immediately. These serious infractions result in consequences on a leveled system based on recurrence of violations where penalties are progressively more severe with repeated offenses.

For the past 3 years as a middle school, the data reflects that our African-American students have incurred the majority of the behavioral infractions in the school (74%). Our Latino population accounted for 26% of our disciplinary infractions.

After working closely with African-American and Hispanic families over the last 7.5 years and conducting quite a bit of research on the significance of poverty, cultural variances, motivations, and attitudes among races, we have come to certain conclusions. While it is difficult to hold conversations about race and the impact that various cultures have on our students, we have taken an empirical approach to understanding the phenomenon so that we can equip ourselves to

help our students rise above any circumstances that may impede their growth. Following are some of the noteworthy conclusions we have come to.

Almost all of our Hispanic students are first- or second-generation immigrants, and they retain much of the hierarchical and familial tendencies of their elders. Hispanics tend to be exceedingly group-oriented; especially in areas that are highly populated with recent immigrants such as southwest Little Rock. A strong emphasis is placed on family as the major source of one's identity and direction. The term that Hispanics use to describe their loyalty to family and extended family is "familismo". Decisions and behavior of each individual in the extended family are based largely on pleasing the family and satisfying their allegiance to familismo. We have witnessed over the years that there is a good deal of pride that goes along with this idea of familismo; pride to be a part of the family, pride in contributing to the well-being of the family, and the pride of being a good citizen and bringing honor to the family.

Many of our Hispanic students are greatly influenced by the family's desire to always show respect to those in authority; to the degree that they do want to offend any of our teaching staff or administration. This manifests as model behavior for most of our Hispanic students. Because we understand that these children have such a desire to be compliant, we have to make an extra effort to ensure that their needs are met as they rarely complain or ask questions.

Of course we do have Hispanic students who have occasional behavior issues. We find that these matters are almost always tied to an insult to their pride or disrespect of a family member within our school. We have also found that our Hispanic students with the most behavior issues are the ones who are the most assimilated to American culture and have begun to shed their familismo values.

In regard to our African-American students, we have likewise accumulated a great deal of insight into their dispositions through careful observations of them and their families, research, and through working extremely closely with community resources in place to serve these families. While the following comments are stated in general terms, it should, of course, be understood that we are in no way implying that all of our African-American students are troubled, or that they are all socially or academically challenged. Once again, while it is difficult to speak in terms of race and ensuing inequities, we are compelled to face brutal facts in order to better understand how to deal with these issues.

While 98% of our students are from low-socioeconomic households, our Hispanic students, as noted above, have the distinct advantage of familismo. They are fortunate to have the family support and values that are associated with familismo. Conversely, a rather high number of our African-American students come from single-family homes and other situations that place them at a disadvantage. In fact, many of our African-American students are referred to us by Administrators and behavior interventionists within the Little Rock and North Little Rock school districts when it becomes evident that these students are not thriving in the traditional school and need an opportunity for success in a more supportive environment.

Recent research by noted psychology researcher, Judith Harris suggests that the social relationships students experience—with peers, adults in the school, and family members—have a much greater influence on their behavior than researchers had previously assumed (2006). This process starts with students' core relationships with parents or primary caregivers in their lives, which form a personality that is either secure and attached or insecure and unattached. Securely attached children typically behave better in school (Bali, Granger, Kivlighan, Mills-Koonce, Willongby & Greeberg, 2008). Absent of strong, secure relationships, students are unable to stabilize behavior and receive the core guidance needed to build lifelong social skills. Children who are raised in poor households often fail to learn healthy, appropriate emotional responses to everyday situations to the detriment of their school performance and behavior (Bali, Granger, Kivlighan, Mills-Koonce, Willongby & Greeberg, 2008). We see the reality of this at Covenant Keepers every day.

Our students who are raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to these difficult conditions in ways that undermine good school performance (Bali, Granger, Kivlighan, Mills-Koonce, Willongby & Greeberg, 2008). This reality does not mean that success in school or life is impossible. On the contrary, a better understanding

of these challenges points to actions that we as a school community can take to help our less-advantaged students succeed.

During the spring 2015 semester, we began to advertise for an individual with a strong background in building leadership skills and positive attitudes with all students. We were fortunate to hire Mr. Lenard Blocker who has established “LEADERS, Inc.”. This program worked successfully in several schools in the Pulaski County School District.

Mr. Blocker’s program began to change the thought processes of many of our students and the way they handled certain situations in supervised “unstructured” environments (lunch time or during transitions). His program worked so well, we decided to hire Mr. Blocker as our building principal. He is serving as a strong influence and powerful source of inspiration for our students, particularly our African-American males. We are already seeing the impact of his work in our school.

Explain why a significant majority of disciplinary infractions documented are labeled as other.

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

“Other” was not used by the school disciplinary team in the 2013-14 school year. We processed all of our incidents as insubordination, disorderly conduct, fighting, bullying, and assault.

In 2014-2015, 76% of all behavior incidents fell into the category of “other”, which is a reflection of our Automatic Point Accumulation (APA) system. These incidents within the APA system include infractions such as: gum chewing, cursing, excessive talking out, disrupting class, disorderly transition in hallways, chronic lack of supplies, chronic lack of homework, breaking class rules, etc. While none of these infractions on their own warrant in-school suspension or other disciplinary actions, they do garner demerits. Under our APA demerit system, accumulation of 15 demerit points results in an assignment to in-school suspension. Because this disciplinary action represents a composite of minor infractions, it is recorded in eSchool as “other”. For example, an assignment to ISS may be based on a student compiling 15 demerits in smaller increments over time as follows: walking out of class 5 demerits, eating in class 5 demerits, chewing gum 1 demerit, out of line in hallway 2 demerits, and horse playing 3 demerits. At this point the student would have received 16 total demerits and an assignment to ISS. Because the single disciplinary action was the result of five separate behavior incidents, it is recorded in eSchool as “other” (behavior incidents are not recorded in eSchool until an action is prescribed). Individual student records reflect each incident and action the student has received.

Automatic Point Accumulation	
Off Task Computer Use (Social Media, Music, Messenger, Games, Google Image, etc.)	5
Lack of Materials	5
Sleeping in class	5
Running in Hallway	5
Walking Out Of Class	5
Not Following Directions During Dismissal	5
Eating and Drinking W/O Permission	5
Talking Back/Argumentative Behavior	5
Vulgar Language	5
Using any school phone w/o permission	3
Inappropriate cafeteria behavior	3
Horse-Playing	3
Refusal to follow directions from faculty/staff	3
Throwing objects	2-5
Out of Line in Hallway	2
Gum Chewing	1

Covenant Keepers maintains a very structured environment. The majority of our student body has histories of serious behavior incidents. Our goal is to greatly diminish those incidents by tackling minor incidents and holding students to very high expectations. The result is that relatively minor misbehaviors, which are often overlooked in other schools and lead to more significant misbehaviors, are addressed at Covenant Keepers and are met with consequences. These “other” infractions and corresponding penalties serve to eliminate a great deal of more serious issues when students learn that we are serious about our expectations and imposing punishments.

Explain how the numbers of out-of-school and in-school suspensions impact student achievement.

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

Our Out-of-School Suspension rate for 2014-2015 was quite high. It is important to understand, however, that the number of suspensions does not represent the number of *students* suspended through the year, but rather the number of *suspensions assigned*. In other words, one student who had a bad year may account for several of the suspension actions within that total number.

As stated in previous sections, Covenant Keepers’ desire is to help students grow emotionally, behaviorally, and socially as well as academically. In an effort to solve the problem of suspensions and the resulting harms, we are examining solutions that fall within these four broad categories:

1. Phasing out suspensions & promoting creative alternatives
2. Improving data collection & analysis as to alert us to the need for interventions
3. Building the capacity of students, teachers, Dean, and Principal in an effort to diminish behavioral incidents
4. Pushing comprehensive approaches such as our Wrap Around services

There has been quite a bit of talk in recent years of the “School to Prison Pipeline” that essentially declares that many local, state, and federal policies have the effect of pushing students out of schools and into the criminal justice system. As anyone who has worked closely with Covenant Keepers knows, our goal is to disrupt this pipeline to keep children in school and out of the juvenile justice system. We have developed a quite effective system for transforming students over time and setting them on a new trajectory. This system involves investing ourselves in our students and seeing them through challenges and periods of instability. At times, however, temporary removal from school or class is necessary.

Our in-school suspensions (ISS) or out-of-school suspensions (OSS) are effective in that they: temporarily remove a student from the school or classroom which has the effect of disconnecting the student from a potentially more volatile situation; demonstrate to all students that serious misbehaviors will be addressed; support teachers in their desire to maintain an environment conducive to learning; and alert parents to the seriousness of their child’s actions.

Because we are more interested in transforming students than punishing students, we are very proactive in our measures to keep children from misbehaving and in our efforts to work with students to prevent recurring misbehavior. We understand that a student cannot learn if he or she is not in class and a negative correlation between suspension and achievement exists. We also understand that, as noted in previous pages, many of our students are “at risk” and whether they realize it or not, they depend on us to help them rise above their circumstances. All of this to say, our desire is not to exclude students from class or from school. Our deepest desire is to have them excel academically and socially. We work toward this goal everyday, and we are patient with our students as they progress, but we do impose consequences when necessary.

Discuss the strategies used by the charter to ensure that discipline is administered in a fair and equitable manner.

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

Our student handbook very clearly lays out the school’s discipline policy including infractions and correlating consequences. Every behavior incident that is submitted to the Dean of Students is carefully reviewed, investigated as

needed, and documented meticulously. Consequences are applied *precisely* as prescribed by the handbook to avoid bias.

Parents are supplied with a physical copy of the handbook (in English and in Spanish); the handbook also appears on the school's website.

Teachers receive a great deal of training in regard to the discipline system, so that every teacher is aware of protocol and there is no uncertainty as to its application.

For instances when a judgment call has to be made, all involved parties are questioned thoroughly by the Dean, and a decision is made based on the facts as they are determined. We avoid subjectivity by considering all perspectives and applying the school protocol as outlined in the handbook. Our handbook details a review and/or appeals process should parents wish to pursue that.

Review the following attendance data.

2014-2015 Attendance				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ADA	127.53	139.82	158.21	166.98
ADM	132.34	147.89	162.88	177.51
Rate	96%	95%	97%	94%

Describe the methods used by the charter to improve student behavior and attendance.

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

Covenant Keepers recognizes the importance of regular school attendance and strives for consistently high attendance rates for each student. Absentee situations are promptly identified and addressed to maintain maximum attendance of enrolled students. Attendance policies are in compliance with Arkansas' compulsory attendance laws, including without limitation, hour requirements and the distinction made between excused and unexcused absences. Covenant Keepers maintains excellent daily attendance rates with a three-year average of 95.6%. Absentee rates are relatively equal among races and genders. Communicating the importance of attendance to parents has created high expectations and, in turn, high response.

Current attendance rate: 97%

2014-2015 attendance rate: 96%

2013-2014 attendance rate: 94%

It is our goal to identify strategies to intervene with truancy and delinquency, address the root causes, and stop youth's progression from truancy into more serious and violent behaviors. Project REACH is an intervention program developed and managed by our Principal for our students who are at risk of academic failure, truancy and juvenile delinquency. This program is designed to encourage students to reach their full potential by providing tutoring, mentoring, workshops, recreation, cultural activities, and exposure to various career paths. This program also serves as a resource for parents by providing quarterly seminars to address their needs.

Covenant Keepers prides itself on embracing the "whole child" and supporting families and households where children are at risk. We have a cadre of community resources at the ready to help us with students or families when needed. Although providing these additional support services and resources is not always the "magic bullet" that turns a student around, we have seen remarkable transformations in students' academic and behavior profiles upon receiving these supports.

Part C: Best Practices

Identify and describe one (or more) best practice(s) that support the achievement of, or **progress toward achieving, the charter's current approved academic goals.** Provide the data that led to the determination that this practice is effective.

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

Given our small size and location within the city of Little Rock, we attract many families seeking an alternative to the less personal approach available in larger, more policy-controlled public schools. Indeed, many of the students that come to us have not engaged in education available at the public school and as a result enter our school as basic or below basic performers. In addition to being behind academically, many of our students have social and emotional issues that further interfere with their ability to achieve in school. The analysis of our progress over the past three years has lead us to the conclusion that we must make significant internal modifications in our approach for these high need students.

We understand that the intent of open enrollment charter schools is to provide parents and their children with choice and options. Within the concept of choice is the expectation by the State Legislature and the Arkansas Department of Education that with choice will also come improved performance. Additionally, within the concept of choice is the concept that a heterogeneous mix of families will elect to access a local charter simply for the innovations offered.

However, some communities are not comprised of heterogeneous populations. The socio-economic status of a community can result in a public charter attracting either high achieving students from families seeking an accelerated learning experience; or, large numbers of students that have struggled in the public school environment. Thus, it can be expected that a charter school located in a high poverty area will attract either large numbers of achieving students seeking to avoid an at-risk public school, or they will attract large numbers of low achieving students from families hoping the change will permit their child to experience more support and improved learning. In our case, our small size and nurturing environment has attracted students from families seeking a more personalized or supportive environment for their students that are significantly struggling in their public school.

In working closely with students and their families over the years, it has become clear that we have many students who suffer from the effects of childhood trauma and that a more intensive "wrap around" of services is needed to help these students stabilize and remain in one school long enough to access and benefit from the instruction being offered.

To this end, during the first semester of SY 15-16 we have been meeting with and developing partners with the intent to integrate an RTI model; not only for academics, but for social, emotional and behavioral needs. We have secured commitments from area service agencies and organizations to assist us as we strive to create a trauma-sensitive school. Background on Trauma-Sensitive Schools can be found in the article "Creating Trauma-Sensitive Schools: Supportive Policies and Practices for Learning" published by the National Association of School Psychologists in a research brief. http://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/Trauma_Sensitive_Schools_2015.pdf

Further, the Center for Disease Control has published several documents related to creating safe, stable, and nurturing environments for children experiencing trauma http://www.cdc.gov/violenceprevention/pdf/essentials_for_childhood_framework.pdf. The essential conclusion of researchers studying the effects of childhood trauma is that, "When exposure to traumatic events occurs frequently or when traumatic stress is left unaddressed, children are susceptible to: Relationship problems, drug and alcohol abuse, violent behavior, suicide and depression, lower grades, increased school suspensions, and dropout, bullying and victimization."

We have developed a comprehensive approach to significantly increase the services for students that demonstrate the characteristics of childhood trauma. We feel by doing this, in collaboration with other service agencies, we can address the lack of success many students have experienced prior to coming to Covenant Keepers, and at the same time move the school out of Academic Distress status.

Best Practices For Literacy

Adopted Curriculum: Expeditionary Learning

Because we wanted to be sure our students were getting the push to Common Core, we chose a curriculum that would help with this transition. Expeditionary Learning contains research-based teaching strategies that have transformed education for over 20 years. Its network comprises 152 EL educational schools across 39 states serving over 45,000 teachers and over 4 million curriculum downloads. Studies have shown that schools that have implemented Expeditionary Learning have shown tremendous growth in ELA over a 3-year period. Upon further research, it was found that these schools mirror our Hispanic and African American population of students.

It takes time to develop and deliver rigorous instructional experiences to students of all reading levels and needs.

Reading Plus

Reading Plus Literacy software has been used in small groups within the classroom, and/or computer lab. This gives students an opportunity to practice their literacy skills. This software helps reinforce students' reading skills, which can assess a child's reading level, or practice specific vocabulary words.

6-Week Program—Success Per Student

Success Categories	7th Grade	Special Education
Total Words Read	36,500	22,750
Total New Vocabulary Words Learned	350	189
Total Stories Read	90	55
Reading Rate (wpm) Increase	25%	40%
NWEA Winter to Spring Growth	5.5 points	12.5 points

Because of the implementation of Expeditionary Learning and our teaching strategies, we saw an increase in the number of students meeting their spring growth goals on their NWEA MAP assessment for Reading and Language, as compared to the 2013-2014 percentages.

NWEA Growth Results for Reading (Note: 50% of students making their growth goal is the average nationwide)

Grade	Percentage of Students Meeting their NWEA Growth Goal: 2013-2014	Percentage of Students Meeting their NWEA Growth Goal: 2014-2015
6th	40.0%	59.4%
7th	46.7%	70.5%
8th	38.2%	72.0%

NWEA Growth Results for Language (Note: 50% of students making their growth goal is the average nationwide)

Grade	Percentage of Students Meeting their NWEA Growth Goal: 2013-2014	Percentage of Students Meeting their NWEA Growth Goal: 2014-2015
6th	41.5%	67.7%
7th	60.6%	73.8%
8th	42.9%	82.6%

Best Practices For Math

Adopted Curriculum: EngageNY

The team of teachers and mathematicians who wrote EngageNY took great care to present mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, EngageNY will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

Plus Time

Plus Time is a 60-minute period in the middle of the day where students are grouped according to their NWEA MAP

scores. Teachers provide intense interventions based on student need, using the NWEA Learning Continuum to guide individualized instruction.

After analysis of Fall 2015 NWEA MAP data, we discovered that 77% of our students were below grade level in math. The leadership team collaborated with APSRC and studied the Learning Continuum to determine the gaps in student learning. APSRC helped Covenant Keepers develop a plan for teachers to teach remedial math skills during Plus Time, including multiplication facts, place value, and operations with fractions. All teachers received professional development on strategies for teaching these skills.

Because the implementation of EngageNY and our teaching strategies, we saw an increase in the number of students meeting their spring growth goals on their NWEA MAP assessment for Math, as compared to the 2013-2014 percentages.

NWEA Growth Results for Math (Note: 50% of students making their growth goal is the average nationwide)

Grade	Percentage of Students Meeting their NWEA Growth Goal: 2013-2014	Percentage of Students Meeting their NWEA Growth Goal: 2014-2015
6th	36.6%	61.3%
7th	39.3%	57.1%
8th	39.3%	58.3%

Best Practices For All Instruction

Establishing Professional Learning Communities: Our teachers have successfully engaged in PLCs to address key issues, such as meeting the needs of English language learners, and working with at-risk students. Covenant Keepers' school day is also structured to value teachers' collaborative work and professional dialogue. All content area teachers have common preparation time each day and teachers have an extra hour built in at the end of the day for collaboration after students are dismissed. This allows teachers to work closely with colleagues and encourages them to engage in ongoing discussions about their curriculum and how to meet the needs of each learner.

Data Driven Instruction: Teachers and administrators use test data, compiled through professional learning communities, to tailor instruction to different skill levels. Teachers at Covenant Keepers track student data of pre-tests, post-tests, and formative assessments to inform them of school-wide, class-wide, and/or individual progress in the areas of math and literacy. When ADE's Academic Distress Team visited our school in the fall of 2014, the question they continued to ask our leadership team was "how do you know your students are moving toward proficiency?" The academic distress team made the recommendation that our teachers conduct pre- and post-tests every 7 to 15 days.

Because of this recommendation and the support of our ADE school improvement specialists, our teachers are more aware of student learning and mastery at the standards level and use assessment data for action planning based on results.

Teacher Support: This year, Covenant Keepers' leadership team developed the Teacher Support Cycle, to improve and individualize professional development for teachers. Every two weeks, each leadership team member meets one on one with every teacher, guiding the teacher in their specific area of expertise. These meeting notes are compiled and reviewed during leadership team meetings to determine additional professional development or targeted support teachers may need. Teachers have been favorable toward the Teacher Support Cycle. When 100% of teachers were surveyed, 83% of teachers said the support cycle helped them improve their classroom management skills, their assessment methods, and their instructional techniques.

Parents/Community Involvement

Covenant Keepers' builds strong alliances with parents and welcome their active participation in the classroom. Teachers inform parents of the school's educational goals, and importance of high expectations for each child. Partnerships with a wide range of community organizations including business, higher education, and other agencies, provide critically needed materials, technology, and experiences for students and teachers.

60% of our parents participated in our most recent survey, conducted in Fall 2015. Of the parents surveyed, 91% said they were satisfied with the learning environment at Covenant Keepers. 97% of parents said they felt welcome at their child's school, and 93% of parents said they would recommend Covenant Keepers to other families with middle school children. 90% of parents believed that Covenant Keepers has had a positive impact on their child's behavior. When 6th and 7th grade parents were asked if they planned to re-enroll their child at Covenant Keepers for the 2016-2017 school year, 80% replied positively, while 14% remained unsure, and only 5% said no.

Student Empowerment

Because we deal with such a high-needs population, students need a sense of empowerment that will enable them to succeed beyond their educational career. Various programs such as GEMS, Express Yo' Self, S.O.A.R. as well as counselors and therapists have been put in place to help students overcome many obstacles they encounter in their daily lives.

For example, Principal Blocker holds intervention meetings with individual students and their teachers to help repair the teacher/student relationship. His collected data has shown that these meetings are 100% effective at alleviating classroom behavioral issues, with zero incidents reported for these students by the individual teacher two months after the meeting.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

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

Goals as stated in 2013 renewal application:

Describe the charter's progress to achieving each goal and provide supporting documentation that demonstrates the progress.

Goals in Literacy

Achieve measurable growth, based on tracking the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. Meet the growth targets of AMO in literacy annually the school level
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

We did not meet our growth target for literacy for the 2013-2014 school year. Because of this, we realized we needed to take a different approach with our students to meet their academic needs, based on the fact that 72% of our students enter at 5th grade level or below in literacy.

During the 2014-2015 school year, we:

- began a more aggressive approach using NWEA to allow students to understand their areas of deficiency
- changed our curriculum
- spent time and resources developing stronger teachers and leaders
- partnered with APSRC due to their expertise in building capacity in small schools and charters.
- ADE's academic distress team visited our school and gave us specific recommendations based on their findings. The leading question was "how do you know your students are moving toward proficiency?"
- Later in the year, ADE evaluated our implementation of their recommendations.
- Roxie Browning met weekly with our leadership team and a leadership coach representative from APSRC.

We are proving every day that change is possible. Our students are proving that they can close the achievement gap over time. We now understand that we have to clearly define success for each *individual* student and develop multiple interventions and individualized goals, focus intently on those goals, measure and monitor every child frequently, and quickly respond to changing needs.

2. Covenant Keepers will track literacy growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mabelvale, Pulaski Heights, based on AMO in literacy. Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

We have compared growth in literacy at a school level with area schools.

2013-2014 School Performance: Growth for Literacy

School	All Students
Covenant Keepers Charter School	49.09
Mabelvale Middle School	53.87
Pulaski Heights Middle School	75.44
Henderson Middle School	44.81
Cloverdale Middle School	45.28

3. NWEA growth data will be tracked in literacy with a goal of increasing the number of students meeting their growth target annually
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

During the 2013-2014 school year, we were guided by our external provider ECS to use TLI as well as continuing our use of NWEA MAP. Typically, 50% of students nationwide make typical growth from fall to spring on NWEA MAP assessments, but only 41% of our students met their growth goals for reading. However, during the 2014-2015 school year, our fall to spring NWEA MAP scores showed unprecedented growth. **68% of our students met or exceeded their growth goal for reading from fall 2014 to spring 2015.** Our 6th grade students were in the 96th percentile nationwide for growth in reading, while our 7th and 8th grade students were in the 99th percentile for growth.

We attribute this growth to our support from APSRC, having individual data talks with students, the adoption of Expeditionary Learning as our ELA curriculum, and training teachers in the use of the Learning Continuum so they can individualize their lessons to address student learning gaps.

4. Establish and monitor “Student Learning Profile Logs” for students demonstrating proficiency and borderline students
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.
 - We developed Student Learning Profile Logs and used them to help teachers and students determine progress toward proficiency in literacy.

- It also allowed teachers to share assessment data with instructional team members to develop a plan for interventions (Plus Time).
- As we received training from APSRC specialists, they introduced us to the concept of interactive notebooking, and all teachers are now required to implement it in their classes.
- These notebooks not only track assessment data, but also contain information given directly from the teacher and classwork, reflections, and peer feedback to support student understanding as recorded by the student. These currently serve as our student profile learning logs.

Documentation of examples of assessments, rubrics, and interactive notebooks:

7/80

Date: 11/10/14

Theme → Growing up

What characters say or do

3. What is important to learn (a possible THEME STATEMENT)

As You Grow up You will be learning to stick together

Summary: This old man had three sons and they were hard working but they do not agree on duty then, and they quarreled. The man decided to teach them a practical lesson. He want he sons to break a bundle of sticks one by one and the first son broke a stick they did but began to quarrel then he gave them a bundle of sticks and told them to break it and they could not break it. The man said, "As you grow up you will be learning to stick together."

Directions: Use the context to help you find the definition of the underlined term. L.7.4 You will get oriented.

1. I lay inert, motionless, after the accident.
Inert: he accident

2. In the southern United States, "you all" is a typical vernacular (characteristic of a particular region).
Vernacular: characteristic of a particular region

3. That spider isn't harmful. It's innocuous.
Innocuous: is not harmful

4. We have to correct this situation. Can you rectify it before tomorrow?
Rectify: correct

5. We must discourage anyone from coming in while we are testing. How can we dissuade people?
Dissuade: discourage

6. That information is completely inessential. I wish you would quit interjecting extraneous comments.
Inessential: intersect
Extraneous: intersect comments

4/6

Date: 11/10/14

Common Core Student Performance Rubric
Grade 7
English Language Arts
Reading Standards for Literature

Category: Craft and Structure

Standard L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is not able to determine the meaning of words in a text based on context clues.	The student is able to determine the meanings of a few words in a text based on context clues.	The student is able to determine the meanings of most of the words in a text based on context clues.	The student is able to determine the meanings of words in a text based on context clues.

Directions: Select the score from the category that best reflects student performance.

Student Score 3

Teacher Comments: work on using Context clues at all times

Name _____ Date _____ Term _____

Common Core Student Performance Rubric
Grade 7
English Language Arts
Reading Standards for Literature

Category: Key Ideas and Details

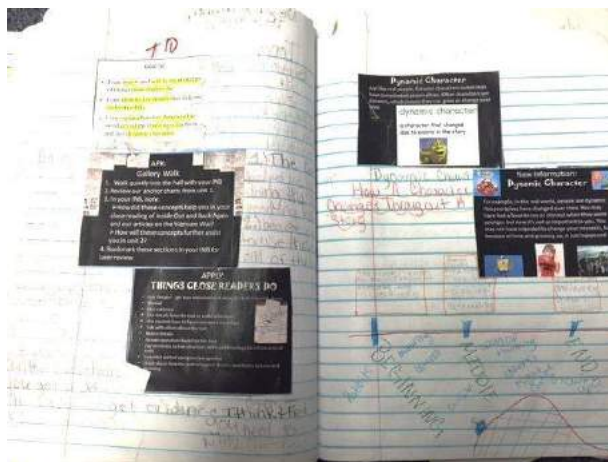
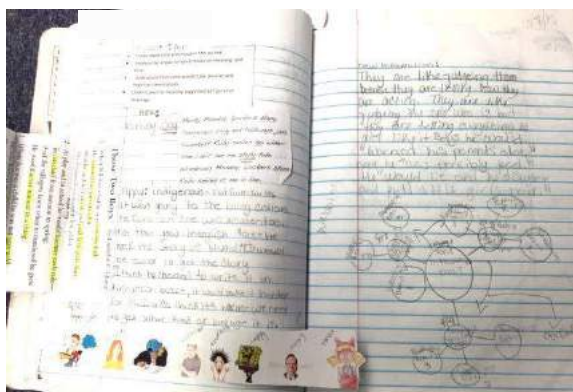
Standard RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
A theme is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.	A theme is not included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes a few important details from the text.	The theme is stated but is partially supported with details from the text. If the student has provided a summary, some of the important details are mentioned.	The theme of the text is stated and fully supported with text details. If the student has provided a summary, all of the most important details from the text are mentioned.

Directions: Select the score from the category that best reflects student performance.

Student Score 3

Great Job!



Goals in Mathematics

Achieve measurable growth, based on tracing the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

5. Develop an initiative “C.O.O.L” to meet AMO targets annually at the school level

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

We did not meet our growth target for math for the 2013-2014 school year. Math has been our challenge each year, as 76% of our students are entering at 5th grade level or below, and many of these students are just arriving or have not been with CK over two years.

- C.O.O.L. (Challenging Our Outstanding Learners) Math is our initiative to provide support for students who are below grade level in math.
- To keep math aggressively at the forefront, we revamped Plus Time to provide students with reinforcement in basic math skills.
- All teachers were provided with training in strategies as well as provided an online resource base to support teaching and learning.
- A computerized RTI program, Skills Navigator, assesses students and provides them with lessons to address grade level deficiencies. This program is directly aligned to MAP assessment scores and will reset with each new assessment.
- We continue to provide after school tutoring services for students who continually struggle with grade level standards.

6. Track the math growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mabelvale, Pulaski Heights, etc.

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

We have compared growth in math at a school level with area schools.

2013-2014 School Performance: Growth for Math

School	All Students
Covenant Keepers Charter School	45.67
Mabelvale Middle School	47.48
Pulaski Heights Middle School	65.92
Henderson Middle School	39.06
Cloverdale Middle School	33.76

7. Track improvements in mathematics so that in 3 years Covenant Keepers students will be performing at 60% (advanced and proficient) in grades 6-8 on ACTAAP.

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

According to our benchmark scores from the 2013-2014 school year, we did not meet our AMOs for math. During the 2014-2015 school year, we participated in the PARCC assessment, and our scores did not show 60% proficiency. Because we did not show proficiency, we continued to track our students' growth through NWEA MAP assessments from fall to spring. Our students made unprecedented growth in NWEA during from fall 2014 to spring 2015, with 59% of our students meeting their growth goals, with only 39% meeting their growth goal from fall 2013 to spring 2014. Our 6th grade students were in the 81st percentile nationally for growth, and our 8th grade students were in the 88th percentile. Our 7th grade students were in the 43rd percentile nationally, as the majority of students did not meet their growth goal. Because we continue to see learning gaps in math, we have established Tier 2 interventions during Plus Time for students who are struggling with basic math facts. APSRC assisted us in looking at our NWEA MAP data to determine what specific math skills were causing students difficulty. Curriculum coaches from APSRC then trained teachers in strategies for reinforcing skills in multiplication, place value, and fractions, and also provided us with resources through Above and Beyond the Core (ABC), Khan Academy, and Skills Navigator. Pre- and post-tests are given in math every two weeks, and data from these assessments are disaggregated, analyzed, and brought to our bi-monthly PLC data team meetings for discussion and action planning. All teachers are required to bring this prepared data to each PLC data team meeting. During the 2014-2015 school year, we adopted EngageNY as our Common Core-aligned math curriculum school-wide. The detailed lessons and accompanying pacing guide allow teachers to have a structured plan for the year.

8. Establish and monitor "Student Learning Profile Logs" for students demonstrating proficiency and borderline students

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

We developed Student Learning Profile Logs and used them to help teachers and students determine progress toward proficiency in math. It also allowed teachers to share assessment data with instructional team members to develop a plan for interventions (Plus Time). We also provided after school tutoring through a 21st Century Grant to address deficiencies present in the learning logs. When we noticed that students were lacking in basic mathematical skills, we revamped Plus Time school-wide, providing training to all teachers to address these learning gaps. As we received training from APSRC specialists, they introduce us to the concept of interactive notebooking, and all teachers are now required to implement it in their classes. These notebooks not only track assessment data, but also contain information given directly from the teacher and classwork, reflections, and peer feedback to support student understanding as recorded by the student. These currently serve as our student profile learning logs.

Part B: New Performance Goals

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

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

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

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

Covenant Keepers affirms that we understand that, during the term of this renewal, we are expected to meet all goals and/or objectives set by the state.

Goals set by the charter include:

Performance Goal	Tracking Tool	Timeframe
Covenant Keepers' proficiency level will be 3% higher than Cloverdale Middle School and Mabelvale Middle School in ELA	ACT Aspire or applicable state assessment	Examined as an average during a 3 year period
Covenant Keepers' proficiency level will be 3% higher than Cloverdale Middle School and Mabelvale Middle School in Math.	ACT Aspire or applicable state assessment	Examined as an average during a 3 year period
Increase provider partnerships of wraparound services by 5% for our population over a three-year time period.	MOUs and letters of support	Examined as an average during a 3 year period
Increase the number of students served by an outside service provider by 5%.	Documentation submitted by providers	Examined as an average during a 3 year period
40% of ELL students will increase their composite score by one level on the state language proficiency test over a 2-year period.	ELPA21 or applicable ELL state assessment	Every 2 years
70% of students will meet their goal as determined by their designation on Covenant Keepers' Wraparound Growth Goal Model. (see illustration below)	NWEA MAP assessment data	Annually

CK Model of Wraparound Levels and Individualized Goals

Developed based on the trends we see in our population of students

Level 1: Achieving/low motivation -social/emotional wrap-around -physical/health wrap-around as needed -Goal: 70% of students will make 1.5 years of growth annually as determined by NWEA MAP assessments in Reading and Math.	Level 0 Achieving/high motivation -minimal to no wrap-around -Goal: 70% of students will meet or exceed their individual annual growth goal as determined by NWEA MAP assessments in Reading and Math.
Levels 2/3 (moderate/severe) Under-achieving/low motivation -meet social/behavioral/physical/health needs first, then work on academic concerns. -Goal: 90% of students will continue receiving necessary wraparound services at Covenant Keepers.	Level 1: Under-achieving/high motivation -academic wrap-around only -Goal: 70% of students will make 1.5 years of growth annually as determined by NWEA MAP assessments in Reading and Math.

Level 0- Achieving/High Motivation (Minimal to No Wraparound):

70% of students will make 1 year of growth annually as determined by NWEA MAP assessments in Reading and Math.

Level 1- Under-Achieving/High Motivation (Academic Needs Only):

70% of students will make 1.5 years of growth annually as determined by NWEA MAP assessments in Reading and Math.

Level 1-Achieving/Low Motivation (Social/Behavioral Needs Only):

70% of students will make 1.5 years of growth annually as determined by NWEA MAP assessments in Reading and Math.

Level 2- Under-Achieving/Low Motivation (Academic and Social/Behavioral Needs-Moderate):

70% of students will make 1 year of growth annually as determined by NWEA MAP assessments in Reading and Math.

Level 3- Under-Achieving/Low Motivation (Academic and Social/Behavioral Needs- Severe):

90% of students will continue receiving necessary wraparound services at Covenant Keepers.

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

2013-2014 Finding (not a finding in prior year)

Noncompliance with Ark. Code Ann. 6-13-635, Salary Increase of 5% or more

The Charter School failed to review and approve employees with an increase in pay of 5% or more as promulgate in Commissioner’s Meme FIN-14-048, dated February 5, 2014. The memo specified the proper report, which identified pay increases in excess of 5%, and required presentation to the Board of Directors along with a resolution no later than the October board meeting.

Respond below in 11 point Times New Roman font. This response can be no longer than 4 pages.

Covenant Keepers acknowledges that we did not comply with A.C.A. 6-13-635 in that the Charter Board did not review and approve pay increases of 5% for the previous year and file a report with ADE by the stated deadline. In the future, Covenant Keepers will fully comply with this financial management and reporting requirement.

Section 7 – Waivers

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

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

6-10-106	School year dates
6-13-108	Length of directors’ terms
6-15-1004	Qualified teachers in every public school classroom
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher)
6-17-980	Teacher’s salary fund
6-17-1001	Teacher Minimum Base Salary (repealed)
6-17-1501-1510 et seq.	Teacher Fair Dismissal Act
6-17-1701-1702 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2302	Business managers
6-17-2303	Committee on personnel policies for each school district

6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-20-1401	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1406	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1407	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
	General Provisions (gifted and talented)
	Examination of teachers' contracts
6-42-101 et seq.	(a) It shall be the duty of the county clerk when the teachers' contracts are filed, as required by Sections 6-13-620 and 7-17-919, to examine such contracts.
6-17-920	(b) If the county clerk finds that any board of directors has entered into contracts with teachers who have not recorded a valid teacher's certificate with the clerk, he or she shall immediately notify the board of directors in writing to correct the contract(s) to conform to the legal requirements.

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

15	Personnel
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
16.03.1	School nurse
18	Gifted and Talented Education

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Uniform Dates for Beginning and End of School Year

ADE Rules Governing Minimum School House Construction Standards

ADE Rules Governing Length of Directors' Terms of Three Years Appointed

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

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

Part A: New Waiver Requests

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

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

Planning Period

- Ark. Code Ann. §6-17-114 (teacher planning time): Covenant Keepers requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work, but not during the student instructional day (i.e. during a time range of 4:00-5:00). Our teachers do an exceptional amount of collaborative data analysis and planning; having planning time together after dismissal would align well with this practice and allow for much more comprehensive collaboration.

Duty-Free Lunch

- Ark. Code Ann. §6-17-111 (duty-free lunch): Covenant Keepers requests a waiver from this statute to provide flexibility in making assignments for duty-free lunches. Although we will continue to provide at least 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunchtime on a daily basis.

School Board

- Ark. Code Ann. §6-13-619(c) and (d) (to be waived of restrictions concerning board members who need to attend meetings electronically instead of in person): Covenant Keepers requests flexibility from this statutory provision to allow for those occasions when board members are only available to participate by telephone or electronic communication.
- Ark. Code Ann. §6-13-615, 616, 621, 628, and 630-634 (sections of the school board portion of the Code that are not applicable to open-enrollment public charter schools): Covenant Keepers seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.
- Ark. Code Ann. §6-14-101 et seq. (provisions concerning school district board elections which are not applicable to open-enrollment public charter schools): CK seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.

Seat Time

- Section 14.03 of the ADE Standards for Accreditation Rules (seat time waiver): Due to its implementation of digital coursework, project-based learning, and extensive RTI, Covenant Keepers requests a waiver of seat time requirements. Covenant Keepers hereby affirms that it will adhere to full curriculum alignment with the Arkansas Frameworks or Common Core State Standards, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

Part B: Waivers to Be Rescinded

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

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

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

We wish to maintain all currently approved waivers.

Section 8 – Requested Amendments

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

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

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

If no charter amendments are requested, state this.

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

Covenant Keepers is not requesting charter amendments as we renew our Charter Application.

References

About Geyer Springs / Meadowcliff. (n.d.). Retrieved January 30, 2015, from <http://www.neighborhoodscout.com/ar/little-rock/geyer-springs/>

Adams, Curt. "The Community School Effect: Evidence from an Evaluation of the Tulsa Area Community School Initiative." Oklahoma Center for Educational Policy (2010).

Bleir, C., Granger, D. A., Kivlighan, K. T., Mills-Koonce, R., Willoughby, M. & Greenberg, M. T. (2008). Maternal and child contributions to cortisol response to emotional arousal in young children from low-income, rural communities. *Developmental Psychology*, 44(4), 1095-1109.

Harris, J. R. (2006). *No Two Alike: Human Nature and Human Individuality*. New York: W.W. Norton.



Topic: **Planning Period**

Delete
This Topic

Statute/Standard/Rule to be Waived

Click this button to remove all Ark. Code
Ann. waivers for this Topic.

Arkansas Code Annotated

Use the +/- buttons to add/remove rows for each waiver.



• §8-17-114

Click to add Standards for Accreditation
waivers

Click to add ADE Rules waivers

Rationale

Covenant Keepers requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work, but not during the student instructional day (i.e. during a time range of 4:00-5:00). Our teachers do an exceptional amount of collaborative data analysis and planning; having planning time together after dismissal would align well with this practice and allow for much more comprehensive collaboration.

Topic: **Duty-Free Lunch**

Delete
This Topic

Statute/Standard/Rule to be Waived

Click this button to remove all Ark. Code
Ann. waivers for this Topic.

Arkansas Code Annotated

Use the +/- buttons to add/remove rows for each waiver.



• §8-17-111

Click to add Standards for Accreditation
waivers

Click to add ADE Rules waivers

Rationale

Covenant Keepers requests a waiver from this statute to provide flexibility in making assignments for duty-free lunches. Although we will continue to provide at least 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunchtime on a daily basis.

Topic: **School Board**Delete
This Topic**Statute/Standard/Rule to be Waived**Click this button to remove all Ark. Code
Ann. waivers for this Topic.Arkansas Code Annotated

Use the +/- buttons to add/remove rows for each waiver.



- §8-13-819(c) and (d)
- §8-13-815, 816, 821, 828, and 830-834
- §8-14-101 et seq.

Click to add Standards for Accreditation
waivers

Click to add ADE Rules waivers

Rationale

§8-13-819(c) and (d) Covenant Keepers requests flexibility from this statutory provision to allow for those occasions when board members are only available to participate by telephone or electronic communication.

§8-13-815, 816, 821, 828, and 830-834 Covenant Keepers seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.

§8-14-101 et seq. CK seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. CK is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance of CK's charter.

Topic: **Seat Time**Delete
This Topic**Statute/Standard/Rule to be Waived**Click to add Arkansas Code Annotated
waiversClick to remove all Standards waivers for
this Topic.Standards for Accreditation

Use the +/- buttons to add/remove rows for each waiver.



- Section 14.03 of the ADE Standards for Accreditation Rules

Click to add ADE Rules waivers

Rationale

Section 14.03 of the ADE Standards for Accreditation Rules Due to its implementation of digital coursework, project-based learning, and extensive RTI, Covenant Keepers requests a waiver of seat time requirements. Covenant Keepers hereby affirms that it will adhere to full curriculum alignment with the Arkansas Frameworks or Common Core State Standards, and will be glad to submit to the ADE

and/or the Charter Authorizing Panel any additional information that may be desired.

Add Another Topic

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

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

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

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

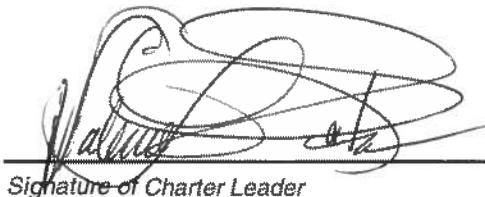
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry,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

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

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

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

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



Signature of Charter Leader

12.17.2015

Date

Valerie L. Tatum, Executive Director

Printed Name/Position



Arkansas Rice Depot
hunger no more

December 17, 2015

Dr. Valerie L. Tatum,

The Arkansas Rice Depot is pleased to support Covenant Keepers Charter School's efforts to provide wrap-around services for families in and around the Southwest Little Rock community.

As food insecurity rates continue to increase we have more children in our state than ever who are in need. As an organization that understands the urgency of this need, we truly believe that it is important for Arkansans to work together to ensure that our children have access to nutritious food.

We appreciate Covenant Keepers for joining our cause of addressing food insecurity. All that you do to support the children in your school and community is deeply appreciated by everyone at Arkansas Rice Depot.

Congratulations on your exciting proposal and I wish you the best of success with your application. I look forward to working with you in the coming years as we take concrete steps to translate the wraparound philosophy into concrete policies and practices needed to bridge and reduce hunger across the state.

Sincerely,

LaKaija Johnson, MPH
Food For Kids Specialist
Arkansas Rice Depot
(501) 565-8855, Ext. 104



PULASKI
Technical College

Dedicated to your success
www.pulaskitech.edu

Dr. Valerie Tatum
Superintendent
Covenant Keepers Charter School
5615 Geyer Springs Road
Little Rock, AR 72203

December 17, 2015

Dear Dr. Tatum,

Pulaski Technical College is Arkansas largest two-year college. Pulaski Tech's faculty and staff are committed to making Pulaski Tech an exciting and innovative place to learn.

Please accept this letter of support and commitment from Pulaski Technical College to provide academic encouragement in the form of: access to campus tours, invitations to participate in our S.T.E.M day activities, and opportunity to register students for our teen college summer course.

With the goal of Covenant Keepers to provide wrap-around services to disadvantaged students and their families in this community, we are excited to offer support in helping you to reach your goals.

Respectfully,



Kareem Moody, Director
Network for Student Success

Student Services

3000 West Scenic Drive

North Little Rock, AR 72118

Phone 501-812-2200



Overview

New Beginnings Behavioral Health Services, LLC (NBBHS) is pleased to submit this proposal for services to support Covenant Keepers Charter School students in achieving better mental and behavioral health by receiving mental health school-based services. NBBHS has been providing individual therapy, group therapy, family therapy, medication management and paraprofessional services to clients who reside in Pulaski County since 2010. Services are provided during school time setting as well as in evening clinic hours; Saturday Clinic hours; and in the home. We are staffed with a board certified Child Psychiatrist; a State licensed APN; several State licensed therapists; and certified paraprofessionals.

Objective

- Several students have behavior problems at school and at home. They will be taught how to use better coping skills in an effort to reduce less disruptive behaviors.
- The absence of regular classroom instruction causes a decrease in learning; low to failing grades and poor test scores. By having a Mental Health Professional and Mental Health Paraprofessional regularly available to assist students will help alleviate students disciplinary actions such as suspension or expulsion.

Opportunity

- Our goal is to reduce the number of disruptive behaviors at home and at school.
- Improve the client's mental and behavioral health to allow the client to develop and use appropriate behavior in the school as well as home setting.
- Allows the student to have a greater chance of academic success.

Solution

- Work together with parents, teachers, staff and administrators at Covenant Keepers Charter School.
- Provide individual therapy; group therapy, and family therapy to the clients and their families as well as provide paraprofessional services in the school setting.
- Provide free mental health presentations to staff and administration.

Our Proposal

"Serving Arkansas's Families"

7107 W. 12th St, Ste 201 LITTLE ROCK, AR 72204 Phone: 501-812-3647 OR 501-663-1837 Fax: 501-812-3667



NBBHS will be able to provide a Mental Health Professional and Mental Health Paraprofessional to Covenant Keepers Charter School in an effort to help alleviate disruptive behavior by it's students. This will allow clients to receive much needed services and allow them to receive a continuation of care.

Rationale

- To reduce the number of disruptive behavior and suspensions that the student is having in the school setting.
- Share current information and interventions that may help our clients be successful in school.
- Reduce clients' level of distress while at school by providing additional support.

Execution Strategy

By providing clients' individual therapy and paraprofessional services in the school setting, this will allow teachers and administrators of Covenant Keepers Charter School to reduce the number of disruptions that a student is having in the school setting and furthering a continuation of care for the client.

Clients whom we have access to in the surrounding school districts have benefited greatly from their services from New Beginnings Behavioral Health Services. We have been able to work with the district school administrators, school staff and teachers to help our clients reduce their problematic behaviors and levels of distress. Working with the school district has kept many of our clients in their current educational setting. If our clients have to be removed from their current educational setting, with the proper intervention, support and guidance they were able to return to their previous educational setting with success.

Our Approach

Our clients will receive individual therapy and paraprofessional services at least 3-4 times per month. The therapist and the paraprofessional will communicate with each other and "staff" the client in regularly scheduled meetings with the clinical director and lead therapists to determine the best possible care for the client. We understand that the client's education is the most important factor of the student's success and that we will work with the school staff to determine the appropriate time to provide the client with therapy and paraprofessional. The client's treatment team will also be available for any crisis that the client may have at school. In addition to meetings with the school staff and administrators to aid in the creation of behavioral plans, the student's therapist will attend 504 plan meetings and IEP meetings to benefit the student. Some students may have issues related to trauma due to a parent being in prison; death of a guardian; and DHS custodial cases in which intensive treatment services may be needed. Our therapeutic team is aware of how trauma can impact a clients' life and are able to address those issues using a trauma focused program. The client's treatment team



will be able to provide information on how to work with our clients who are experiencing anxiety and distress due to surviving traumatic situations.

Our treatment team has developed solutions to help the student in their day to day social and educational interaction and we feel that it would be advantageous for our clients, the school and the district to allow us to share our solutions and interventions with the school staff of Covenant Keepers Charter School.

Expected Results

By being able to provide school-based services to clients at Covenant Keepers Charter School, the students will receive the following benefits:

- A reduction in distress and disruptive behavior for our clients in the school setting.
- Clients remain in school and have a reduction in suspensions.
- Increase the understanding of our clients' unique problems by the school staff.
- Provide additional support for the students, parents and teachers to help deal more effectively with disruptive students.

Conclusion

We look forward to working with Covenant Keepers Charter School and supporting your efforts to improve the educational success of your students. Our office is located at 7107 W. 12th Ste. 201, Little Rock, AR 72204. We can be reached by phone at 501-663-1837.

Thank you for your consideration,

Chirie Bazzelle, M.S.

CEO

"Serving Arkansas's Families"

7107 W. 12th St, Ste 201 LITTLE ROCK, AR 72204 Phone: 501-812-3647 OR 501-663-1837 Fax: 501-812-3667



Memorandum of Understanding

Between:

Our House, Inc.

302 East Roosevelt Road
Little Rock, AR 72206

Covenant Keepers Charter School

5615 Geyer Springs Road
Little Rock, AR 72209

This memorandum of understanding is hereby entered into between Our House, Inc., hereinafter referred to as Our House and Covenant Keepers Charter School.

Purpose:

The purpose of this Memorandum of Understanding (MOU) is to develop and expand a framework of cooperation between Our House and Covenant Keepers Charter School. It is our goal to develop and continue mutually beneficial programs and projects that serve the homeless residents of Our House and the families of the Central Arkansas Family Stability Institute (CAFSI).

CAFSI serves as a long term solution to prevent families from experiencing homelessness and support them on their journey to stability. CAFSI families work collaboratively with a Case Manager for one year and address four key areas: housing, educational, financial and employment stability. Families are connected to resources and programs that can benefit their specific family. Case plans are designed and tailored to meet the needs of each family as every CAFSI family is unique.

Covenant Keepers Charter School will identify families in need of services provided by the CAFSI Program who meet the criteria of having school aged children and are living beneath the poverty threshold.

Covenant Keeper Charter School shall:

1. Refer families in need of services who are living beneath the poverty threshold or have experienced homelessness in the past.

Our House Agrees to:

1. Provide clients with case management to help support their housing and employment stability.
2. Provide clients with case management to help keep all children in their school of origin.
3. Provide clients with an array of resources and services to further provide support for stability.

It is mutually understood and agreed by and between the parties that:

OUR HOUSE

Hope for the Working Homeless

1. Modifications within the scope of this agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by all parties and prior to any changes being performed.
2. This agreement in no way restricts Our House or Covenant Keepers Charter School from participating in similar activities with other agencies, organizations or individuals.
3. Any of the parties, in writing, may terminate this agreement in whole or in part at any time before the date of expiration.
4. While on the grounds of Our House, Covenant Keepers staff members, contractors and program participants will be subject to the policies and norms set forth by Our House. Our House is an alcohol, drug and weapon-free campus.
5. The principal contacts for this partnership are:

Our House Contacts

Christopher Ramsey
Our House, Inc.
302 East Roosevelt Road
Little Rock, AR 72206

Phone: 501-374-7383 ext. 241

Fax: 501-374-9611

Email:

chris@ourhouseshelter.org

Organization Contacts

Dr. Valerie Tatum
Covenant Keepers Charter School
5615 Geyer Spring Road
Little Rock, AR 72209

Phone: 501-682-7550

Fax: 501-682-7577

Email:

Valerie.Tatum@arkansas.gov

Non-fund obligating document

This agreement is neither a fiscal nor a funds obligation document. Any endeavor or transfer of items of value involving reimbursement or contribution of funds between the parties to this agreement will be handled in accordance with applicable laws, regulations and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the parties and shall be independently authorized by appropriate statutory authority. This agreement does not provide such authority.

Date of Agreement

This agreement is in effect as of December 16th 2015 and will last until either party chooses to exit the agreement. The following parties agree to abide by the details of this Memorandum of Understanding.


Valerie Tatum-Covenant Keepers

12. 17. 2015
Date


Georgia Mjartan-Our House, Inc.

Dec. 17, 2015
Date



Arkansas Department of Health

4815 West Markham Street • Little Rock, Arkansas 72205-3867 • Telephone (501) 661-2000

Governor Asa Hutchinson

Nathaniel Smith, MD, MPH, Director and State Health Officer

December 15, 2015

Dr. Valerie Tatum
Covenant Keepers Charter School
5615 Geyer Springs Rd.
Little Rock, AR 72209

Dr. Tatum:

The Central Region HHI Staff of the Arkansas Department of Health are committed to assisting Covenant Keepers Charter School with providing health related education to students and families as appropriate and as available. We will work with you to coordinate dates for educational opportunities for the aforementioned groups.

In addition, our Community Health Promotion Specialist and Community Health Nurse Specialist will assist in providing technical assistance and training to school health personnel and the school wellness committee.

Information on accessing local health unit services such as WIC, immunizations, and reproductive health services will be provided and services will be promoted at school events and educational programs.

We look forward to working more closely with you to serve your school community in an effort to improve overall health.

Sincerely,

Anna Haver, MCHES
Community Health Promotion Specialist
(501) 791-8551

Brandon House

Cultural & Performing Arts Center

P.O. BOX 466
LITTLE ROCK, ARKANSAS 72203

(Ph) : (501) 701-0134
THEBRANDONHOUSE@GMAIL.COM
www.brandonhouseperformingarts.org

December 16, 2015

Dr. Valerie Tatum
Superintendent
Covenant Keepers Charter School
5615 Geyer Springs Road
Little Rock, AR 72203

Dear Dr. Tatum:

Please accept this letter of support and commitment from the Brandon House Cultural & Performing Arts Center herein referred to as Brandon House. The mission of Brandon House is to transform lives through creative and performing arts.

Brandon House provides youth with real world hands-on work experiences, on-the-job training, and arts-based career development opportunities in varied professions in the arts including **fine arts** (i.e. engraving, calligraphy); **digital** (i.e., digital technology, web design, news/media, filming, video game design, and graphic design); literary (i.e. poetry, filming, writing); **visual** (i.e., painting, printmaking, crafting, sculpturing); and **performing** (i.e., dance, theater, music). Brandon House PAC provides related education and arts programming opportunities through collaborative efforts for students through partnerships with school districts, community based organizations, and faith-based groups targeting at risk and disadvantaged families.

With the goal for Covenant Keepers to provide wrap-around services to disadvantaged students and their families in this community, we are excited to continue our partnership with Covenant Keepers Charter School. Having worked with you in 2015 to develop and write for a 21st Century Learning Center grant, we collaborated on developing a program that would offer academic support through math and science clubs, enrichment activities that include music, arts, drama and family involvement activities that include family literacy education and family involvement initiatives.

Again, we look forward to implementing the 21st Century Program activities targeting students from Covenant Keepers.

Most Sincerely,

Dr. Pamela Bax

Pamela F. Bax
Vice President
Brandon House Cultural & Performing Arts Center



Pulaski County

Youth Services
Juvenile Detention Center

3001 West Roosevelt
Little Rock, AR 72204
501-340-6897 Phone
501-340-6888 Fax

December 16, 2015

Dr. Valerie L. Tatum, Superintendent
Covenant Keepers Charter School
5615 Geyer Springs Road
Little Rock, AR 72209

CITIES

ALEXANDER

CAMMACK VILLAGE

JACKSONVILLE

LITTLE ROCK

MAUMELLE

NORTH LITTLE ROCK

SHERWOOD

WRIGHTSVILLE

Dear Dr. Tatum:

It is a pleasure to write this letter in support of Covenant Keepers College Preparatory Charter School and you in your endeavor to provide quality education that allows all students the opportunity to enroll in a high school that can prepare them for career readiness programs. After meeting you a few years ago, I was greatly impressed with your professionalism and remarkable commitment to students and their families, the community in which they live, and affecting positive social change through education. Therefore, it is without reservation I write this letter of support for students who have come to our facility on a first offense.

Our goal is to recommend parents to enroll in a smaller school environment to ensure academic and mental health needs are available onsite. In the past, we've recommended parents to enroll their high school student into the charter school to develop skills that their student may lack. We will work closely with Covenant Keepers to help teachers understand the different dynamics that come along with students who come from impoverished demographics. I believe the school's mission is one that addresses the needs of the students and community as a whole as it prepares the youth for a better future. The location of Covenant Keepers Charter School and its mission are indivisible and perfectly suited to meet the many needs in the 72209 zip code area. Covenant Keepers is a viable option for our students to receive a quality education and develop skills to make the right choices.

The Pulaski County Juvenile Detention Center appreciates the opportunity to partner and share resources that will impact student lives throughout high school.

Respectfully submitted,


Carma Gardner, Director

Pulaski County Juvenile Detention Center

UNINCORPORATED AREA

600 SQUARE MILES

MILITARY BASES

LRAFB

CAMP ROBINSON

December 14, 2015

To Whom it May Concern,

I am writing to state my genuine interest in motivating and inspiring the students and workers of Covenant Keepers Charter School for the upcoming 2016-2017 summer and school year. I have nine years of public speaking ranging from elementary kids up through college and adulthood. I have various experiences in entrepreneurship, athletics, and academics. Thus, through this letter, I will show you my qualifications as well as my desire to play a positive role in the environment for your school, programs, and events.

At age 16 I attended Paul Quinn College as a young teen seeking to gain more knowledge on my educational goals. In 2004 the Entrepreneur college class I attended provoked my first company that same summer (Snow Cone Island). I am a former track All American and 2010 Cum Laude graduate of Morehouse College with a Bachelors in Kinesiology and Health Physical Education. Under the supervision of Willie Hill, I trained for the 400 M Dash to compete in the 2008 Summer Olympics in Beijing. During my time at Morehouse I also became one of the "Sons of Oprah" and was brought out to be a special guest on the Oprah Winfrey Finale Show. In 2011 I received my Master's in Education with a concentration in Biomechanics from Auburn University, where I assisted and competed in Long Jump. At age 21, during my time at Auburn University I also began my mission of teaching on the collegiate level. I have assisted in coaching/mentoring both AAU, USA, and Collegiate athletes for the past eight years and have been an advocate for helping the underprivileged attain goals outside of their environmental influences; both academically and athletically. I moved to Little Rock Arkansas after finishing at Auburn to start yet another mission, supporting my youngest brother through Philander Smith College. Faith and confidence in my mission led me to Arkansas with no job and no other family or friends. After 6 months I had become an Assistant General Manager over trainers for the largest chain of gyms in Arkansas (10 Fitness). During that six month period of patiently waiting I was allowed to put my teaching skills to the test part time at two of little rocks HBCU colleges. I am currently a full- time professor and Assistant Head Track/Field coach at Arkansas Baptist College and adjunct at Philander Smith College. I also perform for the Memphis Grizzlies NBA dunk team around the world and previously performed with the Atlanta Hawks before moving to Arkansas. I am currently finishing up a doctorate in Healthcare Education and will help implement it in my nonprofit program (All My God Sons, Inc.), Fitness Company (Total Body Fitness Training LLC), and acrobatic dunk company (Dunk Doctors LLC). I am the Godfather to four energetic boys, whom I have helped raise as my own since their birth. My boys along with family and friends are the driving force that motivates me to keep striving for the top and helping others see their own success. Stay tuned as I continue to create greatness and inspire all. I am confident that I can inspire many to bring out the shining stars that dwell deep within all of our spirits. I look forward to hearing working within your programs.

Yours very truly,

Hasaan J. A. Rasheed
300 S. Rodney Parham Rd. Ste 1 PMB261
Little Rock, AR. 72205

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District: COVENANTKEEPERS CHARTER SCHOO **Superintendent:** VALERIE TATUM **LEA:** 6044702
School: COVENANT KEEPERS CHARTER **Principal:** LORI CLANCY **Address:** 5615 Geyer Springs Rd
Grade: 6 - 8 **Attendance:** 95.98 **Address:** LITTLE ROCK, AR 72209
Enrollment: 157 **Poverty Rate:** 91.08 **Phone:** (501) 682-7550

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT PRIORITY

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	154	162	95.06	159	167	95.21
Targeted Achievement Gap Group	111	114	97.37	116	119	97.48
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	96	100	96.00	96	100	96.00
Hispanic	57	61	93.44	62	66	93.94
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	107	110	97.27	112	115	97.39
English Language Learners	42	42	100.00	46	46	100.00
Students with Disabilities	11	11	100.00	11	11	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	13	107	12.15	21.47
Targeted Achievement Gap Group	13	98	13.27	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	58	5.17	10.44
Hispanic	10	49	20.41	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	12	95	12.63	16.35
English Language Learners	6	38	15.79	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	8	114	7.02	12.09
Targeted Achievement Gap Group	8	105	7.62	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	59	1.69	4.17
Hispanic	7	55	12.73	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	8	102	7.84	8.85
English Language Learners	5	43	11.63	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2015 ESEA SCHOOL REPORT

District: COVENANTKEEPERS CHARTER SCHOO	Superintendent: VALERIE TATUM	LEA: 6044702
School: COVENANT KEEPERS CHARTER	Principal: LORI CLANCY	Address: 5615 Geyer Springs Rd
Grade: 6 - 8	Attendance: 95.98	Address: LITTLE ROCK, AR 72209
Enrollment: 157	Poverty Rate: 91.08	Phone: (501) 682-7550

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	10
Number of enrolled students with completed EOY only:	21

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District: COVENANTKEEPERS CHARTER SCHOC	Superintendent: VALERIE TATUM	Report created on: 10/29/2014
School: COVENANT KEEPERS CHARTER	Principal: LORI CLANCY	
LEA: 6044702	Grade: 6 - 8	% Prof/Adv.
Address: 5615 GEYER SPRINGS ROAD	Enrollment: 192	2014 Math + Literacy 43.1
Address: LITTLE ROCK, AR 72209	Attendance: 96.71	2013 Math + Literacy 46.9
Phone: 501-682-7550	Poverty Rate: 90.10	2012 Math + Literacy 50.4

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT PRIORITY
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	178	186	95.70	192	200	96.00
Targeted Achievement Gap Group	165	171	96.49	179	185	96.76
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	116	121	95.87	123	128	96.09
Hispanic	57	60	95.00	64	67	95.52
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	161	167	96.41	175	181	96.69
English Language Learners	33	35	94.29	34	36	94.44
Students with Disabilities	23	23	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	61	133	45.86	67.05	91.00	54	110	49.09	72.80	93.00
Targeted Achievement Gap Group	56	127	44.09	67.86	91.00	49	104	47.12	73.84	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	191	350	54.57	67.05	91.00	171	290	58.97	72.80	93.00
Targeted Achievement Gap Group	169	319	52.98	67.86	91.00	150	262	57.25	73.84	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	27	80	33.75	63.08		26	65	40.00	67.86	
Hispanic	33	50	66.00	72.56		27	42	64.29	80.26	
White	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	56	123	45.53	67.98		49	100	49.00	74.11	
English Language Learners	12	29	41.38	67.39		12	24	50.00	77.18	
Students with Disabilities	1	17	5.88	25.00		1	14	7.14	25.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	60	148	40.54	48.98	92.00	58	127	45.67	47.79	81.00
Targeted Achievement Gap Group	57	142	40.14	49.26	92.00	56	121	46.28	47.67	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	156	394	39.59	48.98	92.00	123	307	40.07	47.79	81.00
Targeted Achievement Gap Group	141	359	39.28	49.26	92.00	113	279	40.50	47.67	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	28	87	32.18	46.58		24	73	32.88	46.43	
Hispanic	31	58	53.45	53.13		33	51	64.71	50.66	
White	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10	25.00	
Economically Disadvantaged	57	138	41.30	49.75		56	117	47.86	48.21	
English Language Learners	8	30	26.67	39.42		13	29	44.83	41.31	
Students with Disabilities	2	17	11.76	25.00		5	16	31.25	25.00	

District: COVENANTKEEPERS CHARTER SCHOOL **Superintendent:** VALERIE TATUM
School: COVENANT KEEPERS CHARTER **Principal:** KASEY PORCHIA
LEA: 6044702 **Grades:** 06-08
Address: 8300 GEYER SPRINGS **Enrollment:** 124
LITTLE ROCK, AR 72209 **Attendance (3 QTR AVG):** 95.92
Phone: 501-682-7550 **Poverty Rate:** 87.10

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	117	119	98.32	133	140	95.00
Targeted Achievement Gap Group	111	113	98.23	125	131	95.42
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	67	67	100.00	79	83	95.18
Hispanic	49	51	96.08	53	56	94.64
White						
Economically Disadvantaged	111	113	98.23	125	131	95.42
English Language Learners	41	41	100.00	44	45	97.78
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	53	96	55.21	63.39	91.00	42	71	59.15	69.78	93.00
Targeted Achievement Gap Group	50	93	53.76	64.28	91.00	39	68	57.35	70.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	190	324	58.64	63.39	91.00	182	282	64.54	69.78	93.00
Targeted Achievement Gap Group	165	283	58.30	64.28	91.00	157	244	64.34	70.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	30	56	53.57	58.98		27	45	60.00	64.28	
Hispanic	23	40	57.50	69.51		15	26	57.69	78.07	
White				100.00					100.00	
Economically Disadvantaged	50	93	53.76	64.42		39	68	57.35	71.23	
English Language Learners	23	39	58.97	63.77		15	26	57.69	74.64	
Students with Disabilities				16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	111	39.64	43.31	92.00	25	71	35.21	41.99	81.00
Targeted Achievement Gap Group	42	106	39.62	43.63	92.00	23	68	33.82	41.86	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	135	368	36.68	43.31	92.00	96	282	34.04	41.99	81.00
Targeted Achievement Gap Group	117	319	36.68	43.63	92.00	83	244	34.02	41.86	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	21	68	30.88	40.64		12	45	26.67	40.48	
Hispanic	23	43	53.49	47.92		13	26	50.00	45.18	
White				16.67					16.67	
Economically Disadvantaged	42	106	39.62	44.17		23	68	33.82	42.46	
English Language Learners	22	42	52.38	32.69		13	26	50.00	34.78	
Students with Disabilities				16.67					16.67	

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

District: COVENANTKEEPERS CHARTER SCHOOL	Superintendent: VALERIE TATUM
School: COVENANT KEEPERS CHARTER	Principal: KASEY PORCHIA
LEA: 6044702	Grades: 06 - 08
Address: 8300 GEYER SPRINGS ROAD	Enrollment: 154
LITTLE ROCK, AR 72209	Attendance Rate: 95.05% (3 QTR AVG)
Phone: 501-682-7550	Poverty Rate: 81.82%

Needs Improvement Priority School Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10



2013-2014 School Letter Grade Detail Report

School Letter Grade

F

164 Points Earned

6044702 - COVENANT KEEPERS CHARTER 6044700 - COVENANTKEEPERS CHARTER SCHOOL

Grade Range: 6 - 8

Superintendent: VALERIE TATUM

Principal: LORI CLANCY

	School Statistics	District Statistics	State Statistics
Enrollment	192	192	471867
Econ. Disadvantaged	90.10%	90.10%	60.3%
Proficient/Advanced Literacy	45.86%	45.86%	76.55%
Proficient/Advanced Math	40.54%	40.54%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	19	44	0	63
Basic (0.25)	53	45	24.5	98
Proficient (1.0)	45	43	88	88
Advanced (1.25)	16	17	41.25	33
Totals			153.75	282
Weighted Performance Points Earned = $(153.75/282)*100 = 54.52$				

Component Two: School Improvement with ESEA Options

Number of Targets Met: 0		Number of Targets: 4		School Improvement Points Earned: 55			
		Literacy		Math		Graduation Rate	
All Students		N		N			
Targeted Achievement Gap Group (TAGG)		N		N			
# Possible Targets:	Number of Targets Met:						
	0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)						
Non-TAGG Proficiency Rate:	NA	TAGG Proficiency Rate:	41.85			
Gap Size:		N < 25				
Adjustment:		0				
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap	
Gap Adjustment	-6	-3	0	+3	+6	
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%	
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%	

Overall School Score

Schools without Graduation Rate	Overall school Score = $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Improvement})$
Score for This School	$(1.5)(54.52 + 0) + (1.5)(55) = 164$

Point Ranges for Grades

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

Districts with Similar Demographic Data

Covenant Keepers College Preparatory Charter School 2015 PARCC Score Comparisons to Schools with Similar Demographics												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
0402000	DECATUR SCHOOL DISTRICT	0402011	DECATUR MIDDLE SCHOOL	119	97	81.51%	06	08	10.81%	8.89%	7.21%	5.56%
3505000	PINE BLUFF SCHOOL DISTRICT	3505041	SOUTHEAST MIDDLE SCHOOL	387	328	84.75%	06	07	28.80%	23.34%	12.77%	11.36%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	786	693	88.17%	06	08	26.76%	22.87%	11.09%	7.89%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	658	591	89.82%	06	08	22.13%	21.95%	7.68%	7.33%
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	308	278	90.26%	06	07	15.36%	14.23%	7.49%	7.72%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	157	143	91.08%	06	08	12.15%	12.63%	7.02%	7.84%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	618	564	91.26%	06	08	11.07%	9.74%	6.15%	5.74%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	784	717	91.45%	06	08	17.01%	16.06%	5.84%	5.10%
6601000	FORT SMITH SCHOOL DISTRICT	6601022	DORA KIMMONS JR. HIGH SCHOOL	835	765	91.62%	07	09	26.15%	24.09%	15.51%	14.29%
5440700	KIPP DELTA PUBLIC SCHOOLS	5440702	KIPP DELTA COLLEGE PREP SCHOOL	309	285	92.23%	05	08	18.79%	18.15%	21.28%	21.32%
3541700	PINE BLUFF LIGHTHOUSE ACADEMY	3541702	PB LIGHTHOUSE UPPER ACADEMY	70	65	92.86%	05	07	13.24%	11.11%	0.00%	0.00%

Charter School/Surrounding District Enrollment Comparison

Covenant Keepers

Little Rock School District

2015-2016 Enrollment Percentages

Two or More Races	0.00%
Asian	0.00%
Black	56.69%
Hispanic	43.31%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	0.00%

2015-2016 Enrollment Percentages

Two or More Races	1.17%
Asian	2.45%
Black	65.06%
Hispanic	13.49%
Native American/Native Alaskan	0.24%
Native Hawaiian/Pacific Islander	0.05%
White	17.55%

2014-2015 Student Status

Free/Reduced	91.08%
Special Education	7.64%
LEP	32.48%
Title I	0.00%

2014-2015 Student Status

Free/Reduced	74.90%
Special Education	11.79%
LEP	11.53%
Title I	79.04%

COVENANT KEEPERS
Resident District Information

Resident District LEA	Resident District Description	Total Enrollment
6001000	LITTLE ROCK SCHOOL DISTRICT	159
6002000	N. LITTLE ROCK SCHOOL DISTRICT	8
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	4

Documentation of Charter Authorizing Panel Action

Covenant Keepers Renewal Application and Priority Status Hearing
--

Motion

To approve the renewal of the charter for 3 years

Barnes-M	Liwo	Saunders-2
Gotcher	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			While the charter has come before us multiple times, some successes with a population that other area schools have not shown are evident. A local high school has supports available for exiting students. Transition time must be taken into consideration for stabilization.
Gotcher		X		I feel growth has been demonstrated through formative assessment data and leadership stability. Covenant Keepers is meeting the needs of the Latino community, and I feel they may need more support as changes occur. However, I felt supportive of extending their renewal more than 3 years, therefore, I voted against the motion
Lester	X			It will give the charter 3 years to implement plans for growth and data will be available for consideration by the Panel.
Liwo	X			The charter has been in place for 8 years. It has a history of academic distress and is designated as a priority school. While the charter has demonstrated NWEA MAP growth, it has not demonstrated a similar success rate

				with regard to proficiency performance according to Arkansas standards. However, this may be due to factors (i.e.- test changes) outside of the charter's control. The charter has brought forth plans (i.e.-Wrap Around Services etc.) which may help increase the performance of students. A 3 year renewal is acceptable to help with a final determination on whether the charter will be able to achieve success in student performance.
Pfeffer	X			This 3 year renewal provides the charter with an opportunity to demonstrate that its new administration and focus on growth is aligning with higher achievement and growth as demonstrated on the new state assessments. While I have concerns regarding the school's current Priority and Academic Distress statuses, I feel that the future will provide a more stable environment for data analysis and review of impact. I will continue to look at this school's data to see if there is alignment between the school's NWEA data and the state assessment data.
Rogers		X		Although the charter does need to be monitored for academic performance, I think they need a longer commitment to show the community and students they serve that they are stable and will be there.
Saunders	X			I have concern over current performance; however consistent standards and assessment will provide the school an opportunity to demonstrate performance and growth.
Smith	X			The application and presentation showed significant improvement in school culture, academic growth and professional learning over the past two years. Continued focus pertaining to the academic status needs to be closely monitored. I was impressed by the community relationships developed with many in their area to meet the needs of their student

				population.
Coffman				chair

Submitted by: Alexandra Boyd

Date: 02/17/2016

Notification of State Board of Education Review Hearing



ARKANSAS DEPARTMENT OF EDUCATION

March 10, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Valerie Tatum
Covenant Keepers College Preparatory Charter School
5615 Geyer Springs Road
Little Rock, AR 72209

**RE: State Board Review-Covenant Keepers College Preparatory Charter
School Renewal Application AND Priority Status**

Dear Dr. Tatum:

On February 17, 2016, the Charter Authorizing Panel met, approved the renewal application, granting a 3 year renewal for Covenant Keepers College Preparatory Charter School, and decided to take no action regarding the school's priority status designation. **On March 10, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

<http://www.arkansased.org/divisions/legal/rules/current>

Please keep in mind that the State Board will conduct a full hearing on the entire renewal application and priority status. The State Board's discussion of the renewal application and priority status may not necessarily be limited only to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Therefore, you should be prepared to discuss the entire renewal application and address the school's priority status. Any modifications to the renewal application that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on February 17, 2016, are considered part of the application. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional application modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 24, 2016.**

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District

Notification of Additional Information Request



ARKANSAS DEPARTMENT OF EDUCATION

March 20, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Valerie Tatum
Covenant Keepers College Preparatory Charter School
5615 Geyer Springs Road
Little Rock, AR 72209

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At a special meeting held on March 18, 2016, the Board requested that Covenant Keepers submit the following additional information by 4:00 p.m. on Tuesday, March 29, 2016.

- Demographic and academic characteristics of students retained by the charter compared to that of students who are not retained by the charter.
- Any additional information that can be provided to explain where the students who are not retained by the charter go after leaving the charter.

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

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Little Rock, AR
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ArkansasEd.gov

discretion, could request additional application modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 29, 2016.**

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

Response to Additional Information Request



March 31, 2016
Renewal Review



Covenant Keepers Charter School

Who We Are

Filling a niche:

55% African American

45% Hispanic

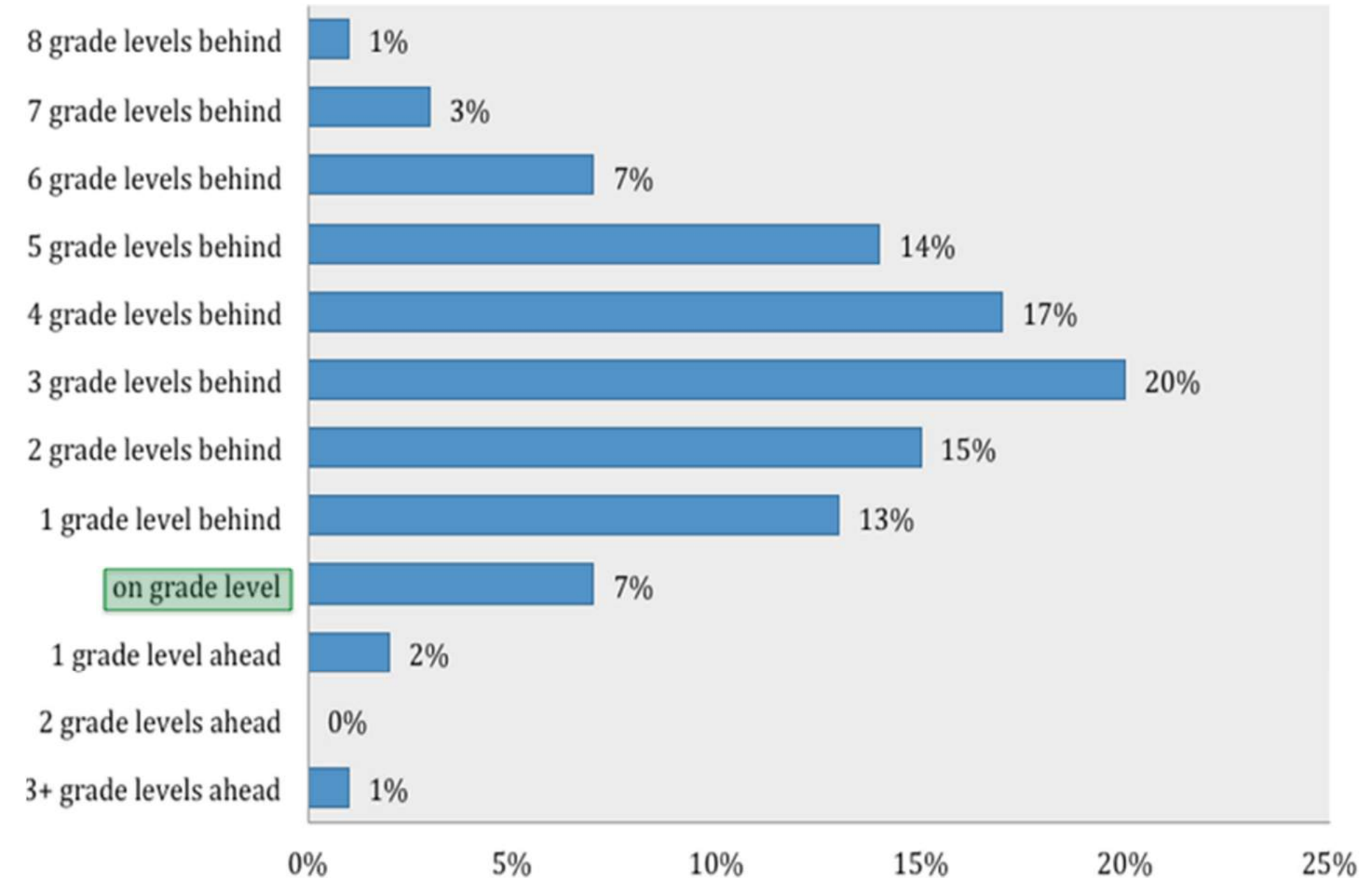
96% Free and Reduced Lunch

31% ELL students



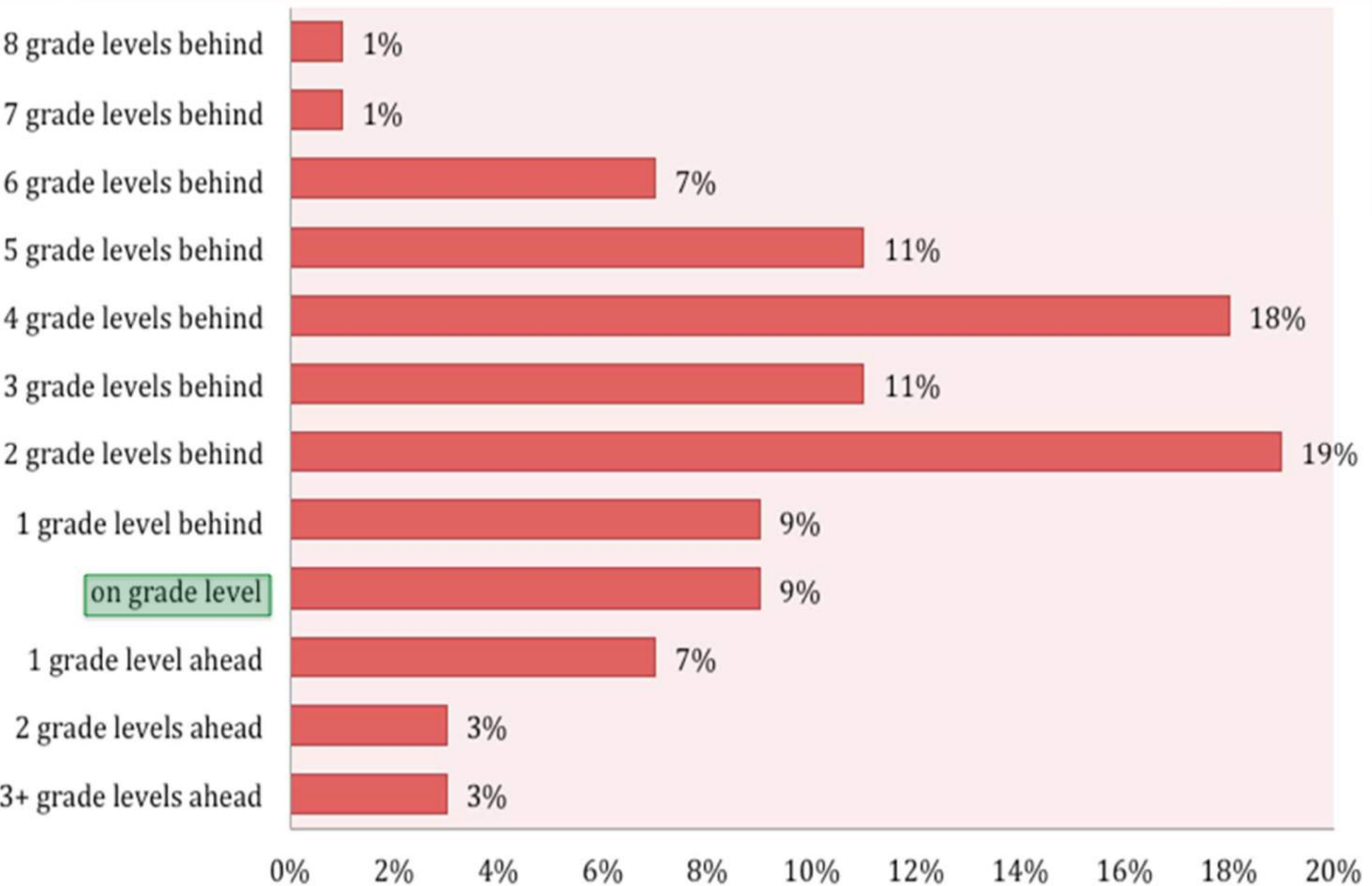
Student Entry Point Data: Math

90% Below Grade Level



Student Entry Point Data: Reading

78% Below Grade Level



~~OBSTACLES~~
opportunities



Covenant Keepers: Academic Performance

Arkansas State Board of Education
March 31, 2016
Sarah McKenzie, PhD
Executive Director



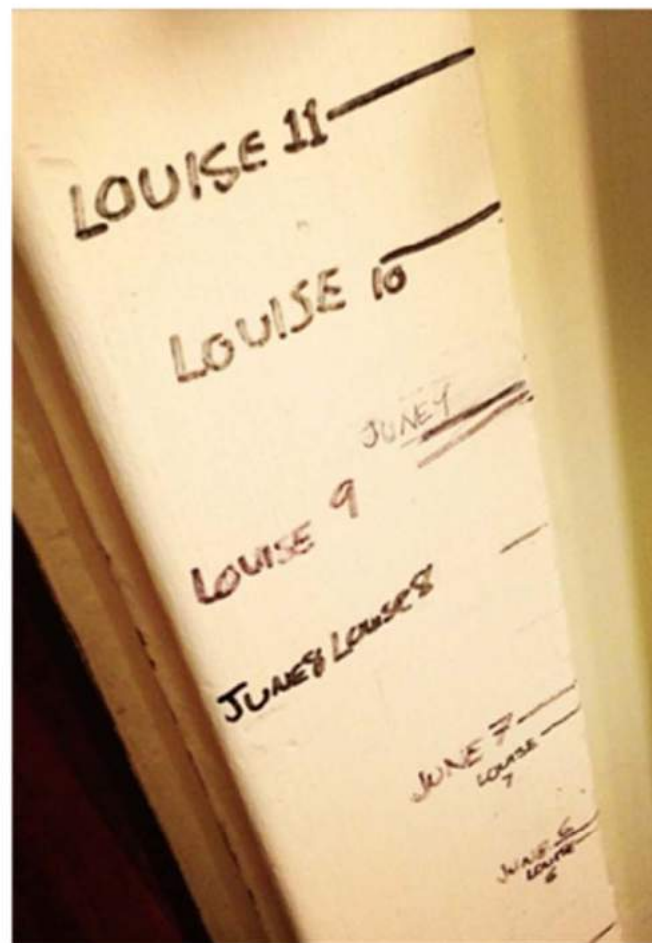
Key Question

How does attending Covenant Keepers impact students' academic performance?

- Student-level comparison
- Examine growth
- Compare to similar students
- Examine across time
- **NWEA MAP data:** Annual growth compared to national norms
- **Arkansas State assessment data (Benchmark, PARCC):** Annual improvement compared to “virtual twins”- similar students in similar schools.

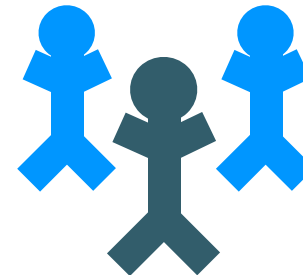
Summary of NWEA Findings

- Covenant Keepers is demonstrating recent **increases** in the percentage of students meeting or exceeding typical growth in both math and reading.
- A high percentage of students who are low performing are making **more than one and a half years of growth in one year.**
- Students are demonstrating **more growth in reading** than in math.
- More students are **below grade level in math** than in reading.



Virtual Twins

- Identify CK Cohort Students: students who were **6th, 7th and 8th** grade students at Covenant Keepers between 2009 and 2015.
- Create a pool of Non-CK students from the same districts where the CK Cohort students attended 5th grade- majority are from the same schools.
- Find two students who are a **virtual twin** to each CK Cohort student:
 - SAME** 5th grade performance
 - SAME** Free/Reduced Lunch status
 - SAME** Race
 - SAME** Gender



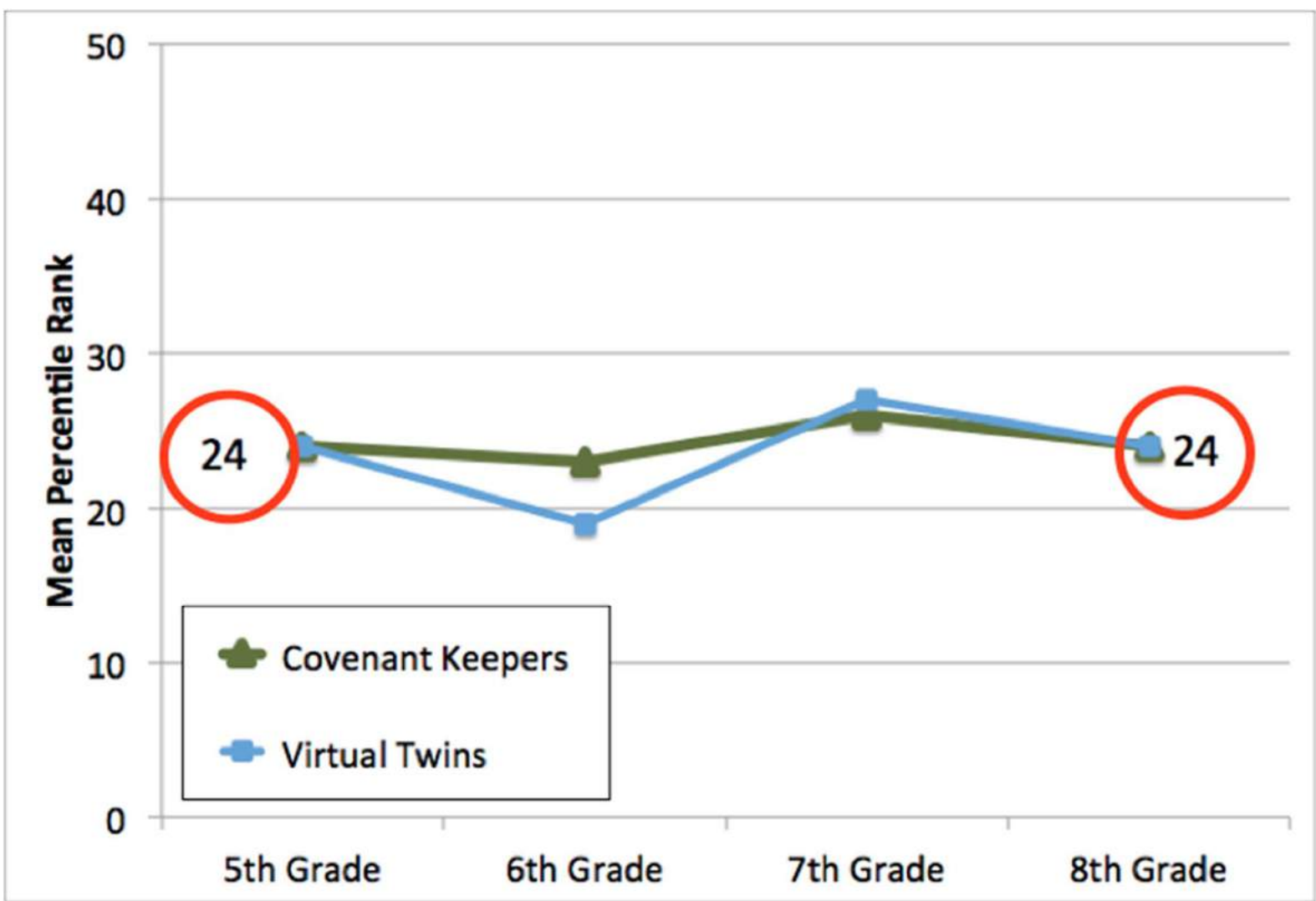
Sample Baseline Comparability: Math

	Number of Students	% FRL	% Black	% Hispanic	% Male	% LEP	% SPED	5th Grade Math %ile
CK	48	92%	48%	50%	50%	50%	8%	24th %ile
Twins	96	92%	50%	48%	48%	41%	6%	24th %ile

Sample Baseline Comparability: Literacy

	Number of Student s	% FRL	% Black	% Hispanic	% Male	% LEP	% SPED	5th Grade Literacy %ile
CK	48	92%	48%	50%	50%	50%	8%	26th %ile
Twins	96	93%	48%	49%	43%	44%	10%	26th %ile

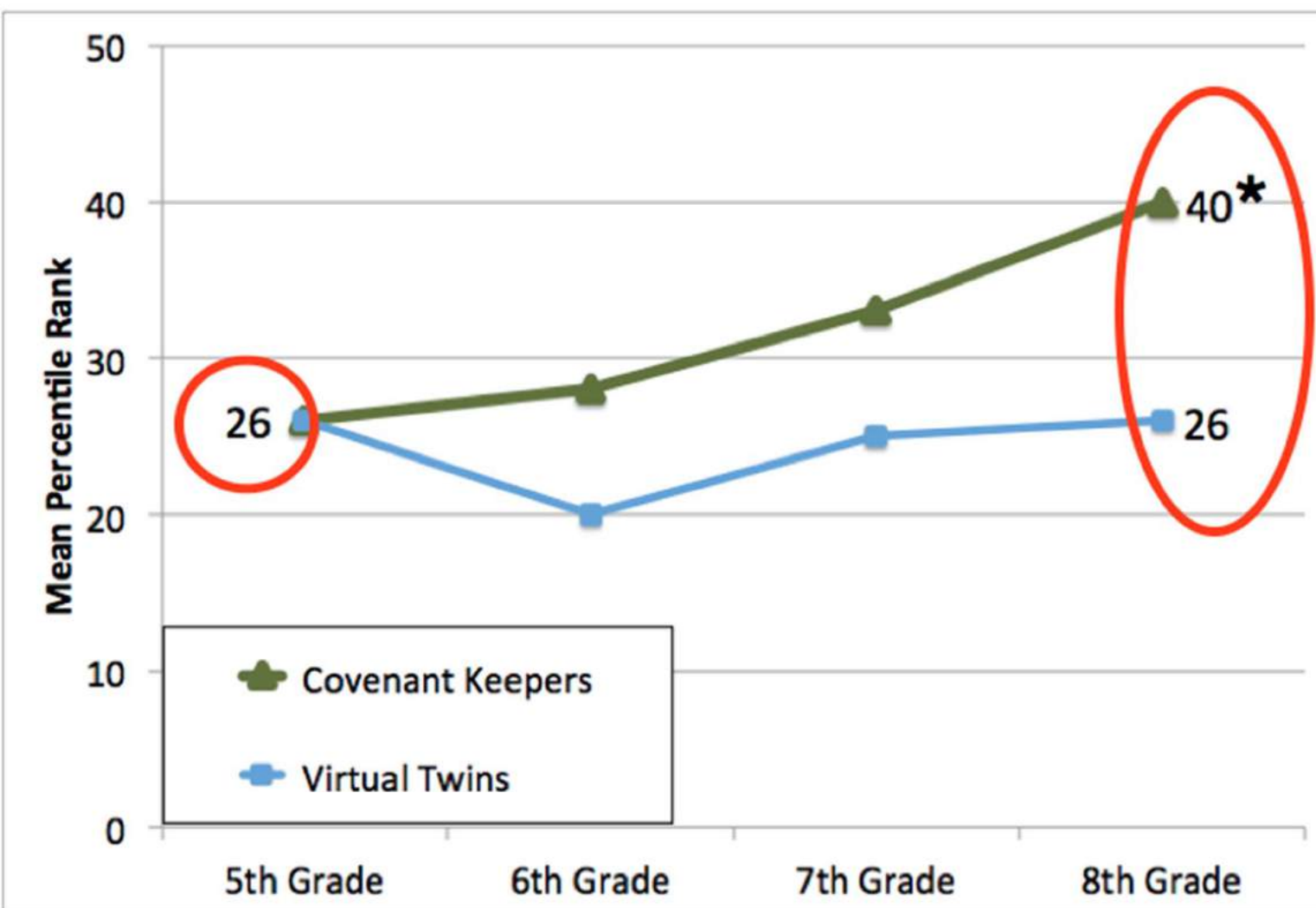
Math Performance



CK cohort students and **Virtual twins** remained at the same performance level in mathematics.

Difference is not statistically significant $t(142) = 0.03$, $p = 0.97$

Literacy Performance



CK cohort students: increased 14 points - reducing the gap to average performance by more than half in three years.

Virtual twins: remained at the same level.

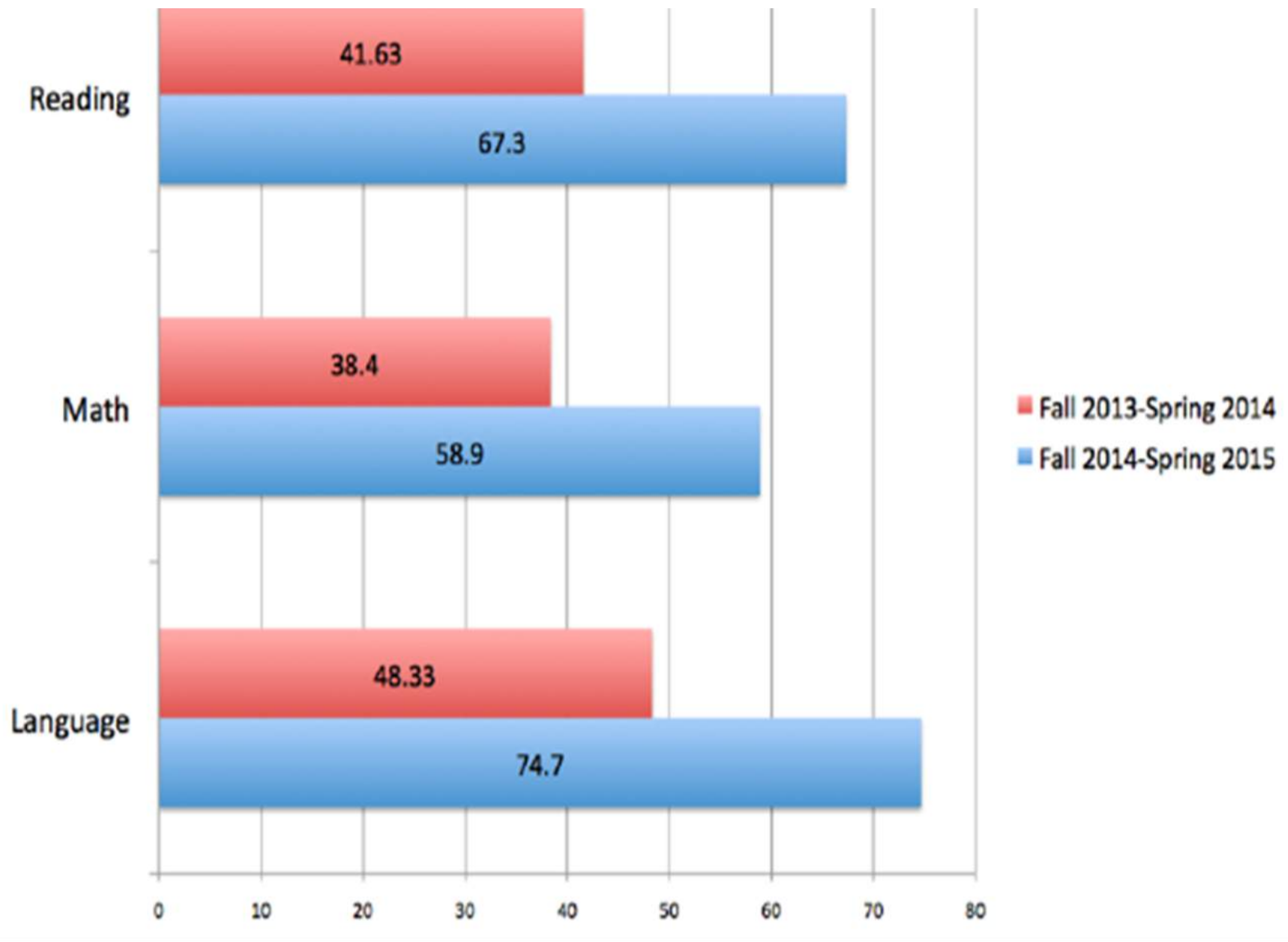
*Difference **is statistically significant** $t(142) = -2.31, p = 0.02$

Summary of Virtual Twin Findings

- CK cohort students begin 6th grade **well behind average state performance** in both literacy (26th %ile) and math (24th %ile).
- CK cohort students are demonstrating **similar changes in math** performance on state assessments compared to virtual twins.
- CK cohort students demonstrate **statistically significant increases in literacy** performance on state assessments compared to virtual twins.
- State assessment growth findings are **consistent with NWEA findings**: math improvement is typical, literacy improvement is better than expected.



Percentage of Students Meeting/Exceeding Their NWEA Growth Goals



NWEA Growth

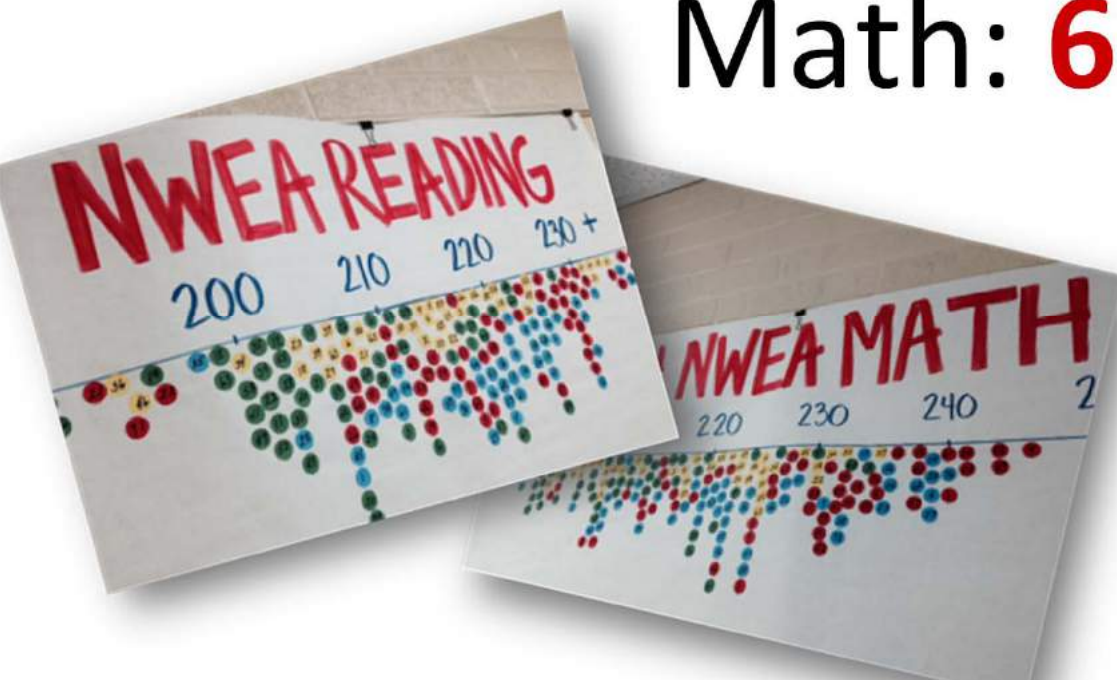
Most Recent Testing Cycle

(Fall '15 to Winter '16)

Percent of students who met or exceeded their nationally-normed growth target *for mid-year*:

Reading: **57%**

Math: **64%**



Path to Proficiency: Academics



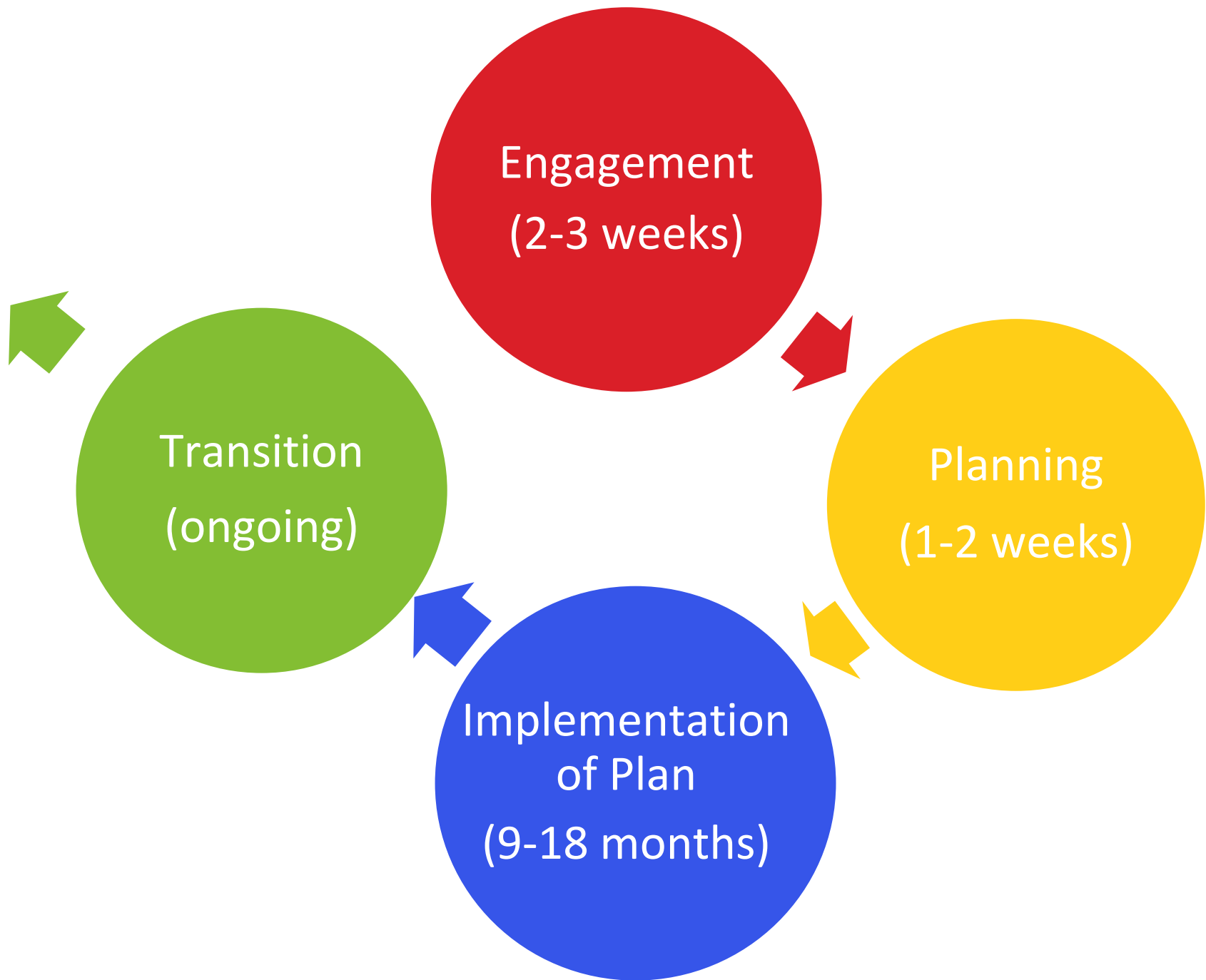
Path to Proficiency: School Culture

- Set Goals; Organize; Ask Questions;
Record Progress (Susan Kruger)
- “The Mind of a Champion”
- Teacher development
- Cultural sensitivity training
- Restorative Justice
- Home visits

Path to Proficiency: Services



The Four Phases of CK WrapAround



Path to Proficiency: Community Partners

Urban League
Sherman Tate
Ken Wade

Salvation Army
Dr. William
Tollett

Philander Smith
College
Dr. Smothers
Dr. Donaldson

Department of
Human Services

Southwest UPS
Coalition

Crain Team
Automotive

House of Art
Chris James

Pulaski County
Juvenile Justice

Upper Baseline
Neighborhood

U of A
Cooperative
Extension

Arkansas
Rice Depot

Summer Male
Initiative for
Learning
Engagement

Faith Dental
Clinic
Dr. Prado

City of
Little Rock
Community
Support

Dream Starters
Cultural Arts

Pulaski Tech

New Beginnings

Mosaic

WOW Fitness

Our House

Social Service Strategic Plan for Southwest Little Rock in Collaboration with Covenant Keepers Charter School

- Promote economic, physical/emotional, and social well-being
- Promote healthy development and readiness for children
- Promote safety and well-being of children
- Support underserved populations
- Increase capacity to make a difference for families



Path to Proficiency: EL Support



31% of our student body

Path to Proficiency: Community Support

Individuals and community leaders
who would like to speak on our behalf:

- Sherman Tate/Ken Wade--Urban League
- Dr. Roderick Smothers--Philander Smith College
- Dianne Curry--US House Congressional Candidate
- Pat Gee--Upper Baseline Neighborhood Association
- Pamela Bingham--Upper Baseline Neighborhood Association



Thank you



Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

February 22, 2016

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Atnan Ekin, Superintendent
Lisa Academy
23 Corporate Hill Drive
Little Rock, AR 72205

**RE: Notice of Charter Authorizing Panel Decision
Lisa Academy Amendment Request**

Dear Mr. Ekin:

On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests for LISA Academy, contingent on the availability of the proposed location, and granted flexibility to open the new elementary campus at the proposed location for either the 2016-2017 school year or the 2017-2018 school year. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, February 24, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on March 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on March 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

CC: Mr. Baker Kurrus, Superintendent- Little Rock School District
Mr. Kelly Rodgers Jr, Superintendent-North Little Rock School District
Dr. Jerry Guess, Superintendent-Pulaski County Special School District

LISA Academy Summary

LISA Academy

CURRENT DATA

Maximum Enrollment	1,500
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
1434.89	1418.48	1411.91	1398.96

BACKGROUND

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

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

Amendment Request Considered and APPROVED January 15, 2014
 Merge LISA Academy and LISA Academy North Little Rock

Renewal Request - LISA Academy

April 9, 2007

Charter renewed for five years

Amendment approved to increase enrollment from 450 to 600

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



Amendment Request

LISA Academy

January 11, 2016

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LITTLE SCHOLARS of ARKANSAS
"Embrace your Future"



VIA E-MAIL

January 11, 2016

Ms. Alexandra Boyd, Program Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: LISA Academy Amendment Request
Dear Ms. Boyd:

Pursuant to Section 4.02.4 of the ADE Rules Governing Public Charter Schools, I have enclosed a completed Charter Amendment Form (Form) (with attachments) for the purpose of requesting the following changes:

1. Addition of a new Elementary campus in West Little Rock, containing grade levels K-6;
2. A change in the grade levels of the current West campus in West Little Rock to grades 7-12, which includes the current West Middle and High Schools;
3. An increase in the enrollment cap for LISA Academy from 1500 to 2100 students; and
4. The new elementary campus be granted the same waivers granted to the LISA Academy Charter.

I am requesting that this amendment request be placed on the February 17-19, 2016 agenda of the Charter Authorizing Panel for consideration.

Thank you for your assistance in this matter.

Sincerely,

Atnan Ekin
Superintendent
LISA Academy

Cc: Mr. Baker Kurrus, Superintendent- Little Rock School District
Mr. Kelly Rodgers Jr, Superintendent-North Little Rock School District
Dr. Jerry Guess, Superintendent-Pulaski County Special School District



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name LISA Academy

LEA Number 6041700

Type of Amendment Requested:

☒ **Add a new campus**

Address 12200 Westhaven Drive,
Little Rock, Arkansas 72211

School district in which the campus will be located Little Rock School District

☒ **Increase enrollment cap**

Current cap 1500

Proposed cap 2100

☒ **Other**

- 1 – The proposed new campus in West Little Rock will be an elementary campus containing grade levels K-6;
- 2 – Changing the grade levels at LISA West campus to 7-12, which will include the Middle and High Schools;
- 3 – LISA Academy is requesting that the new elementary campus be granted the same waivers granted to the LISA Academy Charter.

Charter Leader Atnan Ekin

Email Address ekin@lisaacademy.org

Phone Number 501-246-5853

FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus

Lessor(Owner): CHARTER AMENDMENT REQUEST FORM AP(Consolidated Theatres II,LP

Lessee(Tenant): Little Scholars of Arkansas Foundation dba Lisa Academy

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: technical college

Address of Premises: 12200 Westhaven Drive, Little Rock, AR 72211

Square Footage: 31,796

Terms of Lease: 10 years, 2 5-year options

Rental Amount: \$396,572.00 /year

Contingency: The terms of this agreement are contingent upon

Lisa Academy
Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: Little Scholars Of Arkansas Foundation d/b/a LISA Academy

By: [Signature] Date 12/18/2015
Signature

Lessor: AP(Consolidated Theatres II LP)

By: [Signature] Date 12/18/15
Signature

Amendment Request

LISA Academy

January 11, 2016

Proposed Structure:

Currently LISA Academy has two campuses in Sherwood and west Little Rock serving 1500 students in grades K-12. The North campus has K-12 with 700 students and the West campus has 6-12 with 800 students. School grade levels are as follows:

LISA Academy Middle School – Grades 6-8 – 6041702
 LISA Academy High School – Grades 9-12 – 6041703
 LISA Academy- North Elementary – Grades K-5 – 6041701
 LISA Academy- North Middle School – Grades 6-8 – 6041705
 LISA Academy- North High School - Grades 9-12 - 6041706

Our amendment request includes the following:

- 1– Adding a new elementary campus in West Little Rock containing grade levels K-6.
- 2 – Changing the grade levels at LISA West campus to 7-12, which will include the Middle and High Schools
- 3 – Increasing the total, combined enrollment cap of all schools under the LISA Academy charter from 1,500 students to 2,100 students.
- 4 – Requesting that the new elementary campus be granted the same waivers granted to LISA Academy Charter.

BENEFITS of INNOVATIVE LISA ELEMENTARY SCHOOL IN WEST LITTLE ROCK

LISA Academy is a public charter school with STEM focus and college preparatory goals. LISA Academy is requesting to complete the West Little Rock Academy vision by opening an elementary building in West Little Rock. The new LISA elementary in West Little Rock will utilize the successful system proven at LISA Academy North in Sherwood. LISA will implement the following educational innovations for the West Little Rock community.

1 – STEM Focused Education

LISA provides rigorous STEM education to all students. The rigorous pace presented at the middle school level can be jarring to some students without the proper educational backgrounds. Therefore an elementary school in the West Little Rock area will provide the educational background to students needed to be successful in the competitive world of STEM.

LISA North Elementary school has already started this process and would replicate effective practices in the West location. Proven Practices include:

- **PLTW STEM Instruction-** Project Lead The Way launch program. STEM based activities that focus on all areas of STEM education. Engineering begins in Kindergarten and progresses each year through programming and coding in 5th grade.
- **STEM Applications-** Through the use of field trips students get to see the concepts they learn in action. Space Camp is our annual event where 5th graders show the culmination of their learning through the fun and exciting space application
- **STEM Professionals-** Professionals working the STEM area motivate and answer questions students have around STEM careers.
- **Integrated Technology throughout the day-**Technology is integrated into all aspects of the elementary day. With mobile chromebooks, iPads for programming and coding, weekly technology classes, and tablets for each teacher and students use for various applications throughout the day. Thereby creating a culture where the curriculum fully integrated with technology is second nature.

As a result of the aforementioned programs, students arrive at the middle and high school levels better equipped for the rigor of LISA Academy.

2 – Data Driven Instruction

Teachers use multiple sources of data to guide classroom instruction and implement differentiated instruction. Data is gathered periodically utilizing the DRA, DSA, DIBELS, and NWEA MAP Assessment as well as local assessments. Data is analyzed by teachers, coaches, and administrators to improve classroom instruction, provide reinforcement and support to weak areas, as well as track student growth throughout the year.

LISA Elementary intentionally plans and provides structures for data use in the following ways;

- **Differentiated Instruction-** Teachers use the collected data to plan instruction according to student needs. The students are then placed into like learning teams to discuss and problem solve together according to similar abilities.
- **Correlating student achievement-** Data teams analyze what standards are being met by each student and grade level band. Instructional leaders assist and provide additional feedback to assist learning all state standards.
- **Targeted Professional Development-**Teachers undergo annual training regarding use and implementation of data in their classrooms. One on one teacher meeting with educational leaders assist teachers to create individualized action plans for classrooms.
- **Administrative Support-** Team leaders create student level data reports for teachers, administrators, and parents. During conferences each person is taught how to read the data and interpret results accordingly.

3 – Strategies for low performing students

LISA Academy uses data to identify and differentiate for all students. When scores dip below expected norms, immediate intervention is applied for these low performing students. Interventions include:

- Small group instruction
- Pull out tutoring
- After school tutoring
- Saturday camp tutoring
- Holiday practice packets
- Levelized curriculum

In addition to these interventions, LISA Academy provides nationally recognized online programs and supports. Examples of these programs include McGraw-Hill online content, MobyMax, IReady, NoRedInk, and NewsELA. By using these proven methods LISA Elementary has shown progress in closing the achievement gap.

4 – School Culture

Establishing the school culture and providing stronger academic background at the elementary level will better prepare our students for college. LISA Academy North Elementary's strong program will be duplicated at the new West Little Rock location. Key features of this culture include:

- **Strong Parental Involvement-** Families are kept in constant communication through the use of dynamic applications like the online student database, class dojo, email, and phone communications. Activities like Doughnuts with Dads and Muffins with Moms are activities where families can come into the school and become part of the LISA Family to create the team atmosphere needed to educate students effectively.
- **Foreign Language Classes-** Upper elementary classes learn a foreign language as well as a foreign culture once a week.
- **Multicultural Celebrations-** 1st through 5th grade each are involved in the annual World Fest Event. Competing classes are given a country to research regarding cultures, traditions, languages, and geography. Also LISA celebrates the annual Multicultural Festival. Each grade works together to create a presentation based around a country of their choosing. Projects are showcased at Multicultural Festival where students must explain their findings to visitors.
- **Student Connections-** Learners at LISA Academy connect through guided inquiry in the classrooms. As is evident in our science classrooms, students work in learning teams to solve problems and find creative solutions. Students then are taught to review and reflect on these learning experiences to improve their own learning through this metacognition similarly to the way teachers reflect in grade level learning and planning teams.

5 – 6th Grade Academy

- **Focused transitional period for 6th grade students-** Rather than housing sixth grade students in the same building as 7th and 8th grade students, the 6th Grade Academy model would provide a year for students to begin the rigors of class changing, lockers and challenging college preparatory academics while still being housed in a building without the older students.
- **Accelerated Academic Program -** Students who qualify through placement testing will be placed in advanced track courses in Math and English. Those who qualify will be able to complete Pre-Algebra in the 6th grade and be placed in high school Algebra when they move to the 7th grade. The quality and rigor of the current LISA West program will be maintained and even enhanced as a part of the new structure.
- **STEM and PBL -** 6th grade students would participate in the same middle school level STEM and PBL programming that is available to 7th and 8th grade students on the current LISA West Middle School campus.
- **Academic Intervention-** the same intervention programs (Pull-outs, English and Math labs, after school tutoring, Saturday camps) that are currently offered to middle school students at LISA West would be utilized for 6th grade academy students.

- **Study Skills Preparation** - students would receive targeted instruction and guided practice in study skills development.
- **Character Education**- students in the 6th grade academy would take character education classes in which they will be trained in social skills, conflict resolution communication skills.

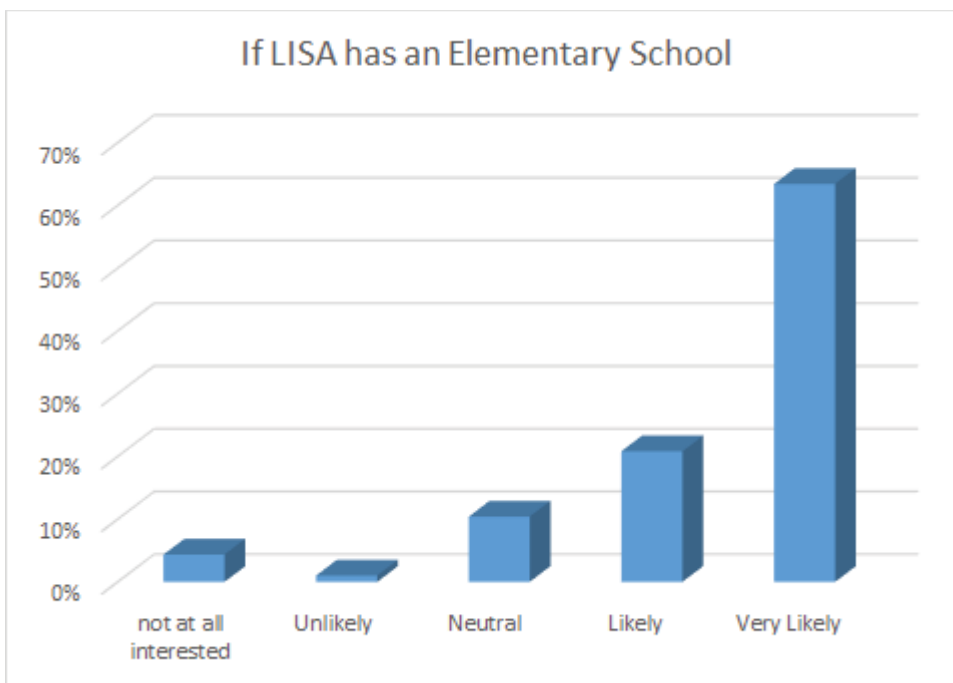
DEMANDS for an INNOVATIVE LISA ELEMENTARY SCHOOL IN WEST LITTLE ROCK

Parents in the West Little Rock community are seeking alternative education. With 20 private schools within the proposed area who have a combined enrollment of 8,242 students, and interestingly 18 of the 20 include elementary level education. In addition another 1,924 students are classified as homeschool in the same proposed community. Therefore, a public school option for these families is inevitable.

- **Siblings of Current LISA Students**- The parents of current LISA students are demanding a complete K-12 education for their West Little Rock students. The following chart demonstrates how many siblings would enroll at the LISA Academy Elementary in West Little Rock:

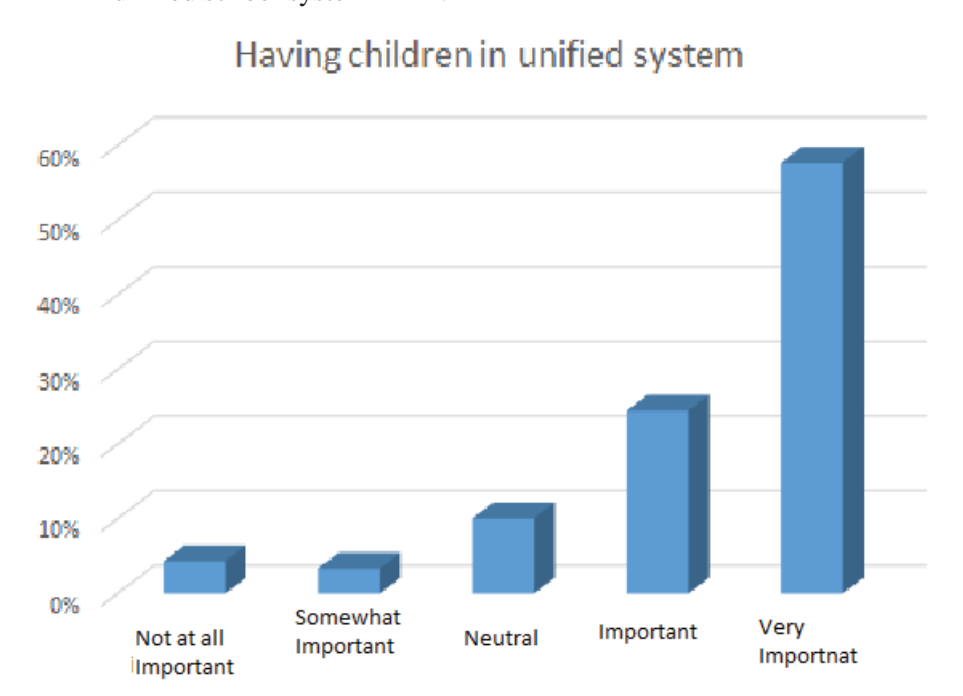
Grade Level	# of LISA-West Siblings
KG	50
1	44
2	48
3	56
4	42
5	31
Total	271

- **Survey Results**- LISA Academy Administration conducted an online survey to capture the demand of LISA parents. The survey was conducted during Aug 2015. 315 Families took the survey. Please refer to the following for the survey results:
 - If LISA Academy offered a quality public (free) charter elementary school in your geographic area, how likely would you be to enroll your student in that school?



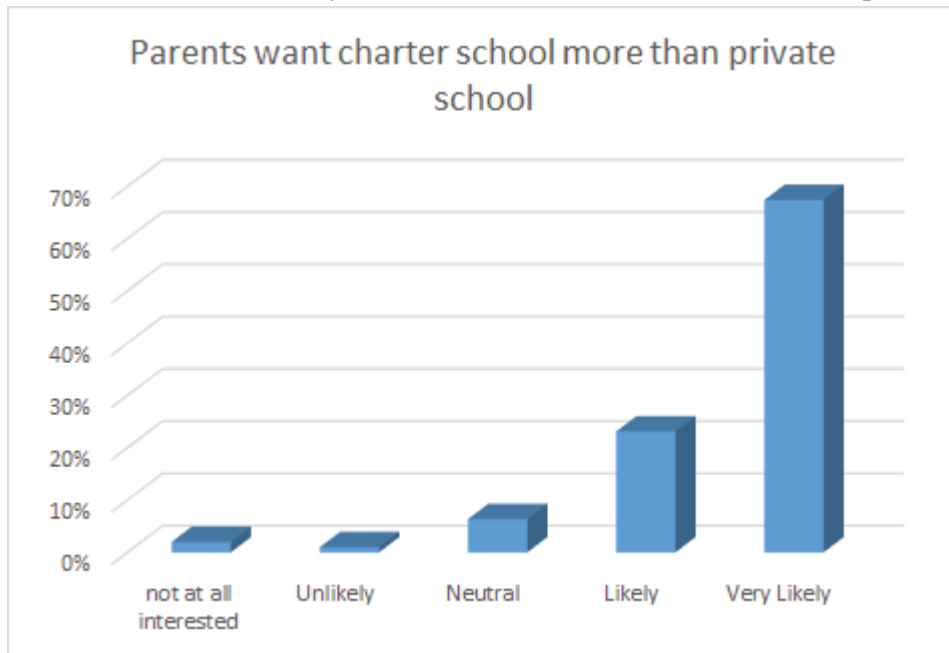
When it is asked to current parent at LISA West location 62% of the parent/guardian says they will very likely prefer LISA-Elementary and 19% are likely to be part of the system so 81% of the parents/guardians are willing to send their children.

- Please indicate how important it is to your family to have all of your children enrolled in a unified school system K-12?



Almost 56 % of the parent think having their children in unified system is important. Besides 56%, 22% of the total participant are comfortable with this so 78% of the total participant care about keeping their children in an unified setup.

- If a quality public (free) charter elementary school were available for your elementary age children how likely would be to choose that school instead of a private school?



Based on the results, it shows that 86% of the parents/guardians are positive to charter school idea. Since this number is so high then demand of the elementary school idea is very important.

BENEFITS to the CURRENT LISA WEST CAMPUS

This amendment will complete the missing piece in a unified school system for K-12 education in West Little Rock. This new elementary school will also provide positive support for the existing LISA West schools in the following ways;

LISA West Middle School

- The new school will provide continuity for students entering the middle and high school programs.
- Moving 6th grade students from LISA West Campus will allow the West Campus to enroll more middle and high students.
- Moving the 6th grade to the new location will provide the opportunity to offer an innovative transitional Middle School year for students.
- The 7th and 8th grades will have more room on the current West campus, and thus, may serve more middle school students who are on the waiting list.
- Increased space provides additional opportunities for high school course offerings, project based learning, expanded AP courses, concurrent credit courses and extracurricular activities.

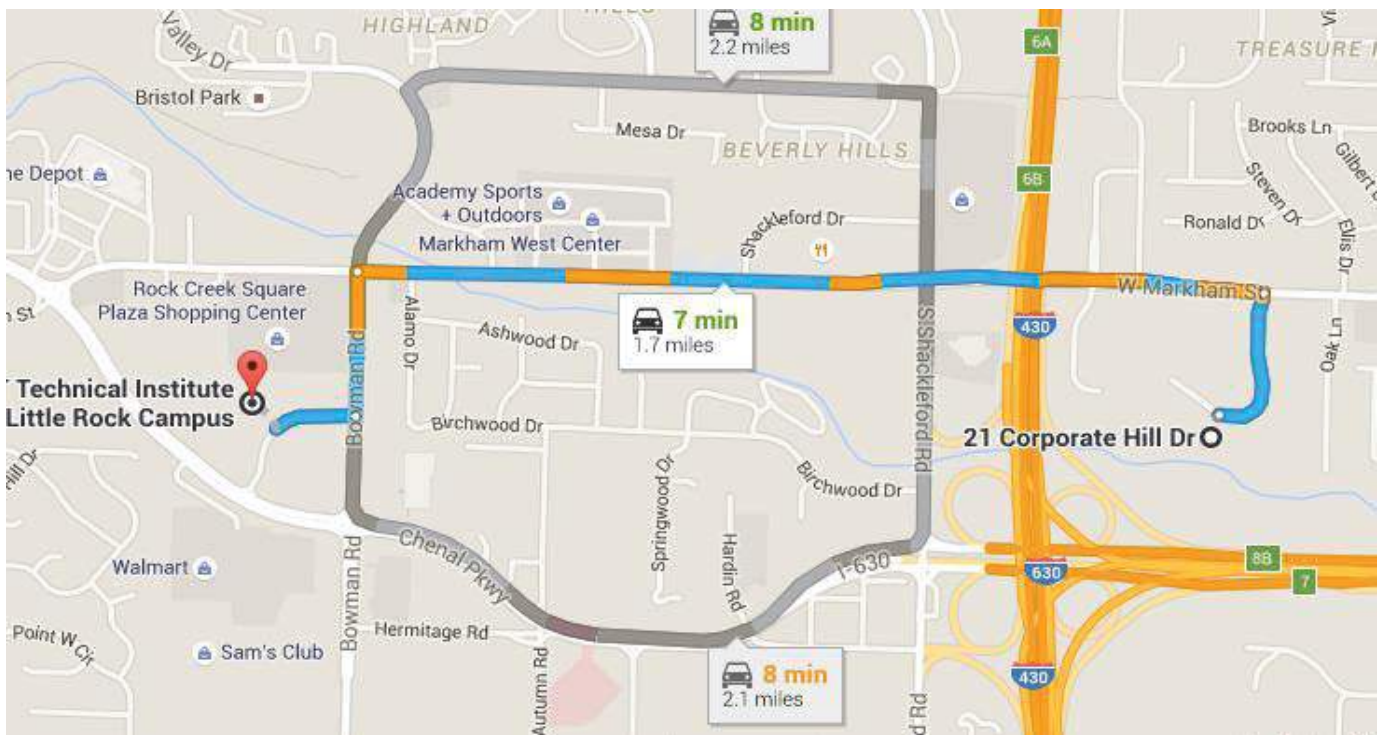
LISA West High School

- Currently LISA West High School enrolls approximately 330 students and has grown steadily over the last five years.
- LISA West High School is ranked by the state as a top performing school. In last year's Washington Post's America's Most Challenging High Schools, LISA West High School was ranked third in the state of Arkansas. The offerings and programs could be expanded by opening more space at West Campus.
- Currently students have the opportunity to take extensive Advanced Placement courses in all four core areas – Math, Science, English, and Social Studies – with some students taking as many as six AP courses in a year. By transitioning the sixth grade to the new K-6 Elementary, greater availability for students to experience the LISA Academy High School program would be created. With more high school students, the current offerings of Advanced Placement courses could be expanded from 14 subjects.
- The following other benefits could be realized for LISA West High School students with opening more space at current West campus:
 - Broader elective offerings,
 - Variety of sports,
 - More extensive activities,
 - Dedicated building space, and
 - Teachers may focus on teaching only high school courses

LOCATION of the BUILDING

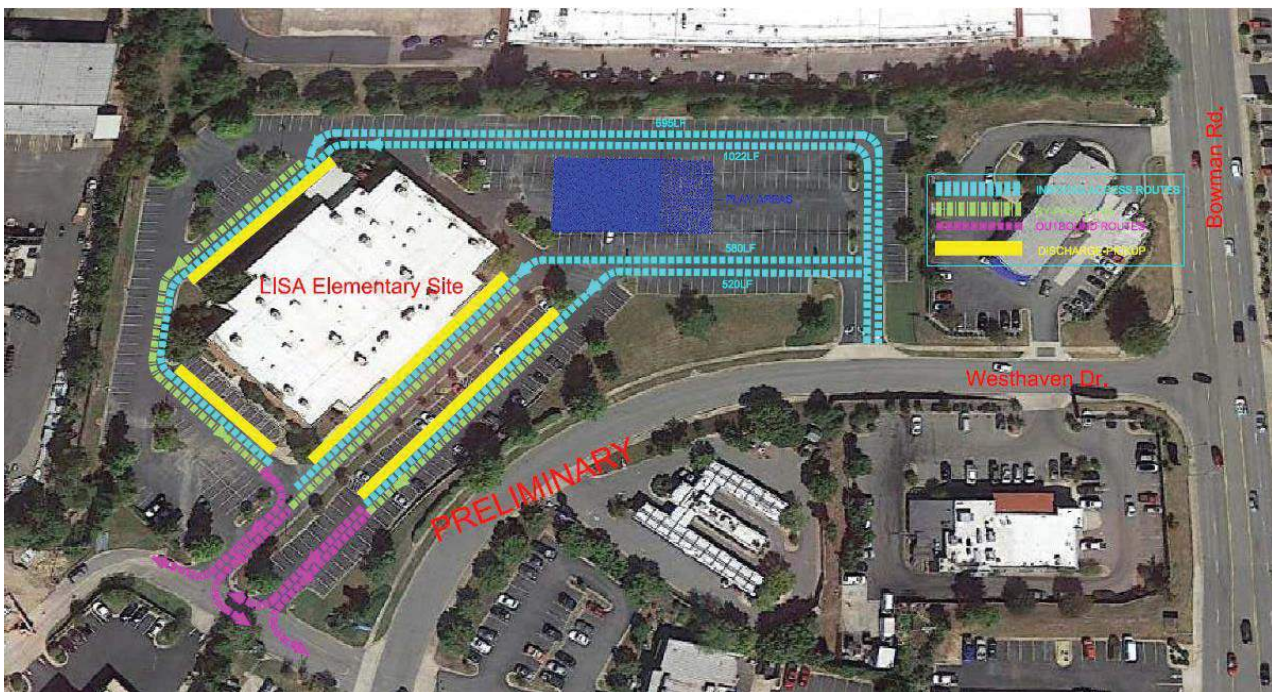
The proposed location offers many benefits for families enrolled. The proximity to I-430 and I-630 will allow accessibility for families throughout the metro area. Also, the location offers accessibility from both Bowman and Chenal main thoroughfares making the campus easily accessible from all directions. Furthermore, a large parking area allows plenty for maximized parking area for both faculty and families as well.

In addition the location is convenient for families with siblings to drop off and pick up students in multiple buildings as the distance between current LISA West Campus to proposed building is only 1.7 miles. Please see the following maps;





- Traffic Pattern-** A traffic study has been initiated with a professional traffic engineering company to be presented to the city of Little Rock for approval. Please see the picture for traffic plan of delivery of students.



JUSTIFICATION of CAP INCREASE REQUEST

- Currently, all LISA Academy schools are at full capacity, with 1500 students enrolled. The following chart provides demographic information and further details about our diverse population.

School	Grade	Total	Hispanic	White	Black	Asian	Native	% of Minority	Free	Reduced	% of F&R
LISA West Middle	6 Grade	163	24	37	65	36	1	55.21	42	13	33.74
LISA West Middle	7 Grade	161	21	41	58	40	1	49.69	55	12	41.61
LISA West Middle	8 Grade	144	21	33	57	33	0	54.17	55	10	45.14
LISA West Middle	[TOTAL]	468	66	111	180	109	2	52.99	152	35	39.96
LISA West High	9 Grade	125	16	37	65	7	0	64.80	42	12	43.20
LISA West High	10 Grade	77	9	19	38	11	0	61.04	25	6	40.26
LISA West High	11 Grade	69	9	22	30	8	0	56.52	24	6	43.48
LISA West High	12 Grade	61	10	19	26	6	0	59.02	23	6	47.54
LISA West High	[TOTAL]	332	44	97	159	32	0	61.14	114	30	43.37
<i>LISA West Campus</i>	<i>TOTAL</i>	<i>800</i>	<i>110</i>	<i>208</i>	<i>339</i>	<i>141</i>	<i>2</i>	<i>56.38</i>	<i>266</i>	<i>65</i>	<i>41.38</i>
LISA North Elementary	Kinder	39	11	16	11	0	1	58.97	15	2	43.59
LISA North Elementary	1 Grade	47	15	22	6	4	0	44.68	20	6	55.32
LISA North Elementary	2 Grade	50	9	18	21	2	0	60.00	29	3	64.00
LISA North Elementary	3 Grade	66	16	26	20	4	0	54.55	26	8	51.52
LISA North Elementary	4 Grade	77	8	36	27	6	0	45.45	28	6	44.16
LISA North Elementary	5 Grade	78	10	37	27	4	0	47.44	27	6	42.31
LISA North Elem	[TOTAL]	357	69	155	112	20	1	50.98	145	31	49.30
LISA North Middle	6 Grade	85	13	39	23	9	1	43.53	36	12	56.47
LISA North Middle	7 Grade	86	21	36	26	2	1	55.81	34	9	50.00
LISA North Middle	8 Grade	58	7	22	22	5	2	53.45	26	6	55.17
LISA North Middle	[TOTAL]	229	41	97	71	16	4	50.66	96	27	53.71
LISA North High	9 Grade	41	4	21	11	5	0	36.59	14	5	46.34
LISA North High	10 Grade	28	4	12	10	2	0	50.00	10	3	46.43
LISA North High	11 Grade	25	3	12	6	4	0	36.00	7	2	36.00
LISA North High	12 Grade	20	2	12	4	2	0	30.00	5	1	30.00
LISA North High	[TOTAL]	114	13	57	31	13	0	38.60	36	11	41.23
<i>LISA North Campus</i>	<i>TOTAL</i>	<i>700</i>	<i>123</i>	<i>309</i>	<i>214</i>	<i>49</i>	<i>5</i>	<i>48.86</i>	<i>277</i>	<i>69</i>	<i>49.43</i>
LISA Academy ALL	ALL	1500	233	517	553	190	7	52.87	543	134	45.13

- There is a strong demand for additional seats at both campuses, as is evidenced in the following waiting list chart.

School	Grade	Waiting List
LISA West Middle	6 Grade	376
LISA West Middle	7 Grade	157
LISA West Middle	8 Grade	176
LISA West Middle School	[TOTAL]	709
LISA West High	9 Grade	227
LISA West High	10 Grade	179
LISA West High	11 Grade	118
LISA West High	12 Grade	48
LISA West High School	[TOTAL]	572
<i>LISA West Campus</i>	<i>TOTAL</i>	<i>1281</i>
LISA North Elementary	Kinder	190
LISA North Elementary	1 Grade	155
LISA North Elementary	2 Grade	136
LISA North Elementary	3 Grade	114
LISA North Elementary	4 Grade	95
LISA North Elementary	5 Grade	107
LISA North Elementary	[TOTAL]	797
LISA North Middle	6 Grade	93
LISA North Middle	7 Grade	55
LISA North Middle	8 Grade	46
LISA North Middle School	[TOTAL]	194
LISA North High	9 Grade	40
LISA North High	10 Grade	23
LISA North High	11 Grade	20
LISA North High	12 Grade	10
LISA North High School	[TOTAL]	93
<i>LISA North Campus</i>	<i>TOTAL</i>	<i>1084</i>
LISA Academy ALL	ALL	2365

- With approval of the proposed amendments, the additional students would be distributed as follows:

2015-2016 (Current Enrollment)		
School	Grade	Total
LISA West Middle School	6-8 Grade	468
LISA West High School	9-12 Grade	332
LISA North Campus	K-12 Grade	700
LISA Academy ALL	ALL	1500

Distribution of The Additional Students in The Following Years					
2016-2017			2017-2018		
School	Grade	Total	School	Grade	Total
LISA West NEW Campus	K-5 Grade	365	LISA West NEW Campus	K-5 Grade	425
LISA West NEW Campus	6 Grade	185	LISA West NEW Campus	6 Grade	175
LISA West Middle School	7-8 Grade	350	LISA West Middle School	7-8 Grade	360
LISA West High School	9-12 Grade	400	LISA West High School	9-12 Grade	440
LISA North Campus	K-12 Grade	700	LISA North Campus	K-12 Grade	700
LISA Academy ALL	ALL	2000	LISA Academy ALL	ALL	2100

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LITTLE SCHOLARS OF
ARKANSAS FOUNDATION, INC.

WHEREAS, the Little Scholars of Arkansas (LISA) Foundation, Inc. Board of Directors (Board) met in a regular, open, and properly-called meeting on December 17, 2015 in Little Rock, Arkansas;

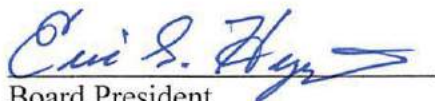
WHEREAS, (4) members were present, a quorum was declared by the chair;

WHEREAS, the Board has received and reviewed information from the administrators of LISA Academy concerning a proposed charter amendment to be submitted to the Arkansas Department of Education for review and approval with said amendment asking the Arkansas Department of Education to amend LISA Academy's charter to include provisions for: (1) The addition of a new elementary school in West Little Rock, containing grade levels K-6; (2) Changing the grade levels at the LISA West campus to 7-12, which will include the Middle and High Schools, and (3) Increasing the total, combined enrollment cap of all schools under the LISA charter from 1,500 students to 2,100 students.

WHEREAS, the Board has determined that it is beneficial for LISA Academy to request a charter amendment containing all of the items set forth in the above paragraph, to provide enhanced educational benefits and opportunities for current and prospective LISA Academy students; and

WHEREAS, the Board, upon due consideration and deliberation, hereby approves and adopts this Resolution for the purposes and reasons contained within the third and fourth paragraphs of this Resolution; and

NOW THEREFORE, this Board hereby adopts this Resolution, and authorizes the Superintendent of LISA Academy to prepare and submit all necessary documentation for the signature of the Board's President and Secretary; to submit said paperwork and this Resolution to the Department of Education for consideration and action by the Department's Charter Authorizing Panel; and to take all other necessary and proper action in order to effectuate the Board's Resolution.


Board President

12-17-2015
Date

 Tansel Kardacak
Board Secretary

12/17/2015
Date

2015 ESEA DISTRICT REPORT

District: LISA ACADEMY
LEA: 6041700
Enrollment: 1488

Superintendent: ATNAN EKIN
Attendance: 97.59
Poverty Rate: 40.93

Address: 23 CORPORATE HILL DR
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1157	1173	98.64	1052	1098	95.81
Targeted Achievement Gap Group	538	548	98.18	497	523	95.03
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	454	460	98.70	419	433	96.77
Hispanic	157	158	99.37	142	147	96.60
White	366	372	98.39	332	348	95.40
Economically Disadvantaged	503	511	98.43	465	489	95.09
English Language Learners	14	18	77.78	16	18	88.89
Students with Disabilities	78	81	96.30	73	76	96.05

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	479	1110	43.15	22.73
Targeted Achievement Gap Group	145	512	28.32	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	114	428	26.64	10.77
Hispanic	51	151	33.77	18.35
White	199	354	56.21	26.04
Economically Disadvantaged	142	481	29.52	17.63
English Language Learners	0	14	0.00	7.64
Students with Disabilities	5	70	7.14	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	266	1009	26.36	13.95
Targeted Achievement Gap Group	79	476	16.60	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	41	396	10.35	5.87
Hispanic	26	136	19.12	12.10
White	110	320	34.38	17.14
Economically Disadvantaged	77	446	17.26	11.02
English Language Learners	2	16	12.50	6.23
Students with Disabilities	4	69	5.80	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	51	51	100.00	97.33	94.00
Targeted Achievement Gap Group	10	10	100.00	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	142	143	99.30	97.33	94.00
Targeted Achievement Gap Group	41	42	97.62	100.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	21	21	100.00	100.00	
Hispanic	2	2	100.00		
White	18	18	100.00	94.87	
Economically Disadvantaged	10	10	100.00	100.00	
English Language Learners	0	0			
Students with Disabilities	0	0		100.00	

2015 ESEA DISTRICT REPORT

District: LISA ACADEMY
LEA: 6041700
Enrollment: 1488

Superintendent: ATNAN EKIN
Attendance 97.59
Poverty Rate: 40.93

Address: 23 CORPORATE HILL DR
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	17
Number of enrolled students with completed EOY only:	4

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 11/12/2015

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY	Superintendent: ATNAN EKIN	LEA: 6041701
School: LISA ACADEMY NORTH ELEMENTARY	Principal: BETHANY RATERM ^A	Address: 5410 landers Rd
Grade: K - 5	Attendance: 97.17	Address: SHERWOOD, Ar 72117
Enrollment: 361	Poverty Rate: 47.37	Phone: (501) 945-2727

OVERALL SCHOOL STATUS:	2015 ACHIEVING
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PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	224	224	100.00	224	224	100.00
Targeted Achievement Gap Group	112	112	100.00	112	112	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	79	79	100.00	79	79	100.00
Hispanic	26	26	100.00	26	26	100.00
White	95	95	100.00	95	95	100.00
Economically Disadvantaged	99	99	100.00	99	99	100.00
English Language Learners	2	2	100.00	2	2	100.00
Students with Disabilities	20	20	100.00	20	20	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	73	209	34.93	21.47
Targeted Achievement Gap Group	30	106	28.30	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	12	71	16.90	10.44
Hispanic	7	25	28.00	15.49
White	45	89	50.56	26.68
Economically Disadvantaged	29	94	30.85	16.35
English Language Learners	0	2	0.00	8.19
Students with Disabilities	2	19	10.53	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	57	209	27.27	12.09
Targeted Achievement Gap Group	27	106	25.47	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	71	14.08	4.17
Hispanic	6	25	24.00	10.85
White	30	89	33.71	16.34
Economically Disadvantaged	26	94	27.66	8.85
English Language Learners	0	2	0.00	5.08
Students with Disabilities	3	19	15.79	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY	Superintendent: ATNAN EKIN	LEA: 6041701
School: LISA ACADEMY NORTH ELEMENTARY	Principal: BETHANY RATERM ^A	Address: 5410 landers Rd
Grade: K - 5	Attendance: 97.17	Address: SHERWOOD, Ar 72117
Enrollment: 361	Poverty Rate: 47.37	Phone: (501) 945-2727

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 11/12/2015

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY
Grade: 6 - 8
Enrollment: 411

Superintendent: ATNAN EKIN
Principal: LUANNE BARONI
Attendance: 97.56
Poverty Rate: 41.12

LEA: 6041702
Address: 21 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 227-4942

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	506	513	98.64	334	343	97.38
Targeted Achievement Gap Group	224	230	97.39	183	190	96.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	206	210	98.10	148	154	96.10
Hispanic	68	69	98.55	52	53	98.11
White	131	131	100.00	80	81	98.77
Economically Disadvantaged	211	217	97.24	171	178	96.07
English Language Learners	11	13	84.62	12	12	100.00
Students with Disabilities	29	30	96.67	29	29	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	205	486	42.18	21.47
Targeted Achievement Gap Group	44	212	20.75	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	47	195	24.10	10.44
Hispanic	16	66	24.24	15.49
White	71	125	56.80	26.68
Economically Disadvantaged	42	202	20.79	16.35
English Language Learners	0	11	0.00	8.19
Students with Disabilities	2	22	9.09	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	78	318	24.53	12.09
Targeted Achievement Gap Group	20	175	11.43	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	140	7.14	4.17
Hispanic	7	50	14.00	10.85
White	27	75	36.00	16.34
Economically Disadvantaged	20	164	12.20	8.85
English Language Learners	2	12	16.67	5.08
Students with Disabilities	0	26	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY
Grade: 6 - 8
Enrollment: 411

Superintendent: ATNAN EKIN
Principal: LUANNE BARONI
Attendance: 97.56
Poverty Rate: 41.12

LEA: 6041702
Address: 21 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 227-4942

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	8
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 11/12/2015

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY HIGH
Grade: 9 - 12
Enrollment: 386

Superintendent: ATNAN EKIN
Principal: ILKER FIDAN
Attendance: 98.90
Poverty Rate: 34.20

LEA: 6041703
Address: 23 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	159	162	98.15	254	258	98.45
Targeted Achievement Gap Group	68	69	98.55	80	82	97.56
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	78	79	98.73	109	110	99.09
Hispanic	18	18	100.00	23	24	95.83
White	39	40	97.50	66	67	98.51
Economically Disadvantaged	63	64	98.44	77	79	97.47
English Language Learners				1	1	100.00
Students with Disabilities	12	12	100.00	8	8	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	81	158	51.27	21.47
Targeted Achievement Gap Group	23	68	33.82	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	27	78	34.62	10.44
Hispanic	10	18	55.56	15.49
White	28	39	71.79	26.68
Economically Disadvantaged	23	63	36.51	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	12	8.33	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	87	252	34.52	12.09
Targeted Achievement Gap Group	16	80	20.00	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	14	108	12.96	4.17
Hispanic	8	23	34.78	10.85
White	29	65	44.62	16.34
Economically Disadvantaged	15	77	19.48	8.85
English Language Learners	0	1	0.00	5.08
Students with Disabilities	1	8	12.50	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	37	37	100.00	97.33	94.00
Targeted Achievement Gap Group	6	6	100.00	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	116	117	99.15	97.33	94.00
Targeted Achievement Gap Group	34	35	97.14	100.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	14	14	100.00	100.00	
Hispanic	2	2	100.00		
White	11	11	100.00	94.87	
Economically Disadvantaged	6	6	100.00	100.00	
English Language Learners	0	0			
Students with Disabilities	0	0		100.00	

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY HIGH
Grade: 9 - 12
Enrollment: 386

Superintendent: ATNAN EKIN
Principal: ILKER FIDAN
Attendance: 98.90
Poverty Rate: 34.20

LEA: 6041703
Address: 23 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

Report created on: 11/12/2015

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY**Superintendent:** ATNAN EKIN**LEA:** 6041705**School:** LISA ACADEMY NORTH MIDDLE CHAR**Principal:** FATIH BOGREK**Address:** 5410 landers Rd**Grade:** 6 - 8**Attendance:** 97.17**Address:** SHERWOOD, Ar 72117**Enrollment:** 222**Poverty Rate:** 45.05**Phone:** (501) 945-2727**OVERALL SCHOOL STATUS:****2015 NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	203	209	97.13	178	210	84.76
Targeted Achievement Gap Group	104	107	97.20	92	108	85.19
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	68	69	98.55	62	69	89.86
Hispanic	36	36	100.00	33	36	91.67
White	76	81	93.83	64	78	82.05
Economically Disadvantaged	101	102	99.02	89	103	86.41
English Language Learners	1	3	33.33	1	3	33.33
Students with Disabilities	12	14	85.71	12	14	85.71

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	84	193	43.52	21.47
Targeted Achievement Gap Group	33	97	34.02	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	62	30.65	10.44
Hispanic	12	33	36.36	15.49
White	39	76	51.32	26.68
Economically Disadvantaged	33	94	35.11	16.35
English Language Learners	0	1	0.00	8.19
Students with Disabilities	0	12	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	31	168	18.45	12.09
Targeted Achievement Gap Group	9	85	10.59	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	5	56	8.93	4.17
Hispanic	4	30	13.33	10.85
White	16	64	25.00	16.34
Economically Disadvantaged	9	82	10.98	8.85
English Language Learners	0	1	0.00	5.08
Students with Disabilities	0	12	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY School: LISA ACADEMY NORTH MIDDLE CHAR Grade: 6 - 8 Enrollment: 222	Superintendent: ATNAN EKIN Principal: FATIH BOGREK Attendance: 97.17 Poverty Rate: 45.05	LEA: 6041705 Address: 5410 landers Rd Address: SHERWOOD, Ar 72117 Phone: (501) 945-2727
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	8
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

Report created on: 11/12/2015

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY**Superintendent:** ATNAN EKIN**LEA:** 6041706**School:** LISA ACADEMY NORTH HIGH CHARTER**Principal:** FATIH BOGREK**Address:** 5410 landers Rd**Grade:** 9 - 12**Attendance:** 96.48**Address:** SHERWOOD, Ar 72117**Enrollment:** 108**Poverty Rate:** 34.26**Phone:** (501) 945-2727

OVERALL SCHOOL STATUS:	2015 ACHIEVING
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	65	65	100.00	62	63	98.41
Targeted Achievement Gap Group	30	30	100.00	30	31	96.77
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	23	23	100.00	21	21	100.00
Hispanic	9	9	100.00	8	8	100.00
White	25	25	100.00	27	27	100.00
Economically Disadvantaged	29	29	100.00	29	30	96.67
English Language Learners						
Students with Disabilities	5	5	100.00	4	5	80.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	36	64	56.25	21.47
Targeted Achievement Gap Group	15	29	51.72	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	9	22	40.91	10.44
Hispanic	6	9	66.67	15.49
White	16	25	64.00	26.68
Economically Disadvantaged	15	28	53.57	16.35
English Language Learners	0	0		8.19
Students with Disabilities	0	5	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	13	62	20.97	12.09
Targeted Achievement Gap Group	7	30	23.33	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	21	9.52	4.17
Hispanic	1	8	12.50	10.85
White	8	27	29.63	16.34
Economically Disadvantaged	7	29	24.14	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	4	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	14	14	100.00		94.00
Targeted Achievement Gap Group	4	4	100.00		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	25	25	100.00		94.00
Targeted Achievement Gap Group	7	7	100.00		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	7	7	100.00		
Hispanic	0	0			
White	7	7	100.00		
Economically Disadvantaged	4	4	100.00		
English Language Learners	0	0			
Students with Disabilities	0	0			

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY	Superintendent: ATNAN EKIN	LEA: 6041706
School: LISA ACADEMY NORTH HIGH CHARTER	Principal: FATIH BOGREK	Address: 5410 landers Rd
Grade: 9 - 12	Attendance: 96.48	Address: SHERWOOD, Ar 72117
Enrollment: 108	Poverty Rate: 34.26	Phone: (501) 945-2727

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

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Report created on: 11/12/2015

LISA Academy Public Charter School				Proposed Budget 2016-2017		Proposed Budget 2017-2018	
Proposed Budget 2015-2016				2000 students		2100	
Line#	Revenues	Amount	Total	Amount	Total	Amount	Total
	State Public Charter School Aid:						
	State Foundation Funding	9,623,371.92		9,902,540.00		13,282,920.00	
	Student Growth	164,600.00		3,057,160.00		609,930.00	
	Professional Development	38,075.46		52,100.00		54,705.00	
	Earlychildhood Sp Ed	0.00		0.00		0.00	
	GT/AP	2,500.00		5,000.00		5,000.00	
	ELL	12,960.00		24,273.33		26,972.40	
	NLSA	349,215.91		354,392.50		458,040.80	
	Facilities Funding Aid	809,289.91		0.00		0.00	
	Total State Charter School Aid		11,000,013.21		13,395,465.83		14,437,568.20
	Other Sources of Revenues:						
	Private Donations or Gifts	0.00		500,000.00		0.00	
	Federal Grants (Title-I + Sp Ed + Early Ch Sp Ed + ARMAC + Title-II)	614,544.91		636,272.92		720,954.57	
	Food Fund (Student + ADE Child Nutrition)	230,000.00		313,636.36		334,545.45	
	Other (Roll over)	1,780,566.83		2,110,144.74		2,769,620.19	
	Total Other Sources of Revenues		2,625,111.74		3,560,054.02		3,825,120.22
	TOTAL REVENUES		13,625,124.95		16,955,519.85		18,262,688.42
Expenditures				Amount	Total	Amount	Total
	Regular Classroom Instruction: 1100						
	Salaries: (No. of Positions: __)	3,243,396.31		4,324,898.20		4,541,143.11	
	Fringe Benefits	795,105.48		1,082,257.94		1,136,370.84	
	Purchased Services	125,000.00		166,666.67		175,000.00	
	Supplies and Materials	450,000.00		385,000.00		300,000.00	
	Equipment			0.00		0.00	
	Other (Dues and Fees)	9,500.00	4,623,001.79	12,666.67	5,971,489.48	13,300.00	6,165,813.95
	(Budget Continued)			0		0	
	Special Education: 1200						
	Salaries: (No. of Positions: __)	296,192.00		386,637.76		405,969.65	
	Fringe Benefits	72,981.82		96,549.01		101,376.47	
	Purchased Services	18,000.00		24,000.00		25,200.00	
	Supplies and Materials	2,500.00		3,333.33		3,500.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		389,673.82	0.00	510,520.11	0.00	536,046.11
	Compensatory Education: 1500						
	Salaries: (No. of Positions: __)	341,169.71		351,404.80		368,975.04	
	Fringe Benefits	81,033.27		83,464.27		87,637.48	
	Purchased Services	0.00		0.00		0.00	
	Supplies and Materials	0.00		0.00		0.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		422,202.98	0.00	434,869.07	0.00	456,612.52
	Other Instructional Programs: 1900						
	Salaries: (No. of Positions: __)	53,802.78		55,416.86		58,187.71	
	Fringe Benefits	14,107.43		14,530.65		15,257.19	
	Purchased Services	0.00		0.00		0.00	
	Supplies and Materials	2,500.00		3,333.33		3,500.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		70,410.21	0.00	73,280.85	0.00	76,944.89
	Support Services - Students: 2100						
	Salaries: (No. of Positions: __)	147,944.00		237,982.32		249,881.44	
	Fringe Benefits	32,029.88		55,243.18		58,005.34	
	Purchased Services	78,000.00		104,000.00		109,200.00	
	Supplies and Materials	7,000.00		9,333.33		9,800.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		264,973.88	0.00	406,558.83	0.00	426,886.77
	Support Services - Instructional Staff: 2200						
	Salaries: (No. of Positions: __)	367,411.24		378,433.58		397,355.26	
	Fringe Benefits	91,502.25		94,247.32		98,959.68	
	Purchased Services	292,676.47		403,568.63		403,568.63	
	Supplies and Materials	45,286.06		60,381.41		163,400.48	
	Equipment	21,500.00		28,666.67		30,100.00	
	Other (Describe)		818,376.02	0.00	965,297.60	0.00	1,093,384.05
	(Budget Continued)			0		0	
	Support Services - General Administration: 2300						
	Salaries: (No. of Positions: __)	97,500.00		98,475.00		103,398.75	
	Fringe Benefits	23,704.83		23,941.88		25,138.97	
	Purchased Services	95,000.00		126,666.67		133,000.00	
	Supplies and Materials	3,000.00		4,000.00		4,200.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		239,204.83	26,666.67	279,750.21	28,000.00	293,737.72
	Support Services - School Administration: 2400						
	Salaries: (No. of Positions: __)	876,896.67		1,146,043.57		1,203,345.75	
	Fringe Benefits	216,249.13		284,611.46		298,842.04	
	Purchased Services	0.00		0.00		0.00	
	Supplies and Materials	0.00		0.00		0.00	
	Equipment	0.00		0.00		0.00	
	Other (Describe)		1,093,145.80	0.00	1,430,655.03	0.00	1,502,187.79
	Fiscal and Central Services: 2500						
	Salaries: (No. of Positions: __)	243,495.27		287,280.13		301,644.13	
	Fringe Benefits	60,826.13		72,408.83		76,029.28	
	Purchased Services	201,000.00		214,666.67		225,400.00	
	Supplies and Materials	23,000.00		30,666.67		32,200.00	
	Equipment	12,500.00		16,666.67		17,500.00	
	Other (Describe)		558,821.40	24,000.00	645,688.96	25,200.00	677,973.41
	Maintenance and Operation: 2600						
	Salaries: (No. of Positions: __)	54,340.00		55,970.20		58,768.71	
	Fringe Benefits	11,764.61		12,117.55		12,723.43	

Purchased Services	1,646,110.32		2,146,658.44		2,186,347.24
(include utilities and building rent)			0.00		0.00
Supplies and Materials	190,000.00		253,333.33		266,000.00
Equipment	0.00		0.00		0.00
Other (Security)	25,000.00	1,927,214.93	33,333.33	2,501,412.85	35,000.00
			0		0
Pupil Transportation: 2700			0		0
Salaries: (No. of Positions ____)	0.00		0.00		0.00
Fringe Benefits	0.00		0.00		0.00
Purchased Services	4,500.00		4,500.00		4,500.00
Supplies and Materials			0.00		0.00
Equipment			0.00		0.00
Other	0.00	4,500.00	0.00	4,500.00	0.00
			0		0
Food Services: 3100			0		0
Salaries: (No. of Positions ____)	110,864.80		136,590.74		143,420.28
Fringe Benefits	24,002.23		31,431.90		33,003.49
Purchased Services	0.00		0.00		0.00
Supplies and Materials	330,000.00		450,000.00		480,000.00
Equipment			0.00		0.00
Other (Describe)	1,099.52	465,966.55	1,466.03	619,488.67	1,539.33
			0		0
(Budget Continued)			0		0
Data Processing:			0		0
Salaries: (No. of Positions ____)	0.00		0.00		0.00
Fringe Benefits	0.00		0.00		0.00
Purchased Services	0.00		0.00		0.00
Supplies and Materials	0.00		0.00		0.00
Equipment			0.00		0.00
Other (Describe)	0.00		0.00	0.00	0.00
			0		0
Substitute Personnel: 1100-61710-61720			0		0
Salaries: (No. of Positions ____)	34,888.00		34,888.00		34,888.00
Fringe Benefits	0.00	34,888.00	0.00	34,888.00	0.00
			0		0
Facilities: 4000			0		0
Lease/Purchase (contract for one total year including facility upgrades)	470,100.00		150,000.00		150,000.00
Please list upgrades:	470,100.00		0.00	150,000.00	0.00
			0.00		0.00
Utilities (contract for one total year including facility upgrades)			0.00		0.00
Insurance (contract for one total year including facility upgrades):	75,000.00		100,000.00		105,000.00
Property Insurance			0.00		0.00
Content Insurance	75,000.00		0.00	100,000.00	0.00
			0		0
Debt Expenditures:	57,500.00	57,500.00	57,500.00	57,500.00	57,500.00
Other Expenditures:			0		0
(Describe)	0.00		0.00	0.00	0.00
			0		0
TOTAL EXPENDITURES		11,514,980.21		14,185,899.66	
					14,798,277.70
END OF YEAR CLOSING		2,110,144.74		2,769,620.19	
					3,464,410.72

LISA ACADEMY- 2016-2017 School Year- Cash Flow Statement												
1/7/2016	July	August	September	October	November	December	January	February	March	April	May	June
Beginning Cash Balance	\$2,110,144.74	\$2,363,482.64	\$1,843,005.96	\$1,419,350.78	\$1,548,314.52	\$1,322,510.50	\$1,147,419.30	\$2,823,144.01	\$2,668,561.17	\$2,509,989.88	\$3,579,282.59	\$3,482,403.46
RECEIPTS												
Other Local Revenue												
FROM NORTH												
2000 OPERATING FUND												
2001 STATE FUNDING	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67	\$825,211.67
2009 WALMART GRANT				\$500,000.00								
2010 OTHER GRANTS												
2200 OPERATING												
2217 STUDENT GROWTH FUNDI												
2223 PROFESSIONAL DEVELOP	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67	\$4,341.67
2227 CORP PROGRAM												
2232 ARK SCH RECOGNITION												
2240 SPECIAL ED												
2246 TEACHER FUNDING GRAN												
2260 EARLY CHILDHOOD SP E												
2265 SP ED CATASTROPHIC												
2271 GIT ADVPLAGE INCENT												
2276 ENGLISH LANGUAGE LEA						\$24,273.33				\$5,000.00		
2281 NILSA	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71	\$29,532.71
6501 TITLE I			\$23,527.49	\$23,527.49	\$23,527.49	\$23,527.49	\$42,349.48	\$42,349.48	\$42,349.48	\$42,349.48	\$42,349.48	\$29,091.44
6702 TITLE VI-B PASS-THRU				\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44	\$29,091.44
6710 IDEA EARLY CHLHD, SE								\$3,988.44				
6750 MEDICAID						\$5,400.00					\$12,600.00	
6752 ARMA/MEDICAID ADMINIS CL						\$21,039.50					\$49,092.16	
8200 FOOD SERVICE		\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40	\$28,512.40
Total Revenue	\$859,086.04	\$887,598.44	\$887,598.44	\$1,440,217.37	\$940,217.37	\$990,930.19	\$2,793,335.36	\$963,027.80	\$959,039.36	\$2,186,903.36	\$1,020,731.52	\$916,689.88
DISBURSEMENTS												
Total Payroll Expense	\$218,462.18	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$778,735.43	\$1,339,008.68
Regular expenses	\$387,285.96	\$629,339.69	\$532,518.20	\$532,518.20	\$387,285.96	\$387,285.96	\$338,875.22	\$338,875.22	\$338,875.22	\$338,875.22	\$338,875.22	\$290,464.47
Total Expenditures	\$605,748.14	\$1,408,075.12	\$1,311,253.63	\$1,311,253.63	\$1,166,021.39	\$1,166,021.39	\$1,117,610.65	\$1,117,610.65	\$1,117,610.65	\$1,117,610.65	\$1,117,610.65	\$1,629,473.15
Net Change in Cash	\$253,337.90	(\$520,476.68)	(\$423,655.19)	\$128,963.74	(\$225,804.02)	(\$175,091.20)	\$1,675,724.71	(\$154,582.85)	(\$158,571.29)	\$1,069,292.71	(\$98,879.13)	(\$712,783.27)
Ending Cash Balance	\$2,363,482.64	\$1,843,005.96	\$1,419,350.78	\$1,548,314.52	\$1,322,510.50	\$1,147,419.30	\$2,823,144.01	\$2,668,561.17	\$2,509,989.88	\$3,579,282.59	\$3,482,403.46	\$2,769,620.19

LISA Academy Desegregation Analysis

LISA Academy seeks to amend its charter in the following ways: (1) open a new K-6 elementary school in Little Rock; (2) change the grade levels of its middle school in Little Rock from Grades 6-8 to Grades 7-8; and (3) increase its enrollment cap from 1,500 students to 2,100 students. LISA Academy expects to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), as well as students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed amendments would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

LISA Academy is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendments would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, LISA Academy has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LISA Academy's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LISA Academy's proposed amendments could impact LRSD's unitary status. To be clear, LISA Academy's proposed amendments cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. LISA Academy's proposed new enrollment cap of 2,100 students would constitute an increase of approximately 2.6% additional students from the LRSD population, or approximately 9.1% of the total LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LISA Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LISA Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LISA Academy's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LISA Academy's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

LISA Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested amendments for open-enrollment public charter schools in Pulaski County.

**City of Little Rock****Department of Planning and Development**

723 West Markham Street

Little Rock, Arkansas 72201-1334

Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

**Planning
Zoning and
Subdivision****ZONING CERTIFICATION****PROPERTY ADDRESS:** 12200 Westhaven DriveLittle Rock, AR 72211**LEGAL DESCRIPTION:** Lot 9, Parkway West Ltd. Addition**This is to certify that the Zoning Classification on the above described property is:**"C-3" General Commercial.Alice Taylor**ZONING ENFORCEMENT OFFICER**January 5, 2016**DATE**

ESEA Information

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY	Superintendent: ATNAN EKIN	LEA: 6041701
School: LISA ACADEMY NORTH ELEMENTARY	Principal: BETHANY RATERM ^A	Address: 5410 landers Rd
Grade: K - 5	Attendance: 97.17	Address: SHERWOOD, Ar 72117
Enrollment: 361	Poverty Rate: 47.37	Phone: (501) 945-2727

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	224	224	100.00	224	224	100.00
Targeted Achievement Gap Group	112	112	100.00	112	112	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	79	79	100.00	79	79	100.00
Hispanic	26	26	100.00	26	26	100.00
White	95	95	100.00	95	95	100.00
Economically Disadvantaged	99	99	100.00	99	99	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	20	20	100.00	20	20	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	73	209	34.93	21.47
Targeted Achievement Gap Group	30	106	28.30	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	12	71	16.90	10.44
Hispanic	7	25	28.00	15.49
White	45	89	50.56	26.68
Economically Disadvantaged	29	94	30.85	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	2	19	10.53	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	57	209	27.27	12.09
Targeted Achievement Gap Group	27	106	25.47	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	71	14.08	4.17
Hispanic	6	25	24.00	10.85
White	30	89	33.71	16.34
Economically Disadvantaged	26	94	27.66	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	3	19	15.79	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY	Superintendent: ATNAN EKIN	LEA: 6041701
School: LISA ACADEMY NORTH ELEMENTARY	Principal: BETHANY RATERM ^A	Address: 5410 landers Rd
Grade: K - 5	Attendance: 97.17	Address: SHERWOOD, Ar 72117
Enrollment: 361	Poverty Rate: 47.37	Phone: (501) 945-2727

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY
Grade: 6 - 8
Enrollment: 411

Superintendent: ATNAN EKIN
Principal: LUANNE BARONI
Attendance: 97.56
Poverty Rate: 41.12

LEA: 6041702
Address: 21 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 227-4942

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	506	513	98.64	334	343	97.38
Targeted Achievement Gap Group	224	230	97.39	183	190	96.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	206	210	98.10	148	154	96.10
Hispanic	68	69	98.55	52	53	98.11
White	131	131	100.00	80	81	98.77
Economically Disadvantaged	211	217	97.24	171	178	96.07
English Language Learners	11	13	84.62	12	12	100.00
Students with Disabilities	29	30	96.67	29	29	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	205	486	42.18	21.47
Targeted Achievement Gap Group	44	212	20.75	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	47	195	24.10	10.44
Hispanic	16	66	24.24	15.49
White	71	125	56.80	26.68
Economically Disadvantaged	42	202	20.79	16.35
English Language Learners	0	11	0.00	8.19
Students with Disabilities	2	22	9.09	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	78	318	24.53	12.09
Targeted Achievement Gap Group	20	175	11.43	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	140	7.14	4.17
Hispanic	7	50	14.00	10.85
White	27	75	36.00	16.34
Economically Disadvantaged	20	164	12.20	8.85
English Language Learners	2	12	16.67	5.08
Students with Disabilities	0	26	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY
Grade: 6 - 8
Enrollment: 411

Superintendent: ATNAN EKIN
Principal: LUANNE BARONI
Attendance: 97.56
Poverty Rate: 41.12

LEA: 6041702
Address: 21 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 227-4942

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	8
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY**Superintendent:** ATNAN EKIN**LEA:** 6041705**School:** LISA ACADEMY NORTH MIDDLE CHAR**Principal:** FATIH BOGREK**Address:** 5410 landers Rd**Grade:** 6 - 8**Attendance:** 97.17**Address:** SHERWOOD, Ar 72117**Enrollment:** 222**Poverty Rate:** 45.05**Phone:** (501) 945-2727**OVERALL SCHOOL STATUS:****2014 NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	203	209	97.13	178	184	96.74
Targeted Achievement Gap Group	104	107	97.20	92	95	96.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	68	69	98.55	62	63	98.41
Hispanic	36	36	100.00	33	33	100.00
White	76	81	93.83	64	69	92.75
Economically Disadvantaged	101	102	99.02	89	90	98.89
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	12	14	85.71	12	14	85.71

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	84	193	43.52	21.47
Targeted Achievement Gap Group	33	97	34.02	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	62	30.65	10.44
Hispanic	12	33	36.36	15.49
White	39	76	51.32	26.68
Economically Disadvantaged	33	94	35.11	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	0	12	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	31	168	18.45	12.09
Targeted Achievement Gap Group	9	85	10.59	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	5	56	8.93	4.17
Hispanic	4	30	13.33	10.85
White	16	64	25.00	16.34
Economically Disadvantaged	9	82	10.98	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	12	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY School: LISA ACADEMY NORTH MIDDLE CHAR Grade: 6 - 8 Enrollment: 222	Superintendent: ATNAN EKIN Principal: FATIH BOGREK Attendance: 97.17 Poverty Rate: 45.05	LEA: 6041705 Address: 5410 landers Rd Address: SHERWOOD, Ar 72117 Phone: (501) 945-2727
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	8
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY HIGH
Grade: 9 - 12
Enrollment: 386

Superintendent: ATNAN EKIN
Principal: ILKER FIDAN
Attendance: 98.90
Poverty Rate: 34.20

LEA: 6041703
Address: 23 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	159	162	98.15	254	258	98.45
Targeted Achievement Gap Group	68	69	98.55	80	82	97.56
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	78	79	98.73	109	110	99.09
Hispanic	18	18	100.00	23	24	95.83
White	39	40	97.50	66	67	98.51
Economically Disadvantaged	63	64	98.44	77	79	97.47
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	12	12	100.00	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	81	158	51.27	21.47
Targeted Achievement Gap Group	23	68	33.82	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	27	78	34.62	10.44
Hispanic	10	18	55.56	15.49
White	28	39	71.79	26.68
Economically Disadvantaged	23	63	36.51	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	12	8.33	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	87	252	34.52	12.09
Targeted Achievement Gap Group	16	80	20.00	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	14	108	12.96	4.17
Hispanic	8	23	34.78	10.85
White	29	65	44.62	16.34
Economically Disadvantaged	15	77	19.48	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	37	37	100.00	97.33	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	116	117	99.15	97.33	94.00
Targeted Achievement Gap Group	34	35	97.14	100.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	14	14	100.00	100.00	
Hispanic	n < 10	n < 10	n < 10		
White	11	11	100.00	94.87	
Economically Disadvantaged	n < 10	n < 10	n < 10	100.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY
School: LISA ACADEMY HIGH
Grade: 9 - 12
Enrollment: 386

Superintendent: ATNAN EKIN
Principal: ILKER FIDAN
Attendance: 98.90
Poverty Rate: 34.20

LEA: 6041703
Address: 23 CORPORATE HILL
Address: LITTLE ROCK, AR 72205
Phone: (501) 246-5853

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY**Superintendent:** ATNAN EKIN**LEA:** 6041706**School:** LISA ACADEMY NORTH HIGH CHARTER**Principal:** FATIH BOGREK**Address:** 5410 landers Rd**Grade:** 9 - 12**Attendance:** 96.48**Address:** SHERWOOD, Ar 72117**Enrollment:** 108**Poverty Rate:** 34.26**Phone:** (501) 945-2727**OVERALL SCHOOL STATUS:****2014 NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	65	65	100.00	62	63	98.41
Targeted Achievement Gap Group	30	30	100.00	30	31	96.77
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	23	23	100.00	21	21	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	25	25	100.00	27	27	100.00
Economically Disadvantaged	29	29	100.00	29	30	96.67
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	36	64	56.25	21.47
Targeted Achievement Gap Group	15	29	51.72	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	9	22	40.91	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	16	25	64.00	26.68
Economically Disadvantaged	15	28	53.57	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	13	62	20.97	12.09
Targeted Achievement Gap Group	7	30	23.33	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	21	9.52	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	8	27	29.63	16.34
Economically Disadvantaged	7	29	24.14	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	14	14	100.00		94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	25	25	100.00		94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10		
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		

2015 ESEA SCHOOL REPORT

District: LISA ACADEMY School: LISA ACADEMY NORTH HIGH CHARTER Grade: 9 - 12 Enrollment: 108	Superintendent: ATNAN EKIN Principal: FATIH BOGREK Attendance: 96.48 Poverty Rate: 34.26	LEA: 6041706 Address: 5410 landers Rd Address: SHERWOOD, Ar 72117 Phone: (501) 945-2727
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

Report created on: 01/07/2016

District: LISA ACADEMY NORTH	Superintendent: FATIH BOGREK	Report created on: 10/29/2014
School: LISA ACADEMY NORTH ELEM	Principal: FATIH BOGREK	
LEA: 6048701	Grade: K - 5	% Prof/Adv.
Address: 5410 LANDERS RD	Enrollment: 304	2014 Math + Literacy 82.4
Address: SHERWOOD, AR 72117	Attendance: 97.80	2013 Math + Literacy 83.8
Phone: 501-945-2727	Poverty Rate: 34.54	2012 Math + Literacy 87.8

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	175	175	100.00	175	175	100.00
Targeted Achievement Gap Group	58	58	100.00	58	58	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	57	57	100.00	57	57	100.00
Hispanic	15	15	100.00	15	15	100.00
White	88	88	100.00	88	88	100.00
Economically Disadvantaged	51	51	100.00	51	51	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	135	165	81.82	81.25	91.00	82	115	71.30	63.27	93.00
Targeted Achievement Gap Group	33	56	58.93	77.50	91.00	23	38	60.53	70.00	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	310	372	83.33	81.25	91.00	163	228	71.49	63.27	93.00
Targeted Achievement Gap Group	87	125	69.60	77.50	91.00	52	77	67.53	70.00	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	37	52	71.15	78.57		24	38	63.16	55.00	
Hispanic	11	14	78.57	100.00		10	12	83.33	100.00	
White	74	84	88.10	79.38		41	55	74.55	64.00	
Economically Disadvantaged	31	51	60.78	79.17		23	37	62.16	70.00	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	3	15	20.00	62.50		n < 10	n < 10	n < 10	100.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	137	165	83.03	86.46	92.00	39	121	32.23	70.92	81.00
Targeted Achievement Gap Group	39	56	69.64	81.25	92.00	14	40	35.00	65.00	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	316	372	84.95	86.46	92.00	106	234	45.30	70.92	81.00
Targeted Achievement Gap Group	92	125	73.60	81.25	92.00	36	79	45.57	65.00	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	36	52	69.23	71.43		9	39	23.08	65.00	
Hispanic	11	14	78.57	100.00		3	12	25.00	100.00	
White	75	84	89.29	90.63		22	59	37.29	73.00	
Economically Disadvantaged	36	51	70.59	79.17		13	38	34.21	65.00	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	6	15	40.00	62.50		n < 10	n < 10	n < 10	25.00	

District: LISA ACADEMY	Superintendent: ATNAN EKIN	Report created on: 10/29/2014
School: LISA ACADEMY	Principal: LUANNE BARONI	
LEA: 6041702	Grade: 6 - 8	
Address: 21 CORPORATE HILL	Enrollment: 539	% Prof/Adv.
Address: LITTLE ROCK, AR 72205	Attendance: 96.76	2014 Math + Literacy 80.5
Phone: 501-227-4942	Poverty Rate: 35.81	2013 Math + Literacy 82.0
		2012 Math + Literacy 84.5

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	537	538	99.81	537	538	99.81
Targeted Achievement Gap Group	199	200	99.50	199	200	99.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	225	226	99.56	225	226	99.56
Hispanic	50	50	100.00	50	50	100.00
White	135	135	100.00	135	135	100.00
Economically Disadvantaged	190	191	99.48	190	191	99.48
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	21	21	100.00	21	21	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	440	537	81.94	90.72	91.00	388	473	82.03	91.60	93.00
Targeted Achievement Gap Group	133	199	66.83	80.21	91.00	107	166	64.46	81.25	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1240	1460	84.93	90.72	91.00	1081	1253	86.27	91.60	93.00
Targeted Achievement Gap Group	384	527	72.87	80.21	91.00	326	438	74.43	81.25	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	168	225	74.67	79.28		152	204	74.51	79.85	
Hispanic	35	50	70.00	90.63		28	40	70.00	89.77	
White	122	135	90.37	93.75		112	126	88.89	94.16	
Economically Disadvantaged	129	190	67.89	80.99		103	157	65.61	82.14	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	4	21	19.05	40.00		4	20	20.00	40.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	425	537	79.14	88.61	92.00	421	531	79.28	87.84	81.00
Targeted Achievement Gap Group	128	199	64.32	73.22	92.00	126	194	64.95	76.56	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1491	1859	80.20	88.61	92.00	1035	1311	78.95	87.84	81.00
Targeted Achievement Gap Group	414	620	66.77	73.22	92.00	303	466	65.02	76.56	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	151	225	67.11	76.61		147	220	66.82	73.14	
Hispanic	37	50	74.00	80.64		36	49	73.47	79.55	
White	120	135	88.89	95.66		117	135	86.67	94.16	
Economically Disadvantaged	122	190	64.21	72.94		120	185	64.86	76.19	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	7	21	33.33	40.00		7	21	33.33	55.00	

District: LISA ACADEMY NORTH	Superintendent: FATIH BOGREK	Report created on: 10/29/2014
School: LISA ACADEMY NORTH MIDDLE	Principal: FATIH BOGREK	
LEA: 6048702	Grade: 6 - 8	
Address: 5410 LANDERS RD.	Enrollment: 177	% Prof/Adv.
Address: SHERWOOD, AR 72117	Attendance: 96.83	2014 Math + Literacy 74.4
Phone: 501-945-2727	Poverty Rate: 43.50	2013 Math + Literacy 79.9
		2012 Math + Literacy 87.2

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	165	165	100.00	185	185	100.00
Targeted Achievement Gap Group	75	75	100.00	78	78	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	57	57	100.00	61	61	100.00
Hispanic	12	12	100.00	13	13	100.00
White	69	69	100.00	80	80	100.00
Economically Disadvantaged	70	70	100.00	73	73	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	13	100.00	13	13	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	120	158	75.95	90.11	91.00	111	149	74.50	88.42	93.00
Targeted Achievement Gap Group	49	75	65.33	84.21	91.00	41	67	61.19	84.21	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	351	433	81.06	90.11	91.00	308	383	80.42	88.42	93.00
Targeted Achievement Gap Group	124	179	69.27	84.21	91.00	105	153	68.63	84.21	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	35	53	66.04	86.05		32	49	65.31	85.37	
Hispanic	10	12	83.33	90.63		8	11	72.73	81.25	
White	51	66	77.27	93.75		50	64	78.13	92.31	
Economically Disadvantaged	46	70	65.71	85.81		39	62	62.90	85.81	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	4	13	30.77	25.00		3	13	23.08	50.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	130	178	73.03	86.29	92.00	108	158	68.35	82.35	81.00
Targeted Achievement Gap Group	46	78	58.97	81.25	92.00	42	75	56.00	78.29	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	358	453	79.03	86.29	92.00	302	392	77.04	82.35	81.00
Targeted Achievement Gap Group	123	182	67.58	81.25	92.00	107	161	66.46	78.29	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	37	57	64.91	72.28		33	53	62.26	68.91	
Hispanic	9	13	69.23	86.37		8	12	66.67	81.25	
White	58	77	75.32	90.54		46	66	69.70	87.50	
Economically Disadvantaged	44	73	60.27	82.56		41	70	58.57	79.73	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	3	13	23.08	25.00		2	13	15.38	50.00	

District: LISA ACADEMY	Superintendent: ATNAN EKIN	Report created on: 10/29/2014
School: LISA ACADEMY HIGH	Principal: CUNEY AKDEMIR	
LEA: 6041703	Grade: 9 - 12	
Address: 21 CORPORATE HILL	Enrollment: 260	% Prof/Adv.
Address: LITTLE ROCK, AR 72205	Attendance: 95.68	2014 Math + Literacy 80.0
Phone: 501-227-4942	Poverty Rate: 38.08	2013 Math + Literacy 76.5
		2012 Math + Literacy 69.2

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	45	45	100.00	282	284	99.30
Targeted Achievement Gap Group	19	19	100.00	77	79	97.47
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	20	20	100.00	106	108	98.15
Hispanic	n < 10	n < 10	n < 10	18	18	100.00
White	16	16	100.00	72	72	100.00
Economically Disadvantaged	19	19	100.00	73	75	97.33
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	33	45	73.33	92.10	91.00
Targeted Achievement Gap Group	12	19	63.16	71.88	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	105	129	81.40	92.10	91.00
Targeted Achievement Gap Group	37	56	66.07	71.88	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	15	20	75.00	82.69	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	11	16	68.75	95.31	
Economically Disadvantaged	12	19	63.16	87.50	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	25.00	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	227	280	81.07	86.50	92.00
Targeted Achievement Gap Group	60	77	77.92	84.38	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	300	393	76.34	86.50	92.00
Targeted Achievement Gap Group	92	138	66.67	84.38	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	73	104	70.19	77.18	
Hispanic	14	18	77.78	100.00	
White	63	72	87.50	91.18	
Economically Disadvantaged	56	73	76.71	86.37	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	25.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	42	43	97.67	97.00	94.00
Targeted Achievement Gap Group	20	21	95.24	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	119	130	91.54	97.00	94.00
Targeted Achievement Gap Group	39	42	92.86	100.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	23	23	100.00	100.00	
Hispanic	n < 10	n < 10	n < 10		
White	13	14	92.86	94.23	
Economically Disadvantaged	17	18	94.44	100.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

District: LISA ACADEMY NORTH	Superintendent: FATIH BOGREK	Report created on: 11/03/2014
School: LISA ACADEMY-NLR HIGH SCHOOL	Principal: ERSIN DEMIRCI	
LEA: 6048703	Grade: 9 - 12	
Address: 5410 LANDERS ROAD	Enrollment: 112	% Prof/Adv.
Address: SHERWOOD, AR 72117	Attendance: 96.31	2014 Math + Literacy 89.2
Phone: 501-945-2727	Poverty Rate: 33.04	2013 Math + Literacy 81.6
		2012 Math + Literacy 81.9

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	17	17	100.00	57	58	98.28
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	26	27	96.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	17	18	94.44
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	12	12	100.00	25	25	100.00
Economically Disadvantaged	n < 10	n < 10	n < 10	23	24	95.83
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	15	17	88.24	87.15	91.00	n < 10	n < 10	n < 10		93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	81.90	91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	38	45	84.44	87.15	91.00	n < 10	n < 10	n < 10		93.00
Targeted Achievement Gap Group	8	11	72.73	81.90	91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	83.60		n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	92.50		n < 10	n < 10	n < 10		
White	10	12	83.33	89.11		n < 10	n < 10	n < 10		
Economically Disadvantaged	n < 10	n < 10	n < 10	83.64		n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	50.00		n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	51	57	89.47	75.00	92.00	n < 10	n < 10	n < 10		81.00
Targeted Achievement Gap Group	22	26	84.62	83.34	92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	189	226	83.63	75.00	92.00	n < 10	n < 10	n < 10		81.00
Targeted Achievement Gap Group	56	71	78.87	83.34	92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	14	17	82.35	62.50		n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10		
White	23	25	92.00	90.63		n < 10	n < 10	n < 10		
Economically Disadvantaged	19	23	82.61	83.34		n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	50.00		n < 10	n < 10	n < 10		

Materials Submitted in Support

REPRESENTATIVE

Douglas House

8923 Bridge Creek Road, CATO
North Little Rock, AR 72120-9469501-590-1055 Business
housedouglas@gmail.com

DISTRICT 40

Counties:

Part Pulaski

Part Faulkner

COMMITTEES:

Judiciary

Corrections/Criminal Law

Subcommittee

Agriculture, Forestry and Economic
Development

Vice Chairperson,

Small Business and Economic

Development Subcommittee

Joint Committee on Public Retirement
and Social Security ProgramsCo-Vice Chairperson,
Joint Budget

February 8, 2016

Subject: Endorsement of LISA Academy

Dear Ladies and Gentlemen:

I am the proud grandfather of a fourth and sixth grade LISA Academy student at the Sherwood/North Little Rock campus. On behalf of my grandchildren's extended paternal and maternal families, we wholeheartedly endorse LISA Academy's petition to locate a campus in West Little Rock.

Anecdotally from three years of observation, we see that LISA's leadership and teachers place great emphasis on parental participation in the education of their students. We have noticed that our grandchildren immediately set themselves to their homework as soon as they arrive home. The grandchildren have communicated to us that we, in place of the parents, are expected to sit with them and oversee their work. We have also noticed that since LISA does not have an institutional bus system, when it has fallen on my wife and I to deliver and retrieve our two grandchildren at the school on behalf of their parents, we see as many fathers as mothers. The teachers supervising this activity appear to know the parents personally. I have overheard comments from the teachers to the parents about their children, how well they are doing, that they had a problem that particular day, and so forth. Perhaps most tellingly about parental involvement are the standing room-only crowds of parents and grandparents at the several school sponsored public events we have attended.

We have also been gratified to see LISA equip the school with computers and encourage individual progression or acceleration in subject matter of each student through computer and web-based instruction. The use of computers is an important learning experience considering the role technology plays in almost every occupation in our economy.

02/08/2016

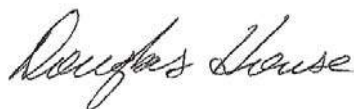
2

According to my wife, a retired sixth grade teacher, the curriculum level at LISA is several years higher than when she taught. Each has been exposed to two foreign languages, the mathematics is foundational for algebra and practical word-problems, and each of them carries a library book for supplemental reading. Our grandchildren seem to perform at these levels, though like as with most other children, we must remove the distractions of television and digital devices until their work is finished.

As a state official, I consider diversity issues important. I have not counted students but it is apparent from observation that there is a healthy representation of children from each socio-economic background. I have noticed that all of the children are well-behaved, that friendships flourish across all of the artificial boundaries defined by adults, and that there is an equality of opportunity. I am confident that LISA's plans to expand will have nothing but a positive influence on children from all background and circumstances in Little Rock.

Thank you for your consideration of my comments and if there is any other information that I may be able to provide, please call me at (501) 590-1055. I regret that family travel plans preclude me from appearing personally at your hearings, but I have confidence that you will recognize that we, as the State of Arkansas, have an opportunity to reinforce demonstrated success and grant LISA's application to expand their operations into West Little Rock. Sincerely, etc.

Sincerely,

A handwritten signature in cursive script that reads "Douglas House".

Douglas House
State Representative
District 40

Materials Submitted in Opposition



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

February 3, 2016

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

Re: LISA Academy and eStem Public Charter School Amendment Requests

Ladies and Gentlemen:

The enclosed memorandum is written in response to the pending charter amendment requests of LISA Academy and eStem Public Charter School. Please include the memorandum and exhibits in the submissions for both requests. My role as superintendent of Little Rock School District ("LRSD") requires that I consider the best interests of the LRSD with respect to all of my actions. My intent with the enclosed memorandum is to present facts which generally speak for themselves. These facts are critical to your analysis and decision.

The analysis is made more definitive because the charter schools involved have actual operating histories, and because it is fair to assume that they will continue on the trajectories which they are on at this time.

Thank you very much for your consideration of the enclosed memorandum.

Sincerely yours,

A handwritten signature in blue ink, which appears to read "H. Baker Kurrus".

H. Baker Kurrus
Superintendent of Schools

Memorandum

To: Arkansas Department of Education Charter Authorizing Panel
 From: Baker Kurrus, Superintendent, Little Rock School District
 Date: February 2, 2016
 Re: Charter Amendment Requests for eStem Public Charter School ("eStem") and LISA Academy ("LISA"), and Desegregation Analysis

INTRODUCTION. LRSD is under the control of the Arkansas Department of Education ("ADE"). ADE also controls Pulaski County Special School District, and all of the 21 or so charter schools in Pulaski County. ADE also controls the Virtual Academy, headquartered here. Jacksonville is likewise under some degree of State control, until at least July 1, 2016. In short, ADE controls all of the school districts in Pulaski County except North Little Rock. It is relatively easy for me to assess the conditions that exist in LRSD today with respect to academic performance, facilities, staffing, budgeting, transportation and the like. If only current conditions are considered, the options in LRSD are becoming more clear.

It is much more challenging to address the potential problems that are on the horizon for LRSD. LRSD needs to make decisions today that meet the challenges of the future. If current decisions fail to take into account dynamic long range changes, then the solutions for today's problems will not meet future needs. Good leaders solve problems by anticipating them, and having solutions in place when the issues materialize.

I. A COMPREHENSIVE PLAN IS NEEDED FOR EDUCATION IN PULASKI COUNTY.

As I try to meet both the daily demands of this position and try to address the problems of the future, I am challenged by the fact that there is no comprehensive plan for the provision of public education in Pulaski County. This makes planning for LRSD almost impossible. If the ADE expects to continue to approve new charters, LRSD needs to plan for this. Without a comprehensive longer range plan, or at least some idea of the future plans that the ADE has for the school districts it controls, it is nearly impossible for LRSD to formulate a sensible plan.

Before I put forward more specific and detailed ideas, I think it would be helpful to describe a few of the principles which influence my current thinking.

It will be very difficult to sustain LRSD, or any school district, unless the district is broadly supported in its community.

A school district which fails to attract and retain a broad base of students will have an increasingly difficult challenge meeting test score requirements which do not take poverty into account. School districts grow much more efficiently than they shrink.

The State Board of Education has studied the configuration of school districts in our county. The State Board found that one district south of the Arkansas River would be the preferred

configuration. There is, however, no apparent timetable for this development, and no clear plan to fund this. LRSD needs to know what else ADE has planned with respect to charter expansion, charter closure, and the coordination of the districts it controls.

Little Rock School District has excess capacity in schools in some areas, and very little capacity in others. Little Rock has many serviceable but aging facilities which need to be considered for replacement or refurbishing.

We must remember that LRSD is in academic distress. Today's pressing problem is student failure in some classrooms. Despite all of the issues that exist, the foremost concern for our students must be the urgent need to impart knowledge in the classroom today.

II. CURRENT CHARTER ENVIROMENT.

There are now 13 charter schools within the boundaries of LRSD. Pulaski County has 21 open enrollment charter schools, not including the Arkansas Virtual Academy which is based in Pulaski County. These schools comprise 53% percent of total number of charter schools (Exhibit A). More importantly, these charter school districts enroll about 53% percent of the total number of charter school students in Arkansas. With the proposed increases, these charter schools within Pulaski County would enroll about 62% of the total number of charter school students in Arkansas.

Several of these charter organizations have, in essence, become competing school districts. LISA states that it requires the amendments to its charter to "complete the missing piece in a unified school system for K-12 education in West Little Rock." The eStem and LISA charter organizations are, by Arkansas standards, fairly large schools districts. For example, eStem has a current enrollment of 1,462, and is larger than 178 Arkansas school districts. LISA has 1,525 students, and is larger than 179 other school districts. The four schools operated by Responsive Education Solutions have a combined enrollment of 958. These pending amendments would raise the number of students at LISA and eStem by 2,957. eStem would then be larger than 233 school districts in Arkansas. If eStem meets its growth objective to enroll 5,000 students, it would be the 17th largest school district in Arkansas. I am not aware of any of its waivers that have been so effective as to cause a change in ADE policy or practice.

The general population in Little Rock School District is not growing in any substantial way. Much of the western part of the city of Little Rock is not located in the LRSD. Metroplan has provided me with very helpful data that shows estimated population trends. Metroplan estimates that the population within LRSD grew by an estimated .7 percent per year (.007) over the period from 2010 to 2015. Growth of charter enrollment will reduce the size of LRSD, and will dramatically change the demographics of LRSD.

III. IMPACT ON LRSD.

As a simple matter of mathematics, if LISA and eStem are successful with their announced plans, LRSD has to plan for a much smaller enrollment. Not only will LRSD's enrollment be much smaller, it will be different demographically. If the pending expansion applications of eSTEM and LISA are granted, and if these schools continue to enroll students who are similar to the ones those schools currently enroll, the racial balance in LRSD changes, the percentage of students in poverty increases, and the percentage of special education students increases. These important considerations are shown on Exhibit B. If the charter expansions of eStem and LISA are approved, and those schools enroll 75% of their new students from LRSD in the same percentages as they currently do, LRSD's white population goes down by 22%. If all the students come from LRSD, the white population drops by almost 30%. Poverty and special education population percentages rise with every expansion of LISA and eStem, because they do not enroll these students at the same levels as LRSD.

In summary, if eStem and LISA continue to enroll students with their current demographics, LRSD becomes more segregated by race and income, and has a higher percentage of students with special needs.

It will be much more difficult to exit from academic distress in this environment. As more of the higher achieving students are lost, a greater number of non-proficient students must be raised to proficiency in order to meet the exit threshold percentage.

IV. COMPETITION AND CHOICE.

Competition and choice have been a part of the landscape in Little Rock for many years. Policies which promote fair competition and informed choice are beneficial to all concerned, especially if there is a plan which minimizes the expense of massive duplication. Actions which do not promote fair competition or informed choice, or actions which result in negative segregative impacts, should be avoided. Actions which result in huge public and private investment, and which ultimately strand much of that investment in the form of excess capacity, should be avoided.

Attached as Exhibit C is a chart showing the relative poverty rankings, based on free and reduced-price lunch qualification ("FRPL"), and the percentages of students who are proficient and advanced, from the public elementary schools. This chart shows that eStem and LISA are among the most wealthy schools in the area. By itself, and without State action, the existence of a relatively wealthy school is not indicative of anything other than demographics and housing patterns. However, the creation of school systems which result in economic segregation should be considered very carefully. eStem and LISA have a lower percentage of FRPL students than all but three of LRSD's elementary schools. They are slightly more affluent than Fulbright, which serves a relatively wealthy school zone.

Little Rock Preparatory Academy is in the upper income range when compared to LRSD schools. The surrounding LRSD schools have higher FRPL percentages. LRSD schools with similar populations achieve at higher levels than the charters.

The causes of the economic segregation, which tends in Little Rock to follow racial lines, are apparent in both current practice and in the plans outlined in the pending applications. eStem and LISA are located where parents must drop their students off or arrange transportation for their students. This lowers the poverty percentages to about half of the LRSD average. It is appropriate to note that the eStem and LISA expansions are planned for areas which have expensive real estate. If the purpose is to educate students of greatest need who otherwise are not achieving (as the charter statute states), then the appropriate location would be in a higher poverty area, where real estate tends to be less expensive. The proposed location of the eStem on Shall Street, at an annual rental of \$1,040,000, is especially perplexing. LRSD already has a large surplus of available seats in the area, as shown on Exhibit D. LRSD has approximately 1,994 excess seats when measured by the students who actually reside in the surrounding zones. LRSD buses over 1,000 students a day to the area and still has almost 1,000 open seats available now. LRSD does not wish to fill these seats with policies that promote segregation, by race, economics or physical condition.

eSTEM has announced a partnership with the University of Arkansas to house a high school on the UALR campus.

The chart attached as Exhibit B shows the current populations of special education students enrolled at LRSD, LISA and eStem. The chart speaks for itself, but it simply must be noted that LRSD has almost twice the percentage of students with special needs as does LISA or eStem. The comparative levels of disability of all of these students needs further study.

Competition is certainly valuable in many ways, but it must be fair. LISA and/or eStem seek waivers of class size limits, licensure and related disclosure, basic employee protections afforded to teachers in Arkansas, and the like. The request to waive class size limits proves the point that the students who are enrolled are much different fundamentally from the average students who attend public schools in Arkansas.

It is hard to argue against competition and choice. However, the competition needs to be fair, and people need to make informed choices based on permissible discriminators.

In addition, the competition is not being held under similar rules. Charters simply do not enroll poor kids or disabled kids at a rate which approaches the rates in most schools in LRSD.

Charters which enroll lower numbers of poor and disabled students have higher average test scores than schools with high numbers of low-income students. That is certainly the case almost everywhere. Public charters in Little Rock that enroll low income students struggle. One of the most poignant aspects of my planning analysis is that the closure of a failing charter will further compound LRSD's challenge, because these students in failing charters will probably come back to LRSD. In the meantime, if some charters continue to under-enroll students of greatest need, the challenge faced by LRSD becomes monumental. The obligation to provide a free and adequate education for all students ultimately falls on the State of Arkansas, so the issues in question are tremendously important.

V. CONCLUSION.

No matter how anyone feels about competition and choice, we still need to make the best planning decisions possible.

Until there is a comprehensive plan for the provision of public education in Little Rock and Pulaski County, it will be almost impossible to formulate a long-range plan for LRSD's staffing and facilities needs. It is clear that a new southwest Little Rock high school is needed, and the west Little Rock middle school will be in high demand. In other areas, the decisions depend on the State's actions with respect to charterization and privatization. I suggest we take a step back, and form a comprehensive plan for educating children in our county. As the controlling entity for most of the county's districts, the ADE should take the lead role.

If you celebrated the life of Dr. Martin Luther King, Jr. recently, I urge you to re-read the letter from a Birmingham jail, especially the part where he said, "Whatever affects one directly, affects all indirectly." He was right, especially when it comes to Pulaski County public education. Before actions are taken which result in huge expenditures of public money, there should be a plan drawn by the controlling and funding entity, with the collaboration of those impacted.

Respectfully submitted,



H. Baker Kurrus

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	
17	6041701	LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL	356	
18	6041706	LISA ACADEMY NORTH HIGH CHARTER SCHOOL	118	
19	6041705	LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL	226	
20	6040702	MAUMELLE CHARTER ELEMENTARY	493	
21	6040703	MAUMELLE CHARTER HIGH SCHOOL	360	
		Total Charter Enrollment in Pulaski County (Incl. LRSD zone)	6,409	9,366
22	0440701	ARKANSAS ARTS ACADEMY ELEMENTARY/MIDDLE SCHOOL	532	
23	0440703	ARKANSAS ARTS ACADEMY HIGH SCHOOL	242	
24	6043703	ARKANSAS VIRTUAL ACADEMY HIGH SCHOOL	336	
25	6043701	ARK VIRTUAL ACADEMY ELEMENTARY	846	
26	6043702	ARK VIRTUAL ACADEMY MIDDLE SCHOOL	630	
27	7240703	HAAS HALL ACADEMY	352	
28	0443703	HAAS HALL ACADEMY BENTONVILLE	295	
29	3840701	IMBODEN AREA CHARTER SCHOOL	44	
30	5440706	KIPP BLYTHEVILLE COLLEGIATE HIGH SCHOOL	121	
31	5440701	KIPP DELTA ELEM LITERACY ACADEMY	393	
32	5440705	KIPP: BLYTHEVILLE COLLEGE PREP	259	
33	5440702	KIPP: DELTA COLLEGE PREP SCHOOL	310	
34	5440703	KIPP: DELTA COLLEGIATE HIGH SCHOOL	256	
35	0442702	NORTHWEST ARKANSAS CLASSICAL ACADEMY	497	
36	0442703	NORTHWEST ARKANSAS CLASSICAL ACADEMY HIGH	54	
37	7241701	OZARK MONTESSORI ACADEMY SPRINGDALE	136	
38	3541703	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH SCHOOL	38	
39	3541701	PINE BLUFF LIGHTHOUSE ELEMENTARY	305	
40	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	89	
		Total Arkansas Charter Enrollment:	12,144	15,101

EXHIBIT B

Potential LRSD Demographic Changes with Proposed Charter Expansions for LISA Academy and eStem

Current Demographic Information 2015-2016	Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	23164	17350	74.90%	2716	11.73%	4054	17.5%	15080	65.1%
ESTEM PUBLIC CHARTER SCHOOL	1462	462	31.60%	108	7.39%	626	42.8%	658	45.0%
LISA ACADEMY	1525	624	40.93%	100	6.56%	490	32.1%	563	36.9%

Change in LRSD Demographics if 100% of new charter students are from LRSD	Projected New Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	20207	16352	80.92%	2,502	12.38%	2850	14.1%	13796	68.3%
ESTEM PUBLIC CHARTER SCHOOL	3844								
LISA ACADEMY	2100								

Change in LRSD Demographics if 75% of new charter students are from LRSD	Projected New Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	20946	16601	79.26%	2556	12.20%	3151	15.0%	14117	67.4%
ESTEM PUBLIC CHARTER SCHOOL	3844								
LISA ACADEMY	2100								

EXHIBIT D

Excess Building Capacity in East/Central Area

School	Capacity	Enrollment	Students Living in Zone	Excess Capacity with Current Enrollment	Excess Capacity Beyond Students Living in Zone
BOOKER	554	492	0	62	554
CARVER	418	323	0	95	418
ROCKEFELLER	535	432	371	103	164
GIBBS	362	304	0	58	362
WASHINGTON	964	479	598	485	366
KING	552	456	422	96	130
TOTAL:	3385	2486	1391	899	1994

EXHIBIT C

Elementary Schools: Affluence Rank, Literacy/Math Rank, and Academic Rank

School	Affluence Rank	Pov.%	Literacy Rank	Literacy Prof/Adv	Math Rank	Math Prof/Adv	Affluence & Literacy Rank Diff.	Affluence & Math Rank Diff.	Average Difference	Academic Rank
WAKEFIELD	29	96.55	22	64.89%	14	63.56%	7	15	11	1
STEPHENS	28	95.60	16	69.40%	18	59.70%	12	10	11	2
TERRY	13	84.32	8	82.07%	6	86.21%	5	7	6	3
MEADOWCLIFF	23	92.79	18	66.67%	16	61.90%	5	7	6	4
WILLIAMS	8	54.71	2	91.09%	3	90.10%	6	5	5.5	5
WASHINGTON	30	96.68	26	58.96%	23	57.23%	4	7	5.5	6
BRADY	22	92.24	12	75.51%	22	57.82%	10	0	5	7
BALE	20	91.27	19	65.58%	15	62.34%	1	5	3	8
CARVER	12	84.19	10	78.74%	10	79.31%	2	2	2	9
DODD	17	89.66	17	69.11%	13	65.04%	0	4	2	10
MABELVALE	21	91.56	14	71.85%	24	56.30%	7	-3	2	11
GIBBS	7	50.60	3	90.15%	8	84.09%	4	-1	1.5	12
ROCKEFELLER	27	94.72	24	63.87%	27	53.78%	3	0	1.5	13
FOREST PARK	1	26.02	1	97.64%	1	92.45%	0	0	0	14
WILSON	24	93.43	27	56.67%	21	58.33%	-3	3	0	15
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
MCDERMOTT	18	89.80	20	65.27%	17	60.48%	-2	1	-0.5	18
ROBERTS	2	31.13	4	90.02%	2	91.56%	-2	0	-1	19
FRANKLIN	25	93.66	23	64.00%	29	44.00%	2	-4	-1	20
JEFFERSON	3	32.98	5	88.27%	5	87.76%	-2	-2	-2	21
PULASKI HEIGHTS	9	56.98	11	76.54%	11	75.00%	-2	-2	-2	22
WATSON	26	93.95	30	51.36%	26	55.43%	-4	0	-2	23
OTTER CREEK	10	81.04	13	74.60%	12	74.70%	-3	-2	-2.5	24
KING	19	90.93	25	61.67%	19	59.03%	-6	0	-3	25
BOOKER	14	85.51	15	70.00%	20	58.57%	-1	-6	-3.5	26
LISA ACADEMY N. ELEM. (SHERWOOD)	4	34.54	9	81.82%	9	83.03%	-5	-5	-5	27
WESTERN HILLS	16	88.64	21	65.04%	25	56.10%	-5	-9	-7	28
ROMINE	15	88.46	29	55.47%	28	47.45%	-14	-13	-13.5	29
LITTLE ROCK PREP ACAD. ELEM.	11	82.39	28	55.67%	30	43.30%	-17	-19	-18	30

The Academic Rank was obtained in the following manner: Schools were ranked by affluence, with the lowest % poverty school receiving the highest affluence ranking. The schools were then ranked by Literacy and Math Proficient/Advanced percentages. Each of the Literacy and Math rankings was subtracted from the school's Affluence Rank. An average was taken of the differences between Affluence and Literacy Rank, and Affluence and Math Rank. The schools then received an Academic Rank based on these average differences. Schools with a higher Academic Rank had an average Literacy/Math Rank that was higher than their Affluence Rank. Schools with a low Academic Rank had a Literacy/Math rank that was low as compared to their Affluence Rank. Schools at "par", or with an average difference approaching zero, had little difference between their Affluence rank and their average Literacy/Math rank.

Documentation of Charter Authorizing Panel Action

LISA Academy Amendment Request

Motion

To approve the amendment contingent upon availability of proposed location
--

Barnes	Liwo	Saunders-M
Gotcher	Pfeffer	Smith
Lester	Rogers-2	

Vote

Panel	For	Against	Abstain	Reason
Barnes		X		My concerns with the achievement gaps and location of the new campus remain unresolved. While I am in favor of the grade reconfiguration, again, the complexity of issues involved in this request are too far reaching with unknown and/or unintended potential consequences for me to comfortably make a favorable decision at this time.
Gotcher	X			Because of Lisa Academy's high academic performance, I support the amendment. My caution is that the new location does not negatively affect some students' ability to attend this campus.
Lester	X			This will open up an opportunity to serve more students. The charter has continued to increase the number of economically deprived students; however I believe they should continue to recruit for that population.
Liwo	X			I am comfortable with the amendment requests because of the contingency. If the location is approved and Lisa Academy can proceed forward with its plans, additional students will be able to take advantage of all academic and

				cultural benefits that Lisa Academy has to offer.
Pfeffer	X			The charter demonstrates an openness to educate all students from a diverse population and is looking to provide an opportunity for an expanded elementary start to the currently existing middle and high schools in the area.
Rogers	X			Lisa Academy is a high performing charter; this will allow them to address the community waiting list, if the proposed location is available.
Saunders	X			By increasing the cap, it will allow more students the option to attend their school of choice. I would encourage the school to work continue the increase in free and reduced lunch students.
Smith	X			The school has a record of academic success and serving a diverse student population.
Coffman				chair

Submitted by: Alexandra Boyd

Date: 02/19/2016

Notification of State Board of Education Review Hearing



ARKANSAS DEPARTMENT OF EDUCATION

March 11, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Atnan Ekin, Superintendent
Lisa Academy
23 Corporate Hill Drive
Little Rock, AR 72205

RE: **State Board Review-LISA Academy
Amendment Requests**

Dear Mr. Ekin:

On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests of LISA Academy. **On March 10, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)":

<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on the entire renewal application and priority status. The State Board's discussion of the renewal application and priority status may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Therefore, you should be prepared to discuss the entire renewal application and address the school's priority status. Any modifications to the renewal application that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on February 19, 2016, are considered part of the application. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional application modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 24, 2016.**

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

Sincerely,

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

Alexandra Boyd, Director
Public Charter Schools

An Equal Opportunity
Employer

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

Notification of Additional Information Request



ARKANSAS DEPARTMENT OF EDUCATION

March 20, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Atnan Ekin, Superintendent
Lisa Academy
23 Corporate Hill Drive
Little Rock, AR 72205

**RE: State Board Review-LISA Academy
Amendment Requests**

Dear Mr. Ekin:

On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests of LISA Academy, contingent on the availability of the proposed location, and granted flexibility to open the new elementary campus at the proposed location for either the 2016-2017 school year or the 2017-2018 school year. On March 10, 2016, the State Board of Education voted to review the decisions made by the Panel. **The review will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

At a special meeting held on March 18, 2016, the Board requested that LISA submit the following additional information by 4:00 p.m. on Tuesday, March 29, 2016.

For the past 5 academic years:

- Demographic (race, FRL, ELL, SPED) and academic characteristics of students retained by the charter compared to that of students who are not retained by the charter
- Any information that can be provided to explain where the students who are not retained by the charter go after leaving the charter
- Demographic (race, FRL, ELL, SPED) and academic characteristics of students on waitlist
- Per pupil expenditures, including public and private funds

Current:

- Waitlist information
 - Provide the number of students currently on the waitlist
 - Describe the length of time each student has been on waitlist
 - Describe how often the waitlist is purged
 - Describe the reasons for removing students from the waitlist
 - Describe any instances of awareness of students being on multiple waitlists
 - Provide any additional information that would offer insight into how many students are really still looking at this charter school as an option.
- Describe procedures used to administer and document discipline

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

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)":

<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on the amendment request. The State Board's discussion of the amendment request may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Therefore, you should be prepared to discuss the entire amendment request. Any modifications to the amendment request that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on February 19, 2016, are considered part of the amendment request. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 29, 2016.**

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Alexandra Boyd', is positioned above the typed name.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

Response to Additional Information Request



Dear the State Board of Education Members,

LISA Academy administration prepared following additional Information and documents for your review with the order and titles;

- **The Additional Information that SBE Requested from LISA Academy (Page 2-3)**
- **LISA Academy Fast Facts (Page 4-6)**
- **LISA Academy West Campus Waiting List Distribution Map (Page 7)**
- **The Distribution Map of Siblings Who Would Enroll to LISA Academy New Elementary in WLR (Page 8)**
- **The Letter from The Owner of The Proposed Building to SBE (Page 9)**
- **The City of Little Rock Traffic Study Approval for The Proposed Location (Page 10-11)**

The Additional Information Requested from LISA Academy

Demographic Information

LISA Academy Enrolled Students

School Year	Enrollment	ELL number	SPED number	GT number	% Free-Red	% Minority	%Black	%White	%Hispanic	%Asian	%Native
2010-11	904	0	12	156	26.32	56.52	31.74	43.47	6.08	18.03	0.44
2011-12	1049	0	24	111	32.6	59.29	34.98	40.7	5.81	17.06	1.33
2012-13	1292	40	20	115	34.5	63.46	38.78	36.53	7.66	14.94	0.85
2013-14	1392	32	23	112	36.7	65.66	39.8	34.33	8.98	14.8	0.72
2014-15	1488	41	91	120	40.93	66.59	38.17	33.4	13.64	12.63	1.27
2015-16	1483	54	100	152	44.5	68.85	38.3	31.15	16.31	13.55	0.69

LISA Academy Withdrawn Students

School Year	Withdrawn	ELL number	SPED number	GT number	% Free-Red	% Minority	%Black	%White	%Hispanic	%Asian	%Native
2010-11	127	0	7	33	24.4	56.1	28.34	44.9	3.9	22.4	1
2011-12	128	0	7	24	17.9	82.1	35.15	17.9	3.9	27.35	1.56
2012-13	199	5	2	15	34.7	60.3	35.67	39.7	4.52	19.59	0.5
2013-14	239	6	6	16	18.4	61.99	39.74	38.01	2.09	23.43	0.8
2014-15	233	5	13	55	20.2	57.1	39.33	42.9	2.86	13.28	1.56

As is evident from this data, LISA Academy has been increasing rates of economically disadvantaged, ELL, special education, and minority populations each year for the past 6 years.

School Year	LISA Academy Middle & High School Total	Retained Pre-AP/AP students	Withdrawn Pre-AP/AP students	Retained Non Pre-AP/AP students	Withdrawn Non Pre-AP/AP students
2013-2014	1088	501	99	587	110
2014-2015	1127	552	102	575	101

This is a snapshot of students from LISA Academy Middle & High schools who were enrolled in both Pre-AP/AP and non-Pre-AP/AP sections as well as if those students remained in the school or withdrew to seek other options.

LISA Academy Withdrawn Students New Enrollment Breakdowns

School Year	Withdrawn	Enrolled in Other Public School	Enrolled in Private	Enrolled in Home	Enrolled in Out of State
2014-15	233	199	3	3	22
2013-14	239	216	1	1	14
2012-13	199	166	0	6	12
2011-12	128	108	0	1	18
2010-11	127	122	0	1	4

LISA Academy has utilized the eSchool data available to track where withdrawn students have enrolled upon departing from our school with most frequency.

LISA Academy Per Student Expenditures

School Year	Per Pupil Expenditure
2010-11	\$6,902.87
2011-12	\$7,195.31
2012-13	\$6,984.14
2013-14	\$6,954.85
2014-15	\$7,268.00

The totals shown in the chart above are inclusive of both public and private funds used to educate students of LISA Academy.

LISA Academy Waiting List Information

School/District	Grade Levels	Waiting list as of now	3 or More Years	2 years	1 year
LISA West Campus	6-12	1169	168	525	476
LISA North Campus	K-12	1788	261	804	723
LISA Academy District	K-12	2957	429	1329	1199

The information included in the chart above shows students applying on LISA Academy wait lists as of March 27, 2016. Please note that the totals are broken down by number of years each applicant has been waiting for. This list is purged annually during the month of December to remove uninterested applicants, and enter those remaining into new grade level lotteries. When purging the wait list, guardians and/or parents are contacted to see if they are still interested, if not they are immediately removed.

*Please note that LISA Academy does not collect information regarding ethnicity, FRL, ELL, or SPED status on the enrollment application in order to ensure non-discriminatory practices by using a blind lottery.

LISA Academy does not have multiple waiting lists, and does not have access to any other public school waiting lists, therefore are not aware of applicants which may be on multiple lists.

LISA Academy Discipline

LISA Academy utilizes the school board approved student handbook found on our website for all issues regarding student discipline. Student Code of Conduct and accompanying consequences can be found at www.lisaacademy.org under academics then student handbook pages 41-61. Each building has a Student Dean of Discipline who reviews the information, collects the evidence, and hosts a discipline committee when needed. Dean of Discipline is responsible for working with all families in the building to assist students and families as needed. You may see behavior contracts and mental health referral student handbook page 50-51.

School database is used for recoding all student interruptions and infractions. Information from the database is uploaded to eSchool periodically.

LISA Academy Fast Facts

Funding and Teacher Averages (Table 1)

	Per Pupil Spending (2013-14)	Average Teacher Salary (2013-14)
LISA	\$6,955	\$38,776
LRSD	\$13,686	\$60,560
NLRSD	\$10,095	\$52,826
PCSSD	\$11,115	\$51,946
State Average	\$9,457	\$48,060

Many factors influence the effectiveness of a school's academic program, besides socio-economic status. Teacher effectiveness is the most important determining factor along with availability of resources. Because of limited funding charter schools are unable to compete with larger districts when vialing for the best teachers and resources.

PARCC Scores (All Students) (Table 2)

District	Lit All % Proficient	Math All % Proficient	2014 All Graduation rate
LISA	43.15	26.36	100.00
LRSD	34.84	19.67	78.28
NLRSD	23.50	12.95	83.76
PCSSD	28.52	17.24	72.74

Even with limited funding and facilities, LISA Academy outperformed all neighboring school districts on the PARCC assessment.

PARCC Scores (TAGG Students) (Table 3)

District	Lit TAGG % Proficient	Math TAGG % Proficient	2014 TAGG Graduation Rate
LISA	28.32	16.60	100.00
LRSD	25.39	12.55	75.41
NLRSD	13.28	6.76	80.20
PCSSD	18.28	10.38	66.55

TAGG are students categorized as low socio-economic, special education, and ESL. The table strongly proves that LISA Academy's TAGG group outperforms all neighboring TAGG groups on PARCC.

LISA Academy Demographics (Table 4-5)

School Year	% Free-Red	% Minority
2010-11	26.32	56.52
2011-12	32.6	59.29
2012-13	34.5	63.46
2013-14	36.7	65.66
2014-15	40.93	66.59
2015-16	44.50	68.85

	2013-14	2014-15	2015-16
Sp Ed %	4.0%	6.1%	6.6%
ESL %	0.6%	2.8%	3.6%

Comparison of Demographics (Table 6)

	LISA	State	LRSD	NLRSD	PCSSD
% Minority	68.85	37.87	82.45	69.29	57.07
% Free/Red	44.50	62.93	80.93	70.56	60.2
% GT students	9.97	9.41	22.08	10.99	13.18

As the tables show LISA Academy's diversity is increasing every year. This means that students labeled as economically disadvantaged, minority racial status, special education status, and ESL are all increasing steadily since opening.

LISA Academy West Campus, also a majority minority school (27% White, 42% Black, 13% Hispanic, 18% Other), is one of the most culturally diverse public schools, traditional or charter, in the LRSD footprint.

Public School Review just released new data regarding diversity in public schools across the nation. LISA Academy Middle School is ranked #4 (70%) in the state for most diverse student population, LISA West High School is ranked #9 (69%) whereas the state average is 31%.

LISA Academy is in high demand, with 2, 637 students currently on the waiting list we must seek to open a new building to accommodate the demand.

LRSD Zone School Type Population Distribution (Table 7)

	Enrollment	Percent
LRSD	23164	66.64%
Private	8226	23.66%
Homeschool	566	1.63%
Charter School	2800	8.06%
LISA Academy	495	1.42%
TOTAL	34756	

Based on current statistics, we estimate just **237** students (with our 600 cap increase) will enroll from LRSD which is just **1.02%** of the total enrollment. LRSD free or reduced percent will increase just **0.38%** which is very small, based on these projections.

LRSD Demographics last three years (Table 8)

	2013-14	2014-15	2015-16
Enrollment	23676	23363	23164
Free/Red %	62.68	74.9	80.93
Sp Ed %	13.7	12.8	11.6

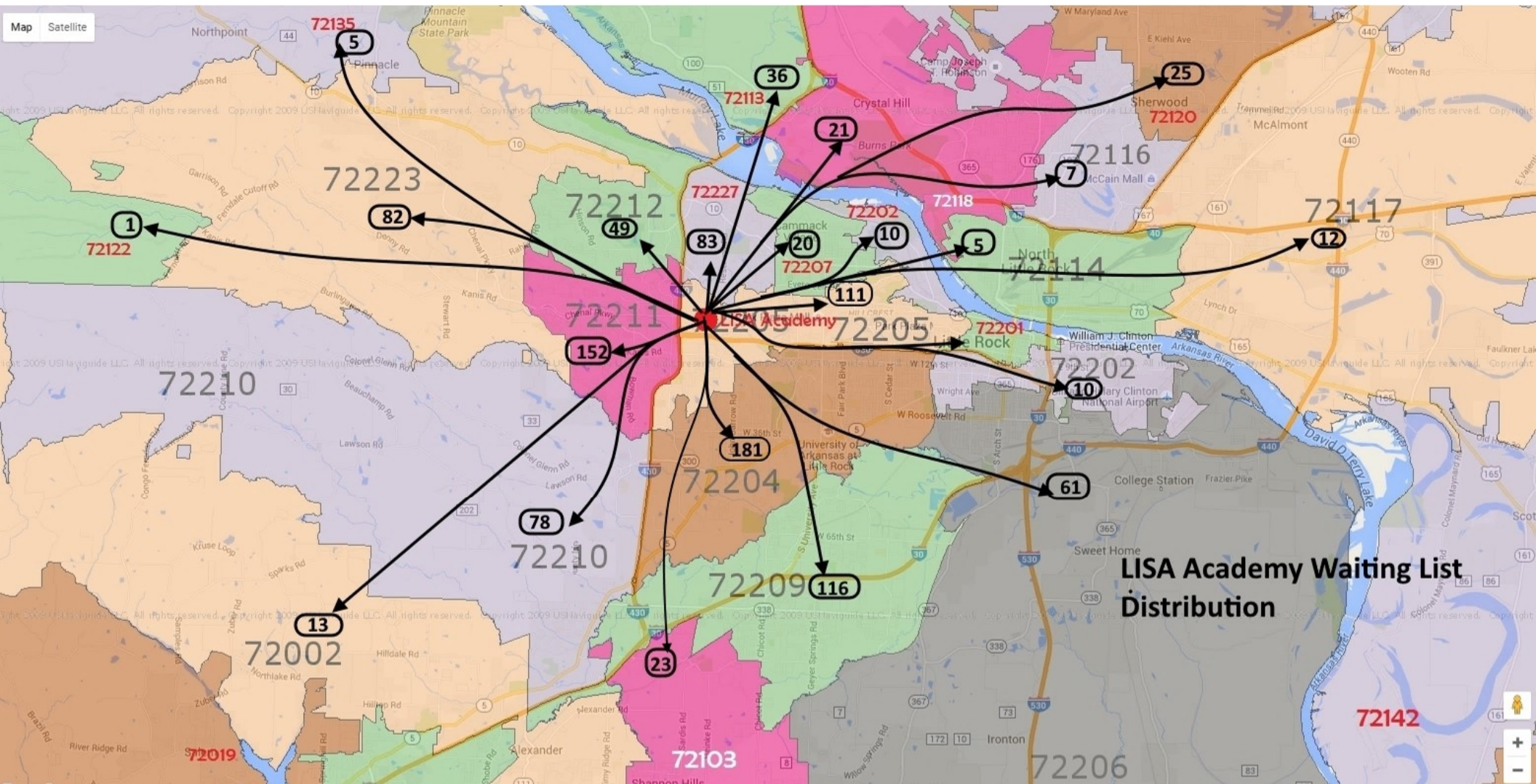
LRSD Free or reduced students increased from 14,841 (2013-14) to 18,746 (2015-16) which is a difference of 3905 over the last two years even the enrollment did not fluctuate. There is already a big change even there was not a big charter cap increase within the last two years. So, this change must not be correlated with charter schools, perhaps it is due to student movement or change in home income status. Also special education population has declined every year.

National Versus Arkansas Statistics (Table 9)

	Arkansas	Nation
% Charter School Enrollment	2.55%	5.80%
% Private School Enrollment	4.80%	9.80%

When Arkansas considers charter school populations as whole, they may consider how the rest of the nation is dealing with a competitive education platform in other states.

In conclusion, consider the quote from Victor Hugo, ***"He who opens a school door closes a prison."*** We appreciate your consideration for our new West Little Rock Elementary school, we thank you for the opportunity to serve the community.



Siblings would enroll at LISA Academy Elementary in WLR



School order	Schools	# of students in Elementary	School district
1	Bauxite Middle School	1	Bauxite School District
2	Bryant Elementary School	3	Bryant School District
3	Cabot Middle School North	1	Cabot School District
4	Cabot Middle School South	1	Cabot School District
Sum		11	others
5	Bale Elementary School	5	Little Rock School District
6	Baseline Elementary School	2	Little Rock School District
7	Booker Arts Magnet Elem. Sch.	2	Little Rock School District
8	Brady Elementary School	20	Little Rock School District
9	Carver Magnet Elem. School	1	Little Rock School District
10	David O'dodd Elementary School	11	Little Rock School District
11	Don Roberts Elementary School	8	Little Rock School District
12	Franklin Incentive Elem. Sch.	3	Little Rock School District
13	Mcdermott Elementary School	8	Little Rock School District
14	Otter Creek Elementary School	17	Little Rock School District
15	Romine Interdist. Elem. School	9	Little Rock School District
16	Terry Elementary School	18	Little Rock School District
17	Western Hills Elem. School	5	Little Rock School District
18	Williams Magnet Elem. School	4	Little Rock School District
Sum (No school name but School district)		131	Little Rock School District
19	Amboy Elementary School	2	N. Little Rock School District
20	Boone Park Elementary School	3	N. Little Rock School District
21	Crestwood Elementary School	2	N. Little Rock School District
22	Meadow Park Elementary School	4	N. Little Rock School District
Sum (No school name but School district)		21	N. Little Rock School District
23	Baker Interdistrict Elem. Sch.	16	Pulaski Co. Spec. School Dist.
24	Cato Elementary School	3	Pulaski Co. Spec. School Dist.
25	Chenal Elementary School	10	Pulaski Co. Spec. School Dist.
26	Crystal Hill Elementary	2	Pulaski Co. Spec. School Dist.
27	Joe T. Robinson Elem. School	2	Pulaski Co. Spec. School Dist.
28	Oak Grove Elementary School	7	Pulaski Co. Spec. School Dist.
29	Pine Forest Elementary School	4	Pulaski Co. Spec. School Dist.
30	Sherwood Elementary School	7	Pulaski Co. Spec. School Dist.
31	Sylvan Hills Elementary School	4	Pulaski Co. Spec. School Dist.
Sum (No school name but School district)		108	Pulaski Co. Spec. School Dist.

Dear Ms. Chambers:

As you know, on February 19th, members of the Charter Approval Board voted 7 to 1 to approve LISA Academy's request for an amendment to their charter, contingent upon availability of the proposed location.

As the owners of this proposed location, we are delighted to report that as of March 18, 2016, the current tenant, ITT Tech, has dropped its intention to renew its lease and has agreed to vacate the premises by May 31, 2016 as originally planned. This will pave the way for LISA to open their doors for students grades K through 6 as early as the beginning of the 2016-2017 school year.

We welcome LISA Academy, its staff and students to their new home at 12200 Westhaven Drive and look forward to seeing this outstanding school prosper and grow in this location.

Sincerely,

Jay Anthony

214-432-9511 office
214-415-7476 cell

Anthony Properties
12770 Coit Road, Ste. 970
Dallas, TX 75251



Adnan Ekin <ekin@lisaacademy.org>

Re: P1807 LISA ACADEMY ELEMENTARY ON WESTHAVEN DRIVE - Traffic Study Report - 2-4-16 REVISED CONDITIONS

1 message

Atnan Ekin <ekin@lisaacademy.org>

Thu, Feb 18, 2016 at 5:35 PM

To: "Floriani, Vince" <VFloriani@littlerock.org>

Cc: Ernie Peters <epeters777@traffic-engineers.com>, Randy Tolbert <rmtolbert@traffic-engineers.com>, "baroni@lisaacademy.org" <baroni@lisaacademy.org>, "Henry, Bill" <BHenry@littlerock.org>, "Banihatti, Nat" <NBanihatti@littlerock.org>, "Honeywell, Jon" <JHoneywell@littlerock.org>, "Loe, Ronny" <RLoe@littlerock.org>, "Hood, Mike" <Mhood@littlerock.org>, "James, Donna" <DJames@littlerock.org>, "Alderfer, Mark" <malderfer@littlerock.org>, "Richey, Curtis" <crichey@littlerock.org>

Dear Mr. Vince Floriani,

I thank you and the City of Little Rock Public Work staff for approving the traffic study and allowing the proposed LISA Academy school to be placed at 12200 Westhaven Dr. LISA Academy agrees with all conditions who you indicated in your email and will provide the requested letter to you prior to the issuance of building permit.

Thank you for your great work and cooperation on this matter.

Sent from my iPhone

On Feb 18, 2016, at 4:56 PM, Floriani, Vince <VFloriani@littlerock.org> wrote:

All,

Public Works staff have reviewed the request to modify condition #1 placed as a condition of approval of the LISA Academy Traffic Study Report for the proposed elementary school on Westhaven Drive. CLR staff is OK with placing this school at this location. Staff requests though prior to the issuance of a building permit that a letter be prepared by LISA Academy and submitted to me stating LISA Academy agrees with the below conditions. As part of the revision, please see condition #6 which has been added.

1. Vehicular traffic dropping off or picking up students shall not stop, wait, delay other vehicular movements, block driveways, and/or form vehicular queues at any time within the Westhaven Drive, Chenal Parkway, and Bowman Road right-of-ways. School Administrators are responsible to ensure that queuing is contained within the school property. If queuing routinely occurs within the public right-of-way, LISA Academy school administration agrees to eliminate such queuing by modifying the approved Traffic Control Plan to eliminate the queuing including but not limited to the staggering of class times as required to eliminate such queuing.

2. LISA Academy agrees to hire, at no cost to the City of Little Rock, off-duty police officers, as required, to execute the Traffic Control Plan at key, identified locations around the school and adjacent to the school within the public right-of-way.
3. The Traffic Control Plan requires vehicles that pick-up or drop-off children, NOT make left-turns from Chenal Pkwy. to Westhaven Dr. and vice-versa. It shall be the school's responsibility to ensure that vehicles picking up and dropping off students adhere to the recommended Traffic Control Plan. If problems occur, the City of Little Rock Traffic Engineering Department shall, at its discretion, install signage restricting left-turns at concerned intersections.
4. Increase the left/right turn bay length to 150 ft. for the westerly drive that intersects with Westhaven Drive on the northside of Sonic. This requires removal of a portion of the island and reconstruction of curb/gutter. This will increase the capacity of the intersection as per the Traffic Study Report. (This modification has been discussed by Bill Henry and Ernie Peters.)
5. Prior to modifying the Traffic Control Plan; increasing student enrollment; varying school times; and/or the institution of any change not in conformance with the Traffic Control Plan, the modifications and reasons for modifications should be submitted in writing to the City of Little Rock Traffic Engineering Department for approval.
6. LISA Academy agrees to have their Traffic Engineer present at the opening day of school and subsequent days as necessary to monitor school traffic and identify any traffic problems/issues or potential traffic problems/issues during times of school pick-up or drop-off. When problems/issues are identified, corrective measures should be taken to address those problems/issues.

If you have any questions or desire additional information, please do not hesitate to contact me by email or telephone. If you have a question on Friday, February 19, 2016, I will not be in the office, so please contact Nat Banihatti.

Thanks for your cooperation,

Vince Floriani, P.E.

Little Rock Public Works-Civil Engineering

701 W. Markham St.

Little Rock, Arkansas 72201

Materials Submitted in Support

FRENCH HILL
2ND DISTRICT, ARKANSAS

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON CAPITAL MARKETS AND
GOVERNMENT SPONSORED ENTERPRISES
SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS



Congress of the United States
House of Representatives
Washington, DC 20515
March 10, 2016

C: Charter
Coffman

WASHINGTON, DC OFFICE
1229 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

CONWAY DISTRICT OFFICE
1105 DEER STREET, SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE
1501 NORTH UNIVERSITY AVENUE, SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

RECEIVED
COMMISSIONER'S OFFICE

MAR 15 2016

DEPARTMENT OF EDUCATION

The Honorable Johnny Key
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Commissioner Key:

It has come to my attention that charter schools in Little Rock have applied for the expansion of their programs. I believe that, if implemented properly, charter schools can supplement our public school system to effectively serve our communities and the education of all Arkansas students.

It is essential that we invest in our children's education, and I am committed to a strong educational system that prepares children for success and allows local school districts, students, teachers, and parents to encourage innovation in the classroom. Charter schools have done important work in Arkansas and throughout the country to help children succeed in their education and provide communities with a positive alternative to traditional public schools.

Last year, through the passage of the Every Student Succeeds Act (ESSA), Congress provided our states and local school districts with important tools to expand high-quality, successful charter school programs and invest in new charter school models. The omnibus appropriations bill also provided technical assistance and grants to authorized public chartering agencies to increase the number of high-performing charter schools throughout the country.

These new tools and programs allow our states and local school districts to further pursue and explore the expansion of charter schools. I encourage your effective review of Arkansas's charter school programs and these new tools and provisions authorized by the federal government to ensure that parents in Arkansas are provided with high-quality education choices for their children.

I am committed to providing an effective education for all students in Arkansas, and I look forward to working with you on the important issues facing our education system.

Sincerely,

French Hill
Member of Congress

Materials Submitted in Opposition

March 28, 2016

To the members of the Arkansas State Board of Education (SBE):

On behalf of the Little Rock School District (LRSD) Civic Advisory Committee (CAC), we are writing to express concerns about the proposed expansions of eStem and LISA Academy charter school systems. Our previously expressed concerns for the potential negative impacts of these expansions on the efforts of the LRSD to reform itself into a district with broad and sustainable academic success remain. These concerns were reported to you at past SBE meetings and through documentation provided both by the CAC and the LRSD when these proposals were being considered by the Charter Authorizing Panel. The more we have learned about these proposals and considered their possible consequences, the greater our worry for the welfare the LRSD and our students has become.

We submit that the LRSD already faces more competition in the education environment with more choices for families than any other school district in Arkansas. If competition and choice by themselves led to improved quality of education all-around, then the LRSD would not have been takeover for academic distress. The consequences of choice and competition for existing school districts are clearly complex. Considering this complexity and that the SBE is essentially the governing body for the LRSD and every charter school operating within the LRSD, we ask that the SBE first develop an expressed consensus on the following questions before approving any charter school expansion in the LRSD:

- What is the vision for public education in Little Rock, including the LRSD and charter schools?
- What is the plan for achieving this vision?
- How will this plan be implemented?
- How will possible expansion of charter schools impact the improvement efforts of the LRSD?
- How will possible expansion of charter schools impact students who remain in the LRSD?
- How can the negative effects of possible expansion of charter schools on LRSD improvement efforts and remaining LRSD students be minimized?
- How will possible expansion of charter schools be helpful to the over 20,000 students who will remain in the LRSD?

We believe that until these questions are fully considered and answered, it would be irresponsible to approve charter school expansions. All parties, supporters and stakeholders in public education in Little Rock deserve to understand the answers to these questions as they will directly impact our children, neighborhoods and community for years to come. Because of the state takeover, we have no local representation in these matters and can only look to you on the SBE for answers and guidance. With the stakes so high for all involved, especially for our children, we ask that the time and effort to address these questions be provided.

Sincerely,

Greg Adams and Dionne Jackson

CAC Co-Chairs

Notification of Additional Information Request



ARKANSAS DEPARTMENT OF EDUCATION

March 20, 2016

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Baker Kurrus, Superintendent
Little Rock School District
810 West Markham
Little Rock, AR 72201

**RE: State Board Review-LISA Academy and eStem Amendment Requests and
Covenant Keepers College Preparatory Charter School Renewal
Application AND Priority Status**

Dear Mr. Kurrus:

On February 17, 2016, the Charter Authorizing Panel met and approved the renewal application for Covenant Keepers College Preparatory Charter School, granting the charter a 3 year renewal and taking no action regarding the school's priority status designation. On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests of eStem Public Charter Schools and LISA Academy, contingent on the availability of the proposed location, and granted flexibility to open the new elementary campus at the proposed location for either the 2016-2017 school year or the 2017-2018 school year. On March 10, 2016, the State Board of Education voted to review these decisions made by the Panel. **The reviews will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

At a special meeting held on March 18, 2016, the Board requested that Little Rock School District submit the following information by 4:00 p.m. on Tuesday, March 29, 2016.

- Provide per pupil expenditures, including public and private funds.
- Provide the anticipated district income loss if the expansions are approved, including an explanation of how the district estimated the number of students leaving the district to enroll at eStem or LISA.
- Explain the anticipated plan of action to deal with the loss of funding, including possible collaboration with charter schools.
- Provide demographic (race, FRL, ELL, SPED) and academic characteristics of students retained by the district compared to those of students who are not retained by the district.
- Provide the number of available seats in the proposed expansion areas for eStem and LISA.
- Provide the teacher absentee rate for the district, by school.
- Describe the RTI plans implemented at each school.
- Describe the after school and extended year programming available at each school.
- Describe the progress of the dyslexia programs at each school.
- Provide the number of students referred, by year, to ALE programs, both in-school ALE's and the ALE program with an LEA number for 2013-2014, 2014-2015, and 2015-2016.
- Provide the number of students who returned to LRSD from private or homeschool.
- Provide the graduation rate for 2013-2014 and 2014-2015.
- Provide the number of vacant seats in the district, by school, by zip code.

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

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)":

<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on eStem's and LISA's amendment requests and Covenant Keeper's renewal application and priority status. The State Board's discussion while conducting these reviews may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Any modifications to the requests and/or applications that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony February 17-19, 2016, are considered part of the requests and/or applications. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 29, 2016.**

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

Sincerely,



Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Ekin, LISA Academy
Chief Executive Officer Bacon, eStem Public Charter Schools
Director Tatum, Covenant Keepers College Preparatory Charter School

Response to Additional Information Request

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%

LITTLE ROCK SCHOOL DISTRICT: DYSLEXIA PROGRAMS

DYSLEXIA PROGRAMS: PROGRESS OF IMPLEMENTATION

LRSD contracted the Institute for Multi-Sensory Education (IMSE) to provide training for over 70 LRSD teachers in successful intervention methods for students with characteristics of dyslexia. Teachers received hands-on, personalized training to equip them with assessments and lessons for implementing IMSE's enhanced Orton-Gillingham methods in intervention sessions. Every elementary, middle, and high school has at least one teacher trained in Orton-Gillingham based intervention methods, which are highly successful for students demonstrating characteristics of dyslexia. In most schools, there have been two people trained in these methods including one general education interventionist and a special education teacher.

This intervention can be used as a tier II or tier III intervention depending on the level of need determined by assessments. This intervention is conducted by a skilled, certified teacher in small group settings. LRSD is committed to providing the highest quality intervention possible to ensure student success.

To provide intervention for students in grades K-3 with characteristics of dyslexia, teachers provide instruction in:

- Phonemic awareness
- Multi-sensory strategies for reading, writing, and spelling
- Syllabication patterns for encoding/decoding
- Reciprocal strategies for reading comprehension
- Multi-sensory techniques for learning sight words

Materials used for intervention lessons:

- *Recipe for Reading*, Frances Bloom and Nina Traub
- *Syllable Division Word Book* (IMSE)
- *How to Teach Spelling*, Laura Toby Rudginsky and Elizabeth C. Haskell
- IMSE Teacher Training and Assessment Manuals
- Phoneme/Grapheme Cards and Syllable Division Cards (IMSE)

Teachers providing dyslexia intervention for students in grades 3-12 have been trained in multi-sensory strategies for teaching higher-level concepts, including:

- Advanced encoding and decoding with morphemes
- Greek and Latin roots
- Vocabulary
- Writing and grammar

Materials Provided:

- *Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure*, Marcia K. Henry
- *Vocabulary Handbook*, Linda Diamond and Linda Gutlohn
- *Instant Vocabulary*, Ida Ehrlich
- IMSE Advanced Continuum Training Manual and Card Pack
- IMSE Advanced Continuum Encoding/Decoding Teacher Guide and Student Workbook

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			
Census 2000				Census 2010				Totals				Share of Total LRSD Population by Board Zone in 2015			
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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

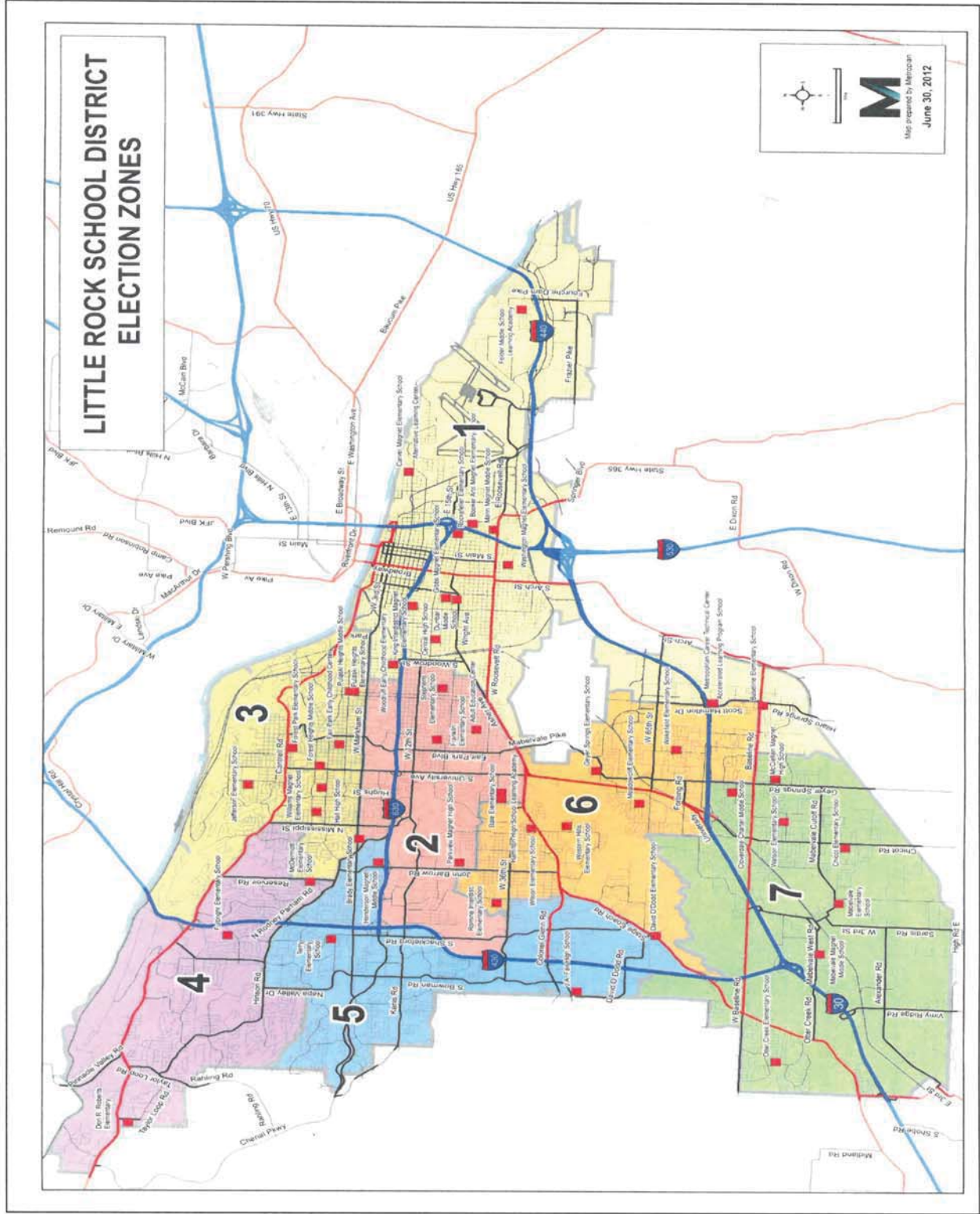
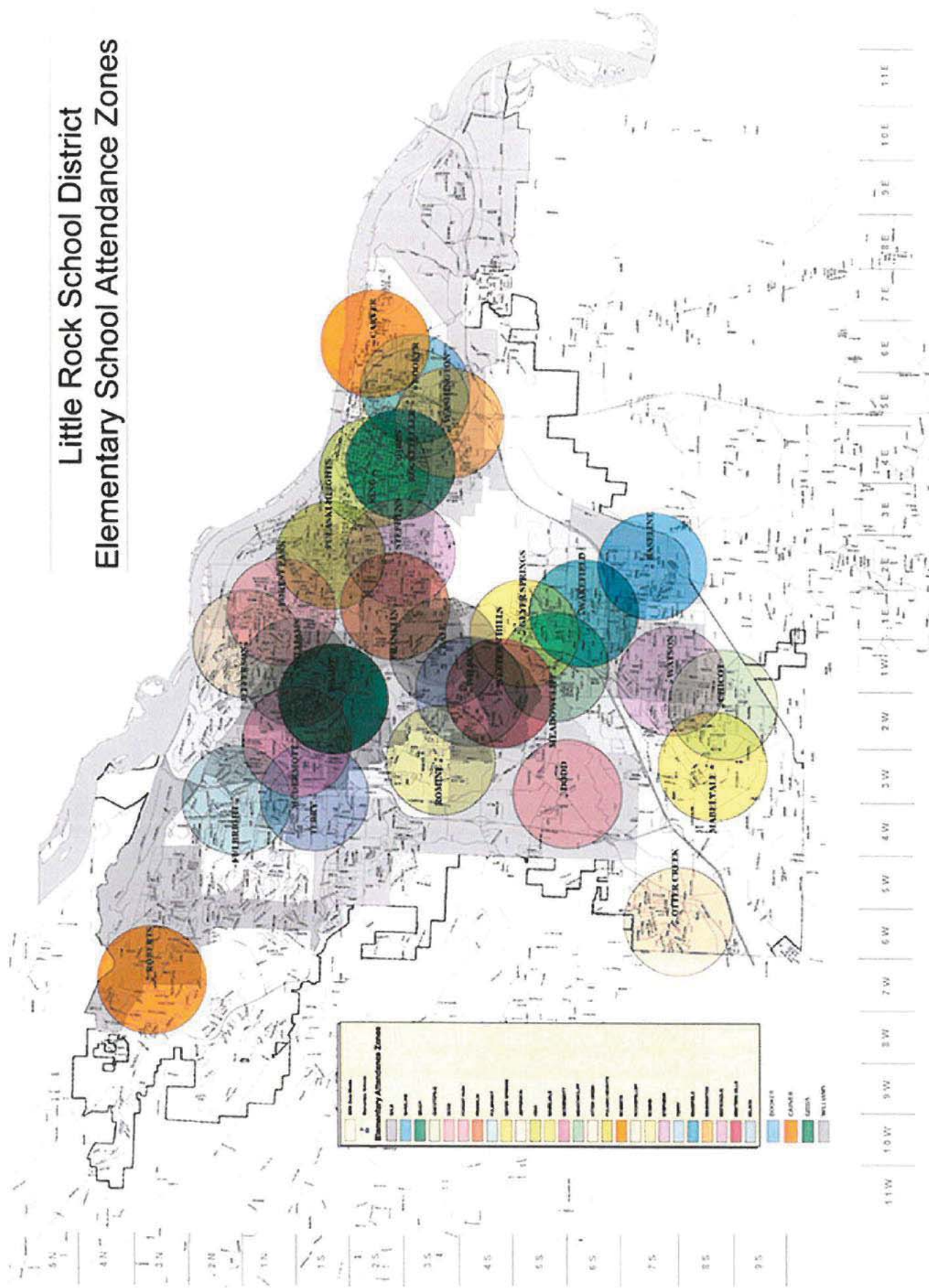


EXHIBIT I

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



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%
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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 decrease	F&R% New	#F&R New	ELL Decrease	#ELL New	ELL % New	# Sped Decrease	#Sped New	%Sped New	White decrease	#White new	%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	3659	16.64%	602	14478	65.86%
LRSD - Current	23164			80.90%				12.33%			11.73%			17.5%			65.10%

LRSD ANNUAL REPORT DATA 2014-15

Revenue		% of total
Local/County	149,137,561	46.7%
State	139,539,321	43.7%
Federal	22,671,243	7.1%
Dedicated Maintenance & Operations	7,624,352	2.4%
Other	421,839	0.1%
Total	\$ 319,394,316	100.0%

Expenses		
Student Instruction	234,603,806	73.8%
Support	46,187,714	14.5%
Transportation	16,927,381	5.3%
Support - Facilities	5,667,544	1.8%
Debt Service	14,340,442	4.5%
Total	\$ 317,726,887	100.0%

3 Qtr Avg ADM (All Students)	24,709
Total Exp. P/P	\$12,859
Tax Rate (Mills)	46.4
Avg Teacher Salary	57,727
First Yr Teacher Salary	35,232

LRSD 2015-16 REPORT AS OF 3/25/2016

Total Budgeted Expenditures	\$317,626,125
October 1 Student Count	25,056
Estimated Exp. P/P	\$12,677

EXHIBIT M**Students Not Retained by LRSD**

Race_category	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
Asian	74	86	72	88	62
Black	1799	1813	1545	1609	1553
Hispanic	214	208	226	298	271
Native American/Alaskan Native	5	6	6	12	5
Native Hawaiiin/Pacific Islander	1	1	1	1	1
Two or More Races	32	44	64	62	54
White	712	732	664	628	620
	2837	2890	2578	2698	2566

MEAL	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
FREE	1744	1773	1759	1834	1836
FULLPAY	864	887	702	706	624
REDUCED	229	230	117	158	106
	2837	2890	2578	2698	2566

ELL	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
N	2634	2692	2364	2430	2330
Y	203	198	214	268	236
	2837	2890	2578	2698	2566

Special Ed	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
N	2519	2557	2271	2380	2282
Y	318	333	307	318	284
	2837	2890	2578	2698	2566

EXHIBIT N

VACANT LITTLE ROCK SCHOOL DISTRICT SEATS IN EXPANSION AREAS

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	BASILINE 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 O**2015-2016 LRSD Teacher Sick Days**

SCHOOL	SICK	TOTAL DAYS	RATE
000001-CENTRAL	1063.5	30337	3.51%
000002-HALL	813.5	21520	3.78%
000003-MANN	450.5	12590	3.58%
000004-METROPOLITAN	97	3818	2.54%
000005-PARKVIEW	524.5	16019	3.27%
000006-BOOKER	200	6927	2.89%
000007-DUNBAR MIDDLE	491	13408	3.66%
000008-FAIR	554.5	14386	3.85%
000009-FOREST HEIGHTS STEM	179	6391	2.80%
000010-PULASKI HEIGHTS MIDDLE	465.5	12019	3.87%
000012-MCCLELLAN COMMUNITY HIGH SCH	523.5	14209	3.68%
000013-HENDERSON MIDDLE	524.5	13565	3.87%
000015-CLOVERDALE MIDDLE SCHOOL	468	11069	4.23%
000016-MABELVALE MIDDLE SCHOOL	373	11620	3.21%
000017-BALE	120.5	4825	2.50%
000018-BRADY	134.5	5593	2.40%
000020-MCDERMOTT	202.5	5401	3.75%
000021-CARVER	143	5416	2.64%
000022-BASELINE	183.5	6785	2.70%
000023-FAIR PARK ECC	39	1728	2.26%
000024-FOREST PARK	165	5199	3.17%
000025-FRANKLIN	142	5623	2.53%
000027-GIBBS	165.5	5229	3.17%
000028-CHICOT PRIMARY SCHOOL	413.5	11797	3.51%
000029-WESTERN HILLS	118.5	3865	3.07%
000030-JEFFERSON	163	5785	2.82%
000032-DODD	250.5	5032	4.98%
000033-MEADOWCLIFF	128.5	4441	2.89%
000035-M.L. KING	257	6543	3.93%
000036-ROCKEFELLER	162	6184	2.62%
000037-GEYER SPRINGS	95.5	3885	2.46%
000038-PULASKI HEIGHTS ELEM	125.5	4431	2.83%
000039-FOREST HEIGHTS STEM	126	5613	2.24%
000040-ROMINE	177.5	5431	3.27%
000041-STEPHENS	201.5	5401	3.73%
000042-WASHINGTON	254	8473	3.00%
000043-WILLIAMS	231	5997	3.85%
000044-WILSON	126.5	4825	2.62%
000045-WOODRUFF	69.5	1728	4.02%
000046-MABELVALE ELEMENTARY	152.5	6937	2.20%
000047-TERRY	182	5401	3.37%
000048-FULBRIGHT	200.5	8079	2.48%
000049-ROBERTS	378.5	10974	3.45%
000050-OTTER CREEK	245.5	7119	3.45%
000051-WAKEFIELD	233	6937	3.36%
000052-WATSON INTERMEDIATE SCHOOL	213	5785	3.68%
000703-HAMILTON MIDDLE	96	1920	5.00%
000711-HAMILTON LEARNING ACADEMY	201	3880	5.18%
000767-ACCELERATED LEARNING PROGRAM - METRO	9.5	576	1.65%

LITTLE ROCK SCHOOL DISTRICT: RESPONSE TO INTERVENTION

Every school has a School-Based Intervention Team (SBIT) that meets to discuss next steps and review progress of students who have been determined to be at-risk of not reaching grade level academic goals. Students may be referred to the SBIT team for academic review based on the outcomes of screening, diagnostic, classroom-based, or summative assessments. Students may also be referred based on behavioral needs or observed changes in behavior. The team determines possible options for these students, which include adjustments in differentiation within tier 1 instruction or initiation of tier 2 interventions. After a student has received interventions for a period of time, the SBIT team reviews the progress of the student. The interventionist provides updates regarding progress and recommendations about next steps based on data from formal and informal progress monitoring assessments. If a student is not making adequate progress, the interventionist may recommend a change in the intervention method or options for increasing the intensity of the intervention.

RESPONSE TO INTERVENTION PROCESS

ASSESSMENTS: Screening, diagnostic, progress monitoring, and/or summative assessment data can be used to determine if a student is at-risk of not meeting reaching grade-level proficiency in literacy or math.

TIERS OF INSTRUCTION

TIER 1 Core Instruction: Provided by General Education Teachers

This is provided for all students daily and includes whole group instruction and differentiation. This is the foundation of the tiered intervention process. Instruction for tier 1 is planned using LRSD Core Curricula. Differentiation for students is an integral part of instructional planning and delivery. Tier 1 instruction also includes disciplinary literacy concepts and strategies for the purpose of supporting and developing literacy and math skills within specific disciplines.

TIER 2 Intervention: Provided by General Education Teachers or Interventionists

This is provided in groups of up to six students, 3-4 times per week for 20-40 minutes. This is the first level of *additional* support provided to accelerate learning for students not yet on grade level.

TIER 3 Intervention: Provided by Interventionists or Other Training School Personnel

This is provided daily in groups of up to three students for 20-40 minutes. Tier 3 intervention is provided if a student does not make adequate progress in Tier 2 intervention. This individualized, intensive level of support is in addition to core instruction.

Referral Process for Special Education Services

If a student does not make adequate progress after receiving intensive intervention for an acceptable period of time (determine by the intervention provided and student needs) and other factors are not interfering with progress, e.g. attendance or scheduling conflicts, the student may be referred for additional testing to determine if special services are required.

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Bale	PK	40			5 staff members
Bale	After School Tutoring	125		21st Century Grant	15 staff members
Bale	Love Your School	340 K-5		City of Little Rock	10 volunteers
Baseline Elementary	City Year after school program	25 volunteer		volunteer	volunteer
Baseline Elementary	Dayspring Behavioral Health Services after school program	15 outside agency		outside agency	outside agency
Baseline Elementary	AR Kids Read	26 volunteer		volunteer	volunteer
Baseline Elementary	Breakfast in the Classroom	300 LRSD		LRSD	LRSD
Baseline Elementary	Afternoon Snack	300 LRSD		LRSD	LRSD
Baseline Elementary	Ladies Club	20 staff		staff	staff
Baseline Elementary	Boys to Men Club	20 staff		staff	staff
Baseline Elementary	Transition classrooms for LEP Students	12 staff		staff	staff
Baseline Elementary	City Year Math and Literacy Intervention	112 volunteer		volunteer	volunteer
Baseline Elementary	Home School Advisors	available to all staff		staff	staff
Baseline Elementary	Behavioral Specialist	available to all staff		staff	staff
Baseline Elementary	Full Time translator	available to all staff		staff	staff
Baseline Elementary	Dayspring Behavioral Health Services	30 outside agency		outside agency	outside agency
Booker	Pre-Kindergarten	18 \$72,839.47		LRSD	2
Booker	Camp Jaguar	130 \$28,000.00		LRSD-Title 1	20
Booker	AR Kids Read	6 Outside Provider		AR Kids Read	3
Booker	Love Your School-Nutrition & Wellness	492 Outside Provider		City of Little Rock	20
Booker	Fresh Fruits & Vegetables Grant-Healthy Snacks	474 Outside Provider		Fresh Foods & Veg Grant	1
Booker	Reading Teacher Interventionist	36 \$65,903.68 Plus Benefits		LRSD-NSLA	1
Booker	UALR Summer Laureate Program	350 Outside Provider-Tuition		UALR	35
Booker	Centers for Youth & Families	5 Outside Provider		Centers for Youth & Families	1
Booker	Day Springs	2 Outside Provider		Day Springs	1
Booker	Life Strategies	3 Outside Provider		Life Strategies	1
Booker	Living Hope	24 Outside Provider		Living Hope	2
Booker	New Beginnings	3 Outside Provider		New Beginnings	1
Brady	Pre-K	40		LRSD	4 (2 teachers/2 paras)

Brady	After School Enrichment	72	\$30,000.00	LRSD	9 (6 teachers/3paras)	35
Brady	Tutoring/Bulldog Buddies	100		Trinity UMC		27
Brady	Food/Nutrition Breakfast in the Classroom	450		LRSD		27
Brady	Food/Nutrition Healthful Snack Tues & Th	450		LRSD		5
Brady	Big Brothers & Big Sisters	5		Big Brothers/Big Sisters		3
Brady	Job Shadowing for 5th grade	54		LRSD		
Carver	After School Tutoring	K-5 - 66	\$20,310.63	LRSD		3
Chicot	Prekindergarten (P3 and P4)	240		LRSD		28
Chicot	After School Tutoring Program	75	28,000	Title 1		12
Chicot	Reading Teacher Intervention	84		LRSD		2
Chicot	AR Kids Tutoring	12		0 Volunteer		6
Chicot	Living Hope	70		Outside		3
Chicot	The P.A.T.Center			Outside		3
Chicot	S.N.A.P. Education	180		U of A Extension		2
Chicot	English Class for Parents	12		0 Adult Education Center		1
Chicot	Parenting Classes	15		0 Zocalo		1
Chicot	Taekwondo classes	10		0 Bland's Martial Arts		1
Chicot	Ronald McDonald Dental Outreach ACH	47		Arkansas Children's Hospital		3
Chicot	Breakfast in the Classroom	800		LRSD		9
Chicot	Gentlemen's Club	27	500	Staff Volunteers		1
Chicot	SOS (Save one Student)	30		0 Staff Volunteers		30
Chicot	Backpack Program - Rock Creek Church	23		Rock Creek Church		1
Chicot	Clothing Closet			St. Paul UMC		2
Chicot	Girls of Elegance	20		0		1
Dodd	Dodd's After School Program	K-5				2
Dodd	Breakfast in the Classroom	P3-5	\$25,000	LRSD		
Dodd	Rosetta Stone	K-5		LRSD		
Dodd	Myon Reading Program- Technology	K-5		LRSD- Technology		
Dodd	LEXIA Program- Emphasis ELL /Whole school	K-5	8,000	LRSD		
Dodd	First in Math Technology Program	K-5		LRSD		
Dodd	AR Reading Program	10		Outside Provider- VIPS		
Dodd	City of Little Rock Summer Program	150		City of Little Rock		
Dodd	Love My School Program	K-5		City of Little Rock		
Dodd	Life Skills for Youth Program	K-5		21 Century Grant		
Dodd	Flu Clinic Program	K-5		Outside Provider		
Dodd	Career Day Program- Shadowing	5th		LRSD		
Dodd	Vision & Hearing Screening	Prek-5		LRSD		
Dodd	Basketball Team	3rd-5th		Parent Volunteers		
				Parent Volunteers		

Dodd	Cheer & Pep Squad	2nd-5th	Parent Volunteers	Parent Volunteers	Parent Volunteers
Dodd	Fuel Up to Play	4th-5th	Outside Provider	National Dairi Council	Parent Volunteers
Forest Park Elem.	Pre-K		40 LRSD	LRSD	2
Forest Park Elem.	After School Tutoring		42 15,000 (LRSD)	LRSD	
Forest Park Elem.	Chess Club		72 Volunteer	PTA	1 teacher 1 aide
Forest Park Elem.	Flu Clinic		326 AR Dept. Health	Ar Dept. Health	3 teachers 1 aide
Forest Park Elem.	Nutrition		10 Feed Arkansas Kids	Feed Arkansas Kids	4 teachers 1 aide
Forest Park Elem.	Therapist		5 Mental Health Services	Mental Health Services	5 teachers 3 aides
Forest Park Elem.	Kids Marathon Training		70 PTA	PTA	1 counselor
Forest Park Elem.	After School Piano		27 Outside Provider	PTA	
Franklin	Pre-K	50 students pre-k students	267,570.00	LRSD	8
Franklin	After School Tutoring	57 students (2nd-5th)	\$79,477.63	LRSD	12
Franklin	AR Kids Read	16 students (1st-4th)	\$0/Volunteer		8
Franklin	First United Methodist Church (AR)	15 students (4th/5th grade	/Vol. \$0/Volunteer		12
Franklin	The Pointe	6 students (K-5)	Outside Provider		2
Franklin	Reading Teacher	43 students (1st-3rd)	\$63,994.89	LRSD	1
Franklin	New Beginnings Mental Health Agency	12 students (K-5)	Outside Provider		2
Franklin	DaySprings	2 students (K-5)	Outside Provider		2
Franklin	Encouragers	25 students (2nd-5th)	Outside Provider		16
Franklin	Mt Saint Mary	33 students (PreK-3)	Outside Provider		10
Franklin	Love Your School	297 students (K-5)	Outside Provider		1
Fulbright	Pre-K	59 students pre-k students	\$268,331	LRSD	7
Fulbright	After School Tutoring	46 students (3rd-5th)	\$15,000.00	LRSD	12
Fulbright	AR Kids Read	14 students (2nd grade)	\$0/Volunteer		7
Fulbright	St. James Methodist Church	15 students (Kind. & 1st)	\$0/Volunteer		12
Fulbright	Bridges Mental Health Agency	8 students	Outside Provider		2
Fulbright	Reading Teacher	43 students (1st-3rd)	\$68,827.54	LRSD	1
Fulbright	New Beginnings Mental Health Agency	2 students	Outside Provider		1
Fulbright	Centers for Youth and Families	2 students	Outside Provider		1
Geyer Springs	Pre-K	57		LRSD/Federal Funds	7
Geyer Springs	Weekend Food bags	8		Rice Depot	1
Geyer Springs	Love Your School Gardening/Nutrition	Grades 2-5, 167 students	aprox. 15	City of Little Rock /Ameri Corp	aprox. 15
Geyer Springs	After School Tutoring	Grades 2-5, 60 students		0 LRSD/Federal Funds	9
Geyer Springs	Mental Health Services	Grades 2-5, 22 students		0 Path Finders	1
Geyer Springs	District Summer School	Grades 2-5 as needed		0 LRSD/Federal Funds	District sites
Geyer Springs	AR Kids Read	11			5
Geyer Springs	STEM classes	Grades 2-5 167 students	UALR-Javitz Grant		0

Program	Staff	Volunteers	Other	Notes
Pre-K	20		ABC	
After-school tutoring - Literacy	26		LRSD	
After-school tutoring - Math	33		LRSD	
Voyager	75		Gibbs	
Career Awareness Program	300		Gibbs	
Summer School			LRSD	
Pre-K Program 2014- 15	40 students		LRSD	2 Cert. Teachers, 2 paras
After School Program 2014 - 15	26 students (gr. 3 - 5)		LRSD	6 Certified Teachers
STARS Reading Volunteers 2014-15	25 students (K-5)		VIPS	17 volunteers
New Beginnings Behavioral Health 2014 - 15			Outside provider	
Backpack Snacks 2014 - 15			Church of Rockcreek	
Myon (reading program) 20134- 15	K-5th			
United Way 2014- 15	K-5th	\$250 outside provider		
Jazz Saxophone Club 2014 -15		5	United Way	
Violin Lessons 2014 - 15			Art Porter foundation	volunteer
Summer Camp 2014 - 15	25 children 3 adults	25 PTA	PTA	
First in Math 2014 - 2015		381	PTA	
Watch Dog Dads	K-5	Outside provider	Male Volunteers	volunteers
Pre-Kindergarten	20		\$86,744.77 LRSD	
21st CCLC After-school Tutoring Program	110		150,000.00 LRSD - Grant	
City Year 3rd - 5th Grade Tutoring	78		LRSD	
City Year 3rd - 5th After-school Starfish Program	30		LRSD	
Reading Teacher Interventionist	36		44,711.01 LRSD	
AR Kids	16	Volunteer		
New Beginning	40	Outside Provider		
Therapeutic Family Services	10	Outside Provider		
21st CCLC Summer Enrichment	50		\$10,000.00 LRSD - Grant	
Fresh Fruit and Vegetable Program	544		33,926.00 LRSD	
Afterschool Program	K - 5th (144)		\$35,000	15 - 18 staff T,W,Th
MLK Reads	K - 3rd	Volunteer (grant)		38 - 40 per week
ARKids	K - 2nd	Volunteer		10 per week
Violin Instruction	K - 5th (45)	During the school day		1 staff member
Piano and Jazz Band	K- 5th (55)	During the school day		1 staff member
Fuel Up To Play	K - 5th	Outside volunteer		Volunteer
Fruit and Vegetable Grant	K - 5th (425)	Grant		1FTE
Garden Program	K - 5th	Arkansas Extension (Laura Warren)		1 FTE

Martin Luther King	Fitness Center	2nd - 5th	Grant	Volunteers
McDermott	Pre-K	40 students pre-k students		4
McDermott	After School Tutoring	35 students (3rd-5th)	\$163,116	LRSD
McDermott	AR Kids Read	20 students (1-2)	\$25,000.00	LRSD
McDermott	Encouragers	25 students (K-5th)\$0/Volunteer	\$0/Volunteer	9
McDermott	Living Hope	15 students	\$0/Volunteer	15
McDermott	Reading Teacher	42students (1st-4th)	Outside Provider	10
McDermott	P. A.T. Center	5 students	\$75,397.29	LRSD
McDermott	Centers for Youth and Families	1 students	Outside Provider	1
			Outside Provider	2
Meadowcliff	1-Pre-K Program	20	LRSD	1
Meadowcliff	after school tutoring program	55 3rd - 5th grade	LRSD	2
				8
Otter Creek	After - School Tutoring	80 students (grades 1-5)	LRSD Funded / Title I	13
Otter Creek	Encouragers (Mentoring Program) GSFBC	40 students (grades 2-5	Outside Provider	30
Otter Creek	AR Kids Read: Volunteer Reading Program	(8) Students grades 2-3	Outside Provider	4
Otter Creek	Summer School for (approximately 4-6 weeks)	approximately (120)	LRSD Funded / Title I	30
Pulaski Heights Elem.	After School Tutoring	45	\$20,000	LRSD
Pulaski Heights Elem.	AR Kids Read	5 N/A	Outside Provider	7
Pulaski Heights Elem.	Summer School	40 N/A	LRSD	5
				N/A
Roberts	After School Tutoring Program	66	\$20,000	LRSD
Roberts	Strive (Mental Health)	6	Outside provider	0.86
Roberts	Backpack Snacks	18	Outside provider	1
Roberts	United Way (\$200)	10	\$200	1
Roberts	West Little Rock Village	11-15	Volunteer	2
Roberts	Myon (reading program)	K-5th	LRSD	100+
Roberts	Project Flight	18	LRSD	0
Roberts	Brain Pop (online math program)	K-5th	\$2,300	0.24
			Roberts PTA	0
Rockefeller	PK (3 and 4 years)	154	LRSD/DHS	10
Rockefeller	21st Century Afterschool Program	100	140000	13
Rockefeller	Arkansas Reads	Volunteers		
Rockefeller	RAP- Rockefeller Achievement Program	35	4500	4
Rockefeller	21st Century Summer Program			
Rockefeller	Museum Outreach Program	Outside	Museum of Discovery	0
Romine	Two Pre-Kindergarten Classes	40 Students	LRSD	Four
Romine	Before/After School Tutoring	Grades 2-5; 60-65 Students	LRSD	

Romine	AR Kids	Grades K-3: 12 Students	Volunteers/ No Expenditures	Twelve
Romine	100 Black Men of Greater Little Rock	Grade 2; 60 Students	Volunteers/ No Expenditures	Six
Romine	Math Interventionist	Grades 4-5, 20 Students	ADE Grant	One
Romine	Love Your School Nutrition Classes	Grades PK-5, 320 Students	Americorp Volunteers	20-25 Volunteers
Stephens	21st Century	K-5 (100 students)	First Baptist	15
Stephens	Stephens After-School Program	3-5 (60 students)	LRSD	8
Stephens	Community Center	K-5 (100 students)	City of Little Rock	
Terry	Pre Kindergarten (4year olds)		60 District	
Terry	After School Tutoring		123 Title 1	
Terry	Summer School	usually about 50 spots	District	
Wakefield	Wakefield After School Tutoring	100 students grades 1-5	12,000	LRSD and UALR
Wakefield	UALR Children International Summer Program	150 students grades k-5	12,000	LRSD/UALR
Washington	Pre-K 4-year old program		40 ?	LRSD - Arkansas Better Chance
Washington	21st CCLC ECO4Kids After-school Program		80	\$125,000 ADE 21st CCLC Grant
Washington	21st CCLC ECO4Kids Summer Program		40 (part \$125,000 above)	ADE 21st CCLC Grant
Washington	LRSD Literacy/Math Enrichment Summer Program	Selected Students Grades 1-5	LRSD	??
Washington	School-Based Mental Health Therapeutic Services		35 Centers for Youth and Families CFYF	
Washington	Cub Scout		15 BSUSA Quapaw Area Council	BSUSA Quapaw Area Council
Washington	Wildcat Intermural Basketball		20	\$800 School / Parents / Community Fi
Washington	Wildcat Cheerleading		20	\$400 School / Parents / Community Fi
Washington	Classroom Readers		150	0 St. John Baptist Church Barnaba:
Washington	Gentlemen's Group		10	0 Pi Omicron Chapter, Omega Psi
Washington	Male Mentors for selected Classrooms		75	0 Pi Omicron Chapter, Omega Psi
Washington	Female Mentors for Selected 5th Grade Students		30	0 Community Volunteers
Watson	Watson's Excelling Eagles After School Tutoring Program	Grades 3-5/ 83	\$30,000.00	LRSD
Watson	AR Kids Read	Grade 3	\$0-Volunteer	
Watson	Reading Teacher/Interventionist		50	\$64,860.20 LRSD
Watson	ESL Coordinator/Interventionist		50	\$55,456.00 LRSD
Watson	PAT Center- Mental Health & Behavior Services	Grades 3-5	Outside Provider	
Watson	Life Strategies- Mental Health & Behavior Services	Grades 3-5	Outside Provider	
Watson	Highland Valley United Methodist Church-School Partner	Grades 3-5	\$0-Volunteer	
Watson	Kroger-School Partner	Grades 3-5	\$0-Volunteer	
Watson	AR Rice Depot	Grades 3-5	\$0-Volunteer	
Watson	Junior League	Grades 3-5	Outside Provider	
Western Hills	PK 3		16	LRSD
				2

Western Hills	PK 4	20			LRSD
Western Hills	Band	25			LRSD
Western Hills	Basketball	45			LRSD
Western Hills	Choir	40			LRSD
Western Hills	Life Strategies	12	Outside Provider		
Western Hills	Extended Day	45			LRSD
Western Hills	Interventions by Staff				LRSD
Western Hills	Cheerleading	28	Parent Volunteers		
Western Hills	Fresh Fruit and Veggies Grant	230	ADE Grant		
Western Hills	Home Extension Nutrition and Garden Classes	202	Outside Provider		
Western Hills	AR Kids Reading Tutors	9	Community Volunteers		
Western Hills	Life Strategies Summer Program	12	Outside Provider		
Western Hills	Art Club	10			LRSD
Western Hills	Mathletes Tutoring	10			LRSD
Western Hills	Reading Teacher	37			LRSD
Western Hills	Breakfast and Lunch at No Charge	268			LRSD
Western Hills	Kids Marathon	25			LRSD
Western Hills	Girl's Club				LRSD
Western Hills	Literacy Facilitator				LRSD
Western Hills	Math Facilitator				LRSD
Williams	AR Reads 2014		Volunteers	None	14 Volunteers/ 2X weekly
Williams	AR Reads 2015		Volunteers	None	12 Volunteers/ 2X weekly
Williams	After School Tutoring 2014		\$22,439.09	LRSD Child Nutrition	staff
Williams	After School Tutoring/Boot Camp 2015		\$24,007.55	LRSD Child Nutrition	21 staff/7 volunteers
Wilson	Wilson After School Program		\$23,385.90		8 staff, 8 volunteers
Wilson	St. Andrews Church (Encourager)		No expenditures	LRSD	24 Volunteers

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Cloverdale Aerospace Charter	City Year	grades 6-8	\$144,000 (matching funds)	City of Little Rock	11
Cloverdale Aerospace Charter	Summer Food Program	eligible youth	See Ms. Bouie in Child Nutrition		
Cloverdale Aerospace Charter	Grab and Go Breakfast	grades 6-8	See Ms. Bouie in Child Nutrition		
Cloverdale Aerospace Charter	Fuel Up to Play 60	20	\$1000 grant	Midwest Dairy	N/A
Cloverdale Aerospace Charter	Feed Arkansas Kids (homeless students)	25	See Nina Scaife in the Homeless		
Cloverdale Aerospace Charter	Duke Scholars	10	See Lori Altschul in the GT Office		
Cloverdale Aerospace Charter	Before/After School Tutoring	grades 6-8	See Linda Young in Grants	21st Century Grant	
Cloverdale Aerospace Charter	G.E.M.S. (Girls Empowered by Mentoring Sisterhood)	70	\$0	Little Rock Police Department	2
Dunbar	Homework Help (a.m. & p.m.)	48 (22-6th; 15-7th; 11-8th)		2 LRSD	4
Dunbar	After-school Tutoring (Math & Literacy)	64 (27-6th; 21-7th; 16-8th)		4 LRSD	4
Dunbar	Child/nutrition Program	120 (45-6th; 27-7th; 48 - 8th)		1 LRSD	4
Forest Heights	Homework Help Program (Feb. 8- May 12, 2016)	Grades 3-8	Volunteer	LRSD	4 staff members a day
Henderson Middle School	Henderson Afterschool Program	150		35,000 LRSD & Outside Provider	15
Henderson Middle School	Henderson Summer Program	60		7500 LRSD & Outside Provider	7
Henderson Middle School	City of Little Rock Teen Camp	50	Outside Provider	Outside Provider	11
Henderson Middle School	Henderson Afterschool Nutrition Program	120	Outside Provider	Outside Provider	2
Henderson Middle School	Life Strategies	10	Outside Provider	Outside Provider	2
Henderson Middle School	New Beginnings	16	Outside Provider	Outside Provider	2
Henderson Middle School	Pat Center	4	Outside Provider	Outside Provider	2
Henderson Middle School	Phifer Camp	14	Outside Provider	Outside Provider	6
Henderson Middle School	Day Springs	2	Outside Provider	Outside Provider	1
Henderson Middle School	Pinnacle Point	17	Outside Provider	Outside Provider	2
Henderson Middle School	Goodwill	1	Outside Provider	Outside Provider	1
Henderson Middle School	Bridgeway	1	Outside Provider	Outside Provider	1

Henderson Middle School	Living Hope				20 Outside Provider	Outside Provider	2
Henderson Middle School	The Pointe				15 Outside Provider	Outside Provider	2
Henderson Middle School	Girls Rock				85 Outside Provider	Outside Provider	65
Henderson Middle School	Diamond Divas				36 Outside Provider	Outside Provider	6
Henderson Middle School	OK Program				130 Outside Provider	Outside Provider	6
Henderson Middle School	GEMS				40 Outside Provider	Outside Provider	7
Henderson Middle School	PARK				35 Outside Provider	Outside Provider	10
Mabelvale Middle	After-School Tutoring	6 - 8 Grade				\$70,000 LRSD/Title I	8
Mabelvale Middle	City Year	6 - 8 Grade				\$120,000 City Year	10
Mabelvale Middle	After- School Snack	6 - 8 Grade			Child Nutrition	LRSD	2
Mabelvale Middle	Before- School Tutoring	6 - 8 Grade				\$120,000 City Year	10
Mabelvale Middle	AVID Tutoring	6 - 8 Grade				\$5,000 LRSD/Title I	3
Mabelvale Middle	Living Hope	6 - 8 Grade			Outside Provider	Living Hope	3
Mabelvale Middle	The Pointe Mental Health	6 - 8 Grade			Outside Provider	The Pointe	1
Mabelvale Middle	New Beginnings Health Services	6 - 8 Grade			Outside Provider	New Beginnings	1
Mabelvale Middle	Day Springs Behavioral Health	6 - 8 Grade			Outside Provider	Day Springs	1
Mabelvale Middle	Families, Inc	6 - 8 Grade			Outside Provider	Families, Inc	1
Mabelvale Middle	PAT Center	6 - 8 Grade			Outside Provider	PAT Center	1
Mabelvale Middle	Therapeutic Family Services	6 - 8 Grade			Outside Provider	Therapeutic Family Services	1
Mabelvale Middle	Life Strategies	6 - 8 Grade			Outside Provider	Life Strategies	1
Mann	Before School Tutoring	150				\$2,635 LRSD	1
Mann	After-school Tutoring	75				\$1,800 NSLA	6
Mann	ESL Tutoring	20				\$1,800 Title III	1
Pulaski Heights Middle School	Strive				10 Outside Provider	Strive	3
Pulaski Heights Middle School	New Beginnings				3 Outside Provider	New Beginnings	3
Pulaski Heights Middle School	The Pointe				11 Outside Provider	The Pointe	2
Pulaski Heights Middle School	PARK				2 Outside Provider	PARK	1
Pulaski Heights Middle School	Pulaski County Youth Service				3 Outside Provider	Pulaski County	1
Pulaski Heights Middle School	PHMS - Behavior Interventionist				15	NSLA	2
Pulaski Heights Middle School	Math / Literacy After-School Tutoring				87	\$90,205.18 NSLA	7
Pulaski Heights Middle School	STEM After-School Tutoring				60	\$28,725.55 NSLA	7
Pulaski Heights Middle School	UALR - Student Teacher Tutors				32 Volunteer	\$21,000.00 NSLA	10
Pulaski Heights Middle School	The PAT Center				1 Outside Provider	N/A	16
Pulaski Heights Middle School	VIPS - Math Tutors				19 Volunteer	The PAT Center	1
Pulaski Heights Middle School	Goodwill				1 Outside Provider	N/A	6
Pulaski Heights Middle School	Bridge 2 Success				1 Outside Provider	Goodwill	1
Pulaski Heights Middle School	Life Strategies				3 Outside Provider	Bridge 2 Success	1
Pulaski Heights Middle School	Bridgeway				1 Outside Provider	Life Strategies	3
						Bridgeway	1

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (If (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Central	School Health: Reducing the Risk Darrell Seward-Health Dept.	608	\$7,270.64	Karen Swinton	None
Central	Super Saturdays LeQuieta Grayson – Guidance Dept	25	*\$300.00	LRSD Philander Smith	3
Central	Monthly Bag Lunch Meeting LeQuieta Grayson-Guidance Dept	50	*\$300.00	LRSD	2
Central	AVID Tutoring Stacey McAdoo, AVID Coordinator	172	*\$13,916.76	LRSD	5
Central	Tiger Academy- Heather Jenkins, Jennifer Caple and Brenda Bankston	252	*\$21,324.00	Larry's Pizza, LSC Promo, Kroger, Office Depot	15 Certified Teachers 25 Senior Mentors 7 Parent Volunteers
Central	ESL College Initiatives Heather Rainbolt, Testing Coordinator				
Central	READ 180 - Brenda Bankston, Literacy Instructional Facilitator	78	*\$5,000.00	Houghton Mifflin	2 Certified Teachers
Central	Tiger Academic Support Center Heather Jenkins, Math Instructional Facilitator	90*	*\$72,000.00	Office Depot First Student	25 Certified Teachers (rotation)
Central	Freshman Academy (Family Night and Orientation) Kimberly Burleson, Freshman Academy Coordinator	9 th Grade	*\$7,000.00	LRSD	21
Central	Science Parent Night Melissa Donham-Dept Chair	300	*\$2,000.00	Big Lot Kroger	12
Central	Science Open House Melissa Donham/Joy Thompson	335	*\$2,000.00	None	3
Central	Star Lab-Katie Anderson, Science Department Katie Anderson	500*	\$375.00	Arkansas Tech University	1
Hall High School	After-School	50	21st CCLC Grant	LRSD	10
Hall High School	Before-School	25	22nd CCLC Grant	LRSD	3
Hall High School	Summer - Art Across the Curriculum	Grades 9-12	23rd CCLC Grant	LRSD	6
Hall High School	Summer - ESL Institute	Grades 9-12	24th CCLC Grant	LRSD	5
Hall High School	Summer - Robotics	Grades 9-12	25th CCLC Grant	LRSD	2

Hall High School	Life Strategies group therapy			30 outside provider	Life Strategies	2
Hall High School	Living Hope and Life Strategies individual therapy			50 outside provider	Living Hope and LSCI	3
Hall High School	Career Coach		Grades 9-12	outside provider	Pulaski Tech	1
Hall High School	Arkansas Voices (group for children of incarcerated)			10 outside provider	Arkansas Voices	1
Hall High School	YoungLife Young mothers group			8 outside provider	YoungLife	2
Hall High School	Alumni Mentoring group		Grades 9-12	outside provider	Hall High Alumni	2 currently (plans for more)
Hall High School	Soul Gathering Ministries mentoring group			6 outside provider	Soul Gathering Ministries	6
Hall High School	Individual school-based therapy		Grades 9-12	outside providers	Various therapy agencies	unknown
J. A. Fair	Aspire after school tutoring		9th-12th	Unknown	LRSD/Title 1	20,000
J. A. Fair	Aspire morning tutoring		9th-12th	Unknown	LRSD/Title 1	10,000
J. A. Fair	Staff/Senior mentoring		12th	No extra funding	LRSD Counselors	10
J. A. Fair	City year Pull outs/Push ins		9th-12th	100 \$100,000 for the year* /NSLA funds LRSD/City Year	LRSD/City Year	9
J. A. Fair	City year dress for success		12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	City year Adopt a senior		9th-12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	City year behavior focus		9th-12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	Math club lunch tutoring		9th-12th	No extra funding	LRSD	8
J. A. Fair	Evening Meal		9th-12th	Unknown	LRSD/ food and nutrition	4
J. A. Fair	Gentleman's club		9th-12th		LRSD Parent Facilitator (in addition to	2
J. A. Fair	Model U.N.		11th-12th	No extra funding	\$21,024 other duties)	1
					LRSD/Bettinardi	
McClellan	After School Math Intervention done by Math Teachers		Grades 9-12	Estimated 7500	LRSD	4 FTE staff
McClellan	City Year (Push in)		9th grade	see above	80,000 AmeriCorp	
McClellan	City Year (Pull Out)		9th grade	see above	AmeriCorp	
McClellan	City Year (after school)		9th grade		AmeriCorp	
McClellan	ACT Skills Training		11th-12th grade		6,000 Fetterman and Associates	Two trainers from Fetterman
McClellan	Credit Recovery (done during the day)		9th-12th grade	27, 500-salary for paraprofessional	No outside source	10 FTE Paraprofessional
Parkview	ACT Prep Summer Program		Grades 10-12		\$50,000.00 LRSD Outside Provider	
Parkview	Pulaski Tech Courses Afterschool Program				Outside Provider	
Parkview	Afterschool Nutrition Program		Grades 9-12		LRSD	
Parkview	Before/Afterschool Tutoring		Schoolwide		\$2,000.00 LRSD	
Parkview	Patriot Academy		In-coming 9th Grader		10,000.00 LRSD	
Parkview	Super Saturday AP Prep Program		Grades 11-12		937.5 LRSD	
Parkview	ACT Prep Afterschool Program		Schoolwide		17,000.00 LRSD	
Parkview	Math Department Parent Night		Schoolwide		\$4,990.00 LRSD	
Parkview	Financial Aid Workshop/Guidance Office		Grades 11-12		2,500.00 LRSD	
Parkview	Senior/Junior Parent Night Meeting		Grades 11-12		LRSD	

2016 Summer Programs

MIDDLE SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Cloverdale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Alma Ross Robin Baylark	920-0983 447-2510
Henderson	LOVE 21 st CCLC	June 6 – June 30	9:00 – 1:00	LRSD	1 School Based	None	Shelia Hayes Vicki Fletcher	516-1604
	City of Little Rock Summer Playground Teen Camp	June 6 – July 29 Closed July 4th	7:30 – 6:00	None			Darryl Marbly	371-6859
Mabelvale	Summer School	June 15 – July 13	7:30 – 3:45	LRSD	4 School Based 1 Off Duty Police Officer (3-5 days)	General	Rhonda Hall Michael Anthony	447-3002 870-692-0963
HIGH SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Accelerated Learning Center	Credit Recovery (Graduating Seniors ONLY)	June 6 – July 1	8:00 – 2:00	None	1 School Based	General	Brenda Allen Shameka Montgomery	447-1370 447-1202
Central	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month) 1 School Based	General	Nancy Rousseau	447-1402
Hall	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Larry Schleicher	447-1902
	21 st CCLC	June 6 – July 1	9:00 – 1:00	LRSD	1 School based	21 st CCLC	Marshall Sladyen	501-730-1516
Hamilton	Living Hope	June 13 – July 29	8:00 – 3:30	TBA	TBA	TBA	TBA	TBA
J. A. Fair	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month) 1 School Based	General	LaGail Biggs	447-1702
	ASPIRE 1003(a) Summer	June 6 – June 21	9:00 – 1:00	LRSD	1 School Based	Grant 1003(a)	Marion Arnett	447-1766
	Literacy Program 9th grade	August	1:00 – 4:00	LRSD		Grant 1003(a)	Marion Arnett	447-1766
McClellan	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Henry Anderson	447-2102
	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Dr. Dexter Booth	447-2302
Parkview	ACT Prep	June 8 – June 29	8:00 – 1:00	None	1 Supervisor (12 month) 1 School Based	CCRPP Grant	Laureen Isom	447-2971
	Patriot Academy	TBD	TBD	LRSD	1 School Based	General	Dr. Dexter Booth	447-2302
	Smart Start	June 16 – June 30	8:00 – 1:00	None		Title 1	Dr. Vanessa Cleaver Marceline Carr	447-3376 447-3364

2016 Summer Programs

ELEMENTARY SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Bale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Hazel Harris	501-563-9472
Booker	Summer Laureate Program	July 8, 2016 (Prep) July 11-15, 2016 and July 18-22, 2016	12:30 to 5:30 PM for students and from 9:00 to 6:00 for staff	No	Security and Custodial assistance needed	UALR—fees paid by parents	Krista Smith Jason Finney	501-569-3410 501-831-1207
Carver	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Charlotte Cook; Karen Banks	501-580-1886; 870-917-9124
	New Beginnings	June 13 – July 29	8:00 – 3:30					
Dodd	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Fulbright	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
King	Summer School Bale, Franklin, King, Meadowcliff, Romine, Wakefield, Western Hills & Wilson	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Mabelvale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Karonda Fuller	501-580-0713
	Summer School Brady, FHSA Elementary, Forest Park, Fulbright, Jefferson, McDermott, Pulaski Heights Elementary, Roberts, Terry & Williams	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Meadowcliff	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Otter Creek	Summer School Baseline, Chicot, Dodd, Geyer Springs, Mabelvale Elementary, Otter Creek & Watson	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Rockefeller	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School based	21 st CCLC	Evelyn Jones	501-348-9522
	City of Little Rock Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
	City of Little Rock Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Romine	The Pointe Living Hope- Elementary	June 13 – July 29	8:00 – 3:30					

2016 Summer Programs

Stephens	LRSD Gifted and Talented Summer Academy Grades 2-5	June 16 – July 8 No classes on (July 1 & 4)	8:00 - 2:00	LRSD	1 School Based		Lori Altschul	447-6493
	Strive	June 13 – July 29	8:00 – 3:30					
	Day Springs	June 13 – July 29	8:00 – 3:30					
Wakefield	UALR Based Program Mind Your Own Business	July 13 – July 21	7:30 – 5:30	None	None		Les Taylor	447-6600
	Summer School Booker, Carver, Gibbs, Rockefeller, Stephens, Wakefield & Washington	June 8 – July 8 Closed July 4 th	8:00 – 2:30	LRSD	1 School Based		Linda Young	501-447-3372
	Special Ed Extended Year Service	June 8 – July 8	8:00 – 12:00	LRSD Specialized			Elna Hasberry	447-1039
Western Hills	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	N/A		Nettie Epps	501-425-4334
	Camp Can Do 1	June 8 – July 1	8:00 – 2:30	LRSD	1 School Based		Karen Broadnax	447-3370
	Camp Can Do 2	June 8 – July 1	8:00 – 2:30	LRSD	1 School Based		Karen Broadnax	447-3370
Wilson	The P.A.T. Center	June 13 – July 29	8:00 – 3:30					

EXHIBIT T

LRSD Students Referred to ALE

MIDDLE & HIGH SCHOOL

Year	Count
2014	548
2015	440
2016	334

1322

ELEMENTARY

Year	Count
2014	33
2015	15
2016	7

55

EXHIBIT U

Incomplete List of LRSD Students who Returned from private or homeschool.

(Any student who enrolls on the 1st day of school will only have an Initial Entry code and we do not know the former school or district the student attended. This list would only contain students who came to us after the 1st day of school from home school or non-public school.)

YEAR	CODE	COUNT
14	Home School	16
14	Non Public Outside of AR	10
14	Non Public in AR	50
TOTAL		76

YEAR	CODE	COUNT
15	Home School	23
15	Non Public Outside of AR	8
15	Non Public in AR	39
TOTAL		70

YEAR	CODE	COUNT
16	Home School	22
16	Non Public Outside of AR	15
16	Non Public in AR	37
TOTAL		74

EXHIBIT V

LITTLE ROCK SCHOOL DISTRICT GRADUATION RATE

2015 Graduation Rate – Not yet determined. This will be included in the ADE 2016 ESEA District report.

2014 Graduation Rate – 78.28%

2013 Graduation Rate – 75.35%

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
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
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
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	BASELINE 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 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%

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

February 19, 2016

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. John Bacon
200 Rivermarket Ave. Suite 225
Little Rock, Arkansas 72201

**RE: Notice of Charter Authorizing Panel Decision
eStem Public Charter Schools, Little Rock**

Dear Mr. Bacon:

On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests for eStem Public Charter Schools. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, February 24, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on March 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on March 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

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

eStem Summary

eStem Public Charter School

CURRENT DATA

Maximum Enrollment	1,462
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 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

2015-2016 Student Status Counts

Migrant	0
LEP	22
Gifted & Talented	0
Special Education	112
Title I	351
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
1387.96	1377.76	1365.11	1370.63

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

Amendment approved to add the following waivers:

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



January 13, 2016

Alexandra Boyd, Program Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall #3
Little Rock, Arkansas 72201

RE: Charter Amendments

Dear Ms. Boyd:

Attached please find a series of charter amendment requests for eStem Public Charter School, LEA 6047700. We request the opportunity to present these proposed changes to our current charter at the February Charter Authorizing Panel meeting. We hope to receive authorization to begin implementation of the changes in the spring of 2016 in order to be prepared for the beginning of the 2017-2018 school year.

The expansion of eStem Public Charter School's enrollment capacity is necessary at this time so we can begin to meet the needs of some of the approximately 6,000 students currently on our waiting list. We will be requesting the opportunity to renovate current facilities on the UALR campus while also constructing two new school buildings. Due to the engineering and construction timelines, the February meeting is the latest we can request our amendments and open a new campus in July of 2017.

The following charter amendment requests are integrated with and fully dependent upon each other, thus we request they be considered in their entirety.

We appreciate your attention regarding this request.

Respectfully,

A handwritten signature in blue ink, appearing to read 'John Bacon', is written over a horizontal line.

John Bacon
Chief Executive Officer

eStem Public Charter School

Charter Amendment Request Summary

January 13, 2016

eStem Public Charter Schools, Inc., is a non-profit charter school management organization (CMO). The CMO established eStem Elementary Public Charter School, eStem Middle Public Charter School, and eStem High Public Charter School in downtown Little Rock for the 2008-2009 school year under three separate five-year charters granted by the Arkansas State Board of Education in December 2007. Each school is an open-enrollment public charter school meaning it is open to any student residing in Arkansas.

On July 1, 2013, the three charters were combined into one charter system now called eStem Public Charter School. The three eStem schools are funded with public money appropriated by the Arkansas Legislature just as any other public school.

eStem Elementary School is located at 112 West Third Street in downtown Little Rock in the former Democrat Gazette Building. The current enrollment is 490. Below is the breakdown by grade.

- Kindergarten 101 students in six classes
- 1st Grade 100 students in five classes
- 2nd Grade 100 students in five classes
- 3rd Grade 94 students in four classes
- 4th Grade 95 students in four classes

eStem Middle School is also located at 112 West Third Street in downtown Little Rock in the former Democrat Gazette Building. The current enrollment is 473. Below is the breakdown by grade.

- 5th Grade 106 students in five classes
- 6th Grade 127 students in five classes
- 7th Grade 121 students in five classes
- 8th Grade 119 students in five classes

eStem High School is located at 123 West Third Street in downtown Little Rock (across the street from the K-8 building) in the former Federal Reserve Bank Building. The current enrollment is 499. Below is the breakdown by grade.

- 9th Grade 130 students
- 10th Grade 133 students
- 11th Grade 112 students
- 12th Grade 124 students

The total enrollment for eStem Public Charter School is 1462. The existing facilities cannot be expanded. Currently there are approximately 6,000 potential students on the wait list for eStem Public Charter School. In order to begin to meet the needs of some of these students, it's necessary to build and/or lease additional campus buildings.

Below is a summary of the six (6) charter amendment request forms submitted in this package by eStem Public Charter School, LEA 6047700. Additionally, we are seeking four (4) new waivers. These amendment requests are integrated with and dependent upon each other and need to be considered in their entirety.

- Increase enrollment cap from 1462 to 3844
- Change grade levels served at the current elementary, middle and high school campuses
- Relocate the existing middle and high school campuses
- Add three new school buildings to serve the requested increase in enrollment

The existing downtown campuses (K-9) will increase by 12 students for a maximum enrollment of 1474.

We plan to build two new schools at 400 Shall Street in the area near the Clinton Library and Heifer International. The elementary school will house grades K-6 with a capacity enrollment of 795 students in the 2018-2019 school year. The junior high school will house grades 7-9 with a capacity enrollment of 450 students in the 2018-2019 school year. Both schools will share a multi-purpose area for meals, playground and outdoor area, parking, etc.

On September 11, 2015, a partnership between the University of Arkansas Little Rock and eStem Public Charter Schools, Inc. was approved by the University of Arkansas System Board of Trustees.

This collaborative effort will allow eStem Public Charter School to realign the high school creating a campus located in Larson and Ross Hall on the UALR campus. The renovated site on the UALR campus will house grades 10-12 beginning with 450 students in the 2017-2018 school year reaching a capacity enrollment of 1125 students in the 2026-2027 school year.

The partnership will also give eStem's students opportunities to learn the STEM disciplines — science, technology, engineering, and mathematics — from some of the leading scholars in their field. As an additional benefit, 11th and 12th graders will have the option of taking college-credit courses and graduating from high school with an associate degree in hand.

We hope to receive authorization to begin implementation of the changes in the spring of 2016 in order to be prepared for full implementation at the UALR campus in the 2017-2018 school year. The campus to be located at 400 Shall Street will open in the 2018-2019 school year.



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Increase enrollment cap**

Current cap 1462

Proposed cap 3844

☒ **Waiver**

Waiver Topic: Clock Hours for Units of Credit

Statute/Standard/Rule to be Waived

Standards for Accreditation

- ADE Rules Gov. Standards for Accreditation Section 14.03

Rationale for Waiver

Due to the partnership between UALR and eStem Public Charter School, we are requesting a waiver to this standard in order for eStem students to have the opportunity to take concurrent classes on the UALR campus. The college class schedule does not match the high school schedule. Therefore, the total hours in class may be less than the required 3600 minutes per semester. eStem is not, by this request, asking for a waiver of graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for graduation. This waiver will make it easier for eStem students to obtain college credits concurrently with high school credits.

Waiver Topic: Full-Day Attendance

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Arkansas Code Ann. 6-18-211

Rationale for Waiver

Due to the partnership between UALR and eStem Public Charter School, we are requesting a waiver to this standard in order for eStem students to have the opportunity to take concurrent classes on the UALR campus. Due to college class structure, eStem students may not be attending class for a full-day depending on how many concurrent classes the student is enrolled in. eStem is not, by this request, asking for a waiver of graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for graduation. This waiver will make it easier for eStem students to obtain college credits concurrently with high school credits.



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- ADE Rules Gov. Standards for Accreditation Sec. 10.02

Rationale for Waiver

eStem Public Charter School requests flexibility to have its teachers assigned no more than five (5) students above the permissible student/teacher ratio per grade level and/or teaching load, only on an as-needed basis, to maximize its teaching resources.

Waiver Topic: Board Member Presence

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-13-619 (c-d)

Rationale for Waiver

eStem Public Charter School requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.

Charter Leader John Bacon

Email address jbacon@estemlr.net

Phone number 501-324-9200



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Change grade levels served**

Current grade levels served K-4

Proposed grade levels K-6

☒ **Other**

This change in grade levels served is for eStem Elementary School, LEA 6047701.

Charter Leader John Bacon

Email Address jbacon@estemlr.net

Phone Number 501-324-9200



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Relocate existing campus**

Current campus address eStem Middle School
112 W. 3rd Street
Little Rock, AR 72201

Proposed campus address eStem Junior High School
123 W. 3rd Street
Little Rock, AR 72201

School district in which the campus will be located Little Rock School District

☒ **Change grade levels served**

Current grade levels served 5-8

Proposed grade levels 7-9

☒ **Other**

This request is for the existing eStem Middle School, LEA 6047702.

Charter Leader John Bacon

Email Address jbacon@estemlr.net

Phone Number 501-324-9200

FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus*

Lessor(Owner): Southern Landlord, LLC

Lessee(Tenant): eStem Public Charter Schools, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Cassroom building currently used by eStem High Public Charter School.

Address of Premises: 123 W. 3rd Street
Little Rock, AR 72201

Square Footage: 43,133

Terms of Lease: Long-term

Rental Amount: \$279,999.96 per year

Contingency: The terms of this agreement are contingent upon
eStem Public Charter School

Charter School
receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: eStem Public Charter Schools, Inc.

By: [Signature] Date 10/9/2015
Signature

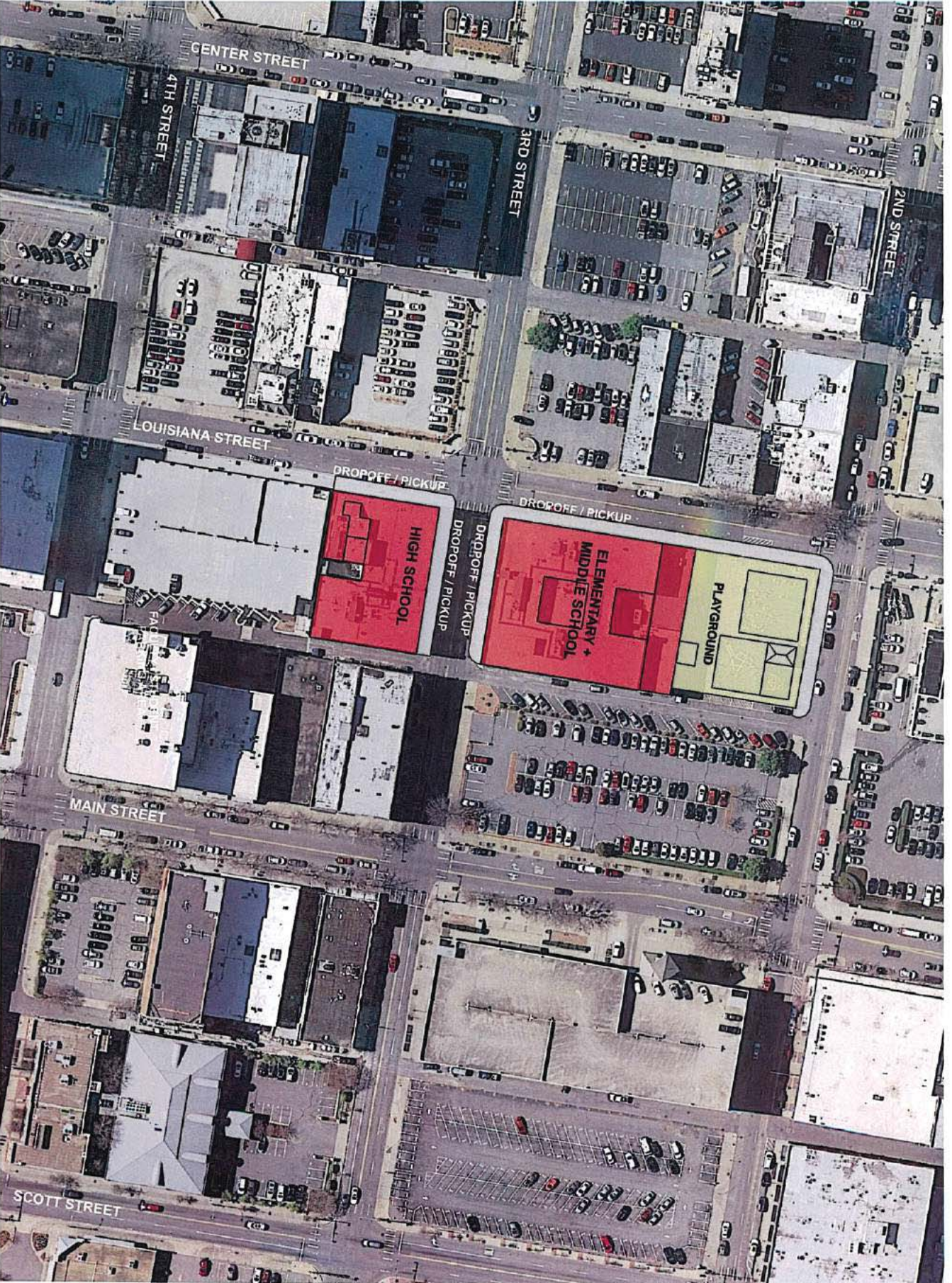
Lessor: Southern Landlord, LLC

By: [Signature] Date 10-14-15
Signature PRESIDENT



EXISTING CAMPUS

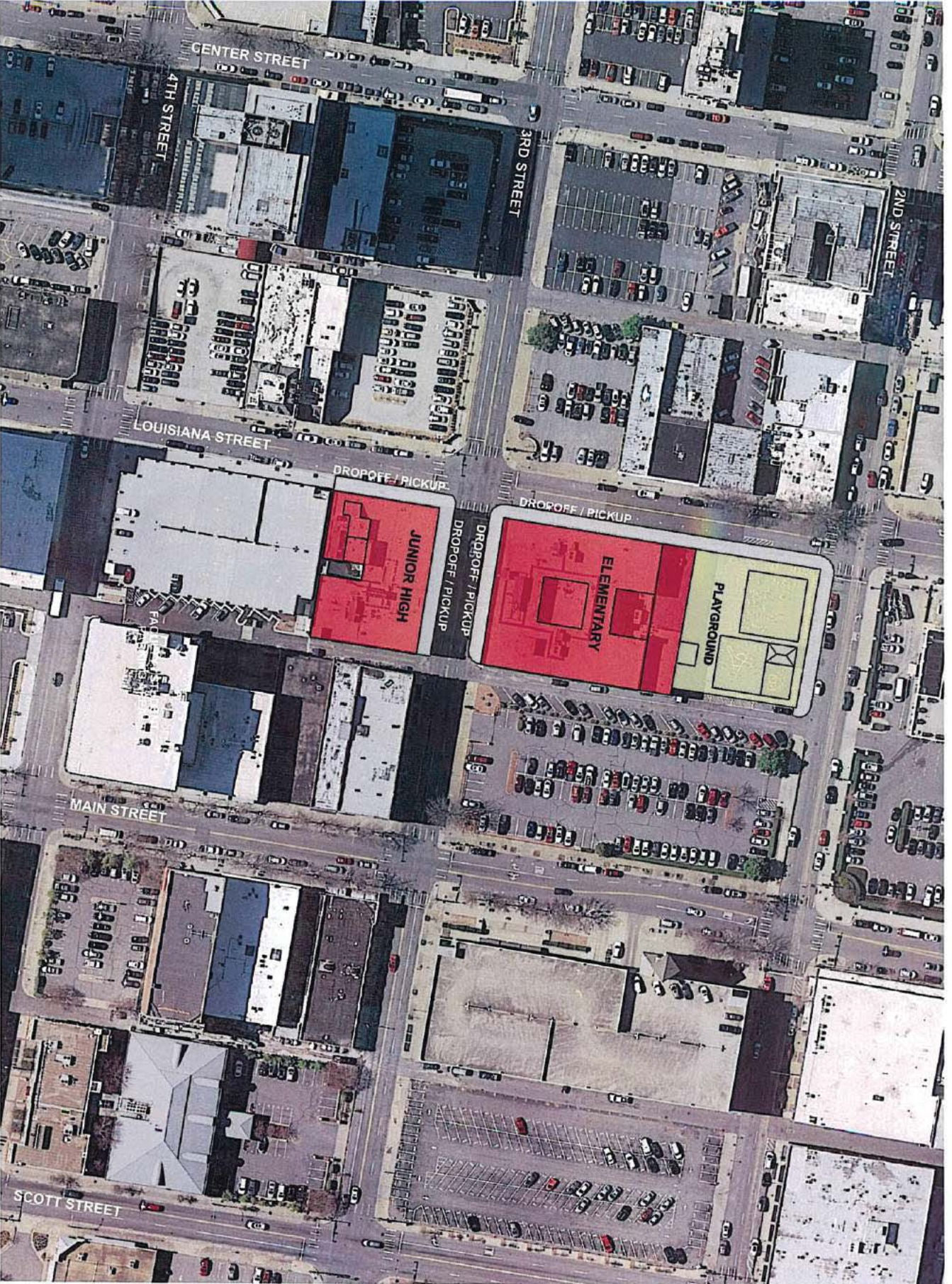
CONSTRUCTION TYPE:
EXISTING
GRADES SERVED:
K-12
NUMBER OF STUDENTS:
TOTAL - 1462





EXISTING CAMPUS

CONSTRUCTION TYPE:
PROPOSED
GRADES SERVED:
K-9
NUMBER OF STUDENTS:
TOTAL - 1474





ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Add a new campus**

Address eStem Elementary School

400 Shall Street Bldg. ES

Little Rock, AR 72202

School district in which the campus will be located Little Rock School District

☒ **Other**

This campus will serve grades K-6.

Charter Leader John Bacon

Email Address jbacon@estemlr.net

Phone Number 501-324-9200

FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus*

Lessor(Owner): eStem Public Charter Schools, Inc.

Lessee(Tenant): eStem Public Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:
Retail and warehouse space

Address of Premises: 400 Shall Street Bldg. ES
Little Rock, AR 72202

Square Footage: 50,000

Terms of Lease: Proposed 30 year term

Rental Amount: \$1,040,000

Contingency: The terms of this agreement are contingent upon
eStem Public Charter School

Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: eStem Public Charter School

By:  Date 10/14/15
Signature

Lessor: eStem Public Charter Schools, Inc.

By:  Date 10/14/15
Signature

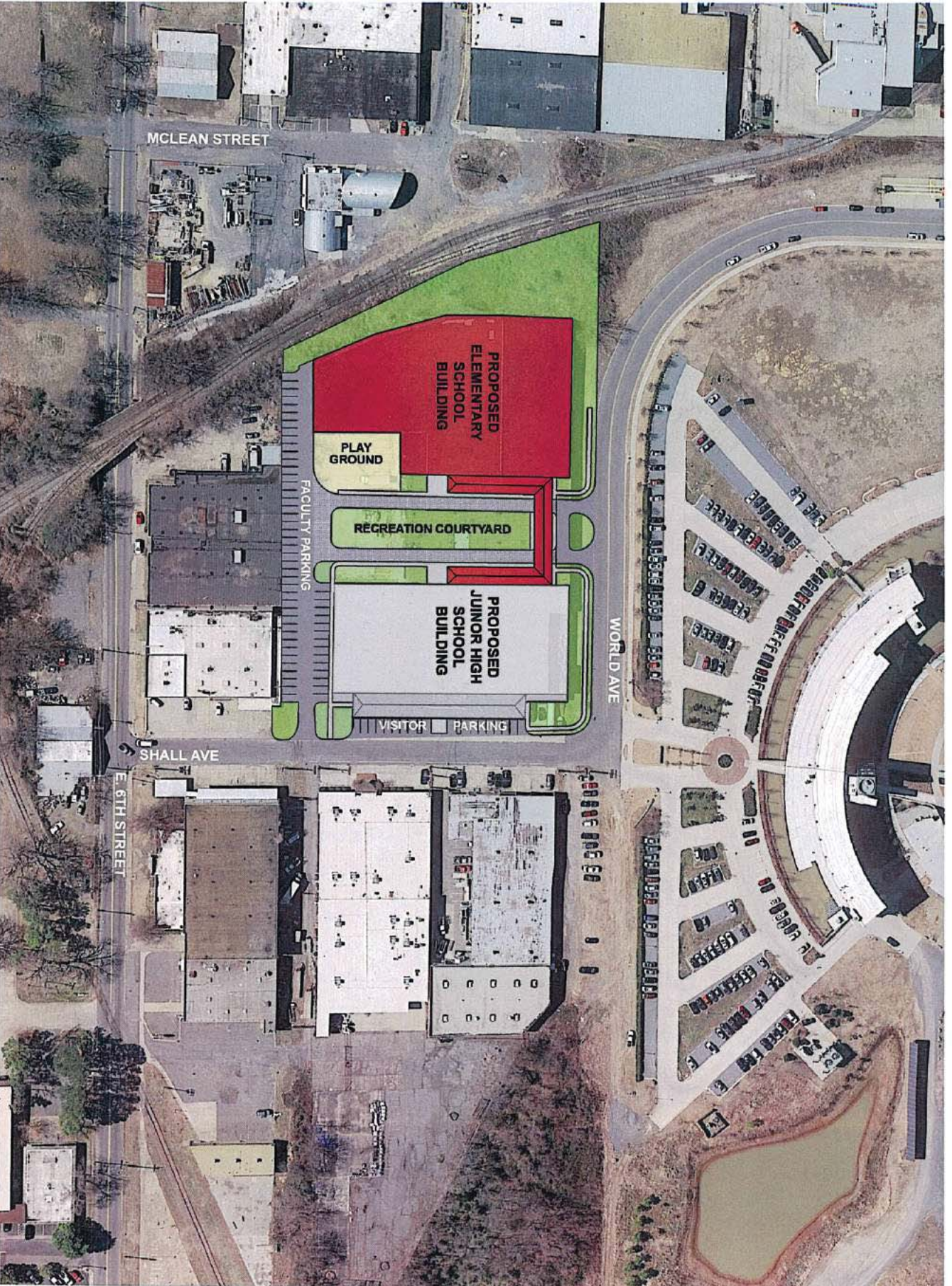


400 SHALL STREET ELEMENTARY

CONSTRUCTION TYPE:
RENOVATION

GRADES SERVED:
K-6

NUMBER OF STUDENTS:
795





ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Add a new campus**

Address eStem Junior High School

400 Shall Street Bldg. JH

Little Rock, AR 72202

School district in which the campus will be located Little Rock School District

☒ **Other**

This campus will serve grades 7-9.

Charter Leader John Bacon

Email Address jbacon@estemlr.net

Phone Number 501-324-9200

FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus*

Lessor(Owner): eStem Public Charter Schools, Inc.

Lessee(Tenant): eStem Public Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Retail and warehouse space

Address of Premises: 400 Shall Street Bldg. JH
Little Rock, AR 72202

Square Footage: 34,888

Terms of Lease: Proposed 30 year term

Rental Amount: \$585,000

Contingency: The terms of this agreement are contingent upon
eStem Public Charter School

Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:


No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: eStem Public Charter School

By:  Date 10/14/15
Signature

Lessor: eStem Public Charter Schools, Inc.

By:  Date 10/14/15
Signature

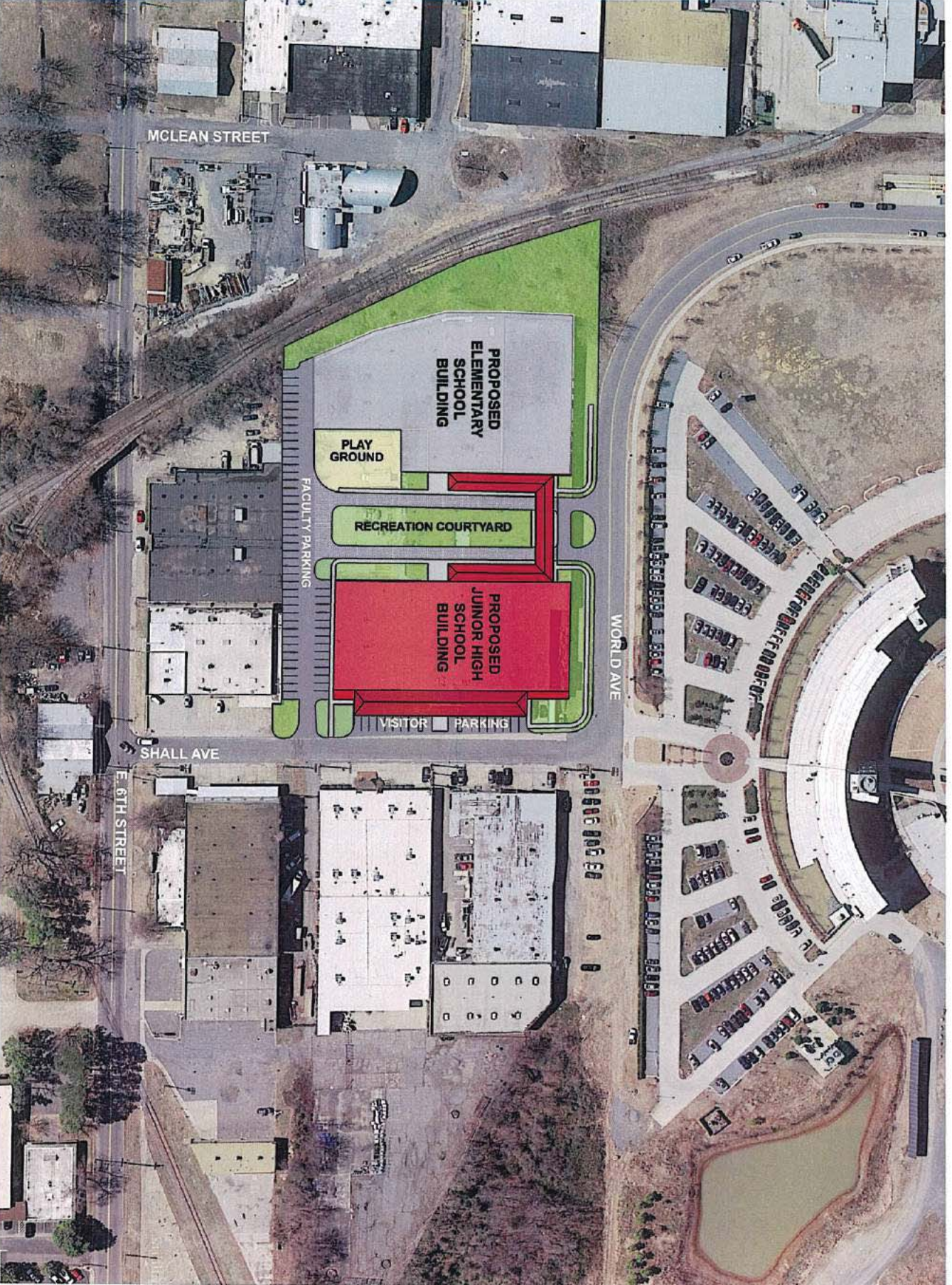


400 SHALL STREET JUNIOR HIGH

CONSTRUCTION TYPE:
RENOVATION

GRADES SERVED:
7-9

NUMBER OF STUDENTS:
450





ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name eStem Public Charter School

LEA Number 6047700

Type of Amendment Requested:

☒ **Relocate existing campus**

Current campus address eStem High School
123 W. 3rd Street
Little Rock, AR 72201

Proposed campus address eStem High School
2801 South University Avenue
Little Rock, AR 72204

School district in which the campus will be located Little Rock School District

☒ **Change grade levels served**

Current grade levels served 9-12

Proposed grade levels 10-12

☒ **Other**

This request pertains to eStem High School, LEA 6047703.

Charter Leader John Bacon

Email Address jbacon@estemlr.net

Phone Number 501-324-9200

FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus

Lessor(Owner): University of Arkansas Little Rock

Lessee(Tenant): eStem Public Charter Schools, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant classroom building

Address of Premises: 2801 South University Avenue
Little Rock, AR 72204

Square Footage: 46,089

Terms of Lease: As provided in Agreement between Univ. of AR Board of Trustees on behalf of UALR and eStem Public Charter Schools, Inc., July 24, 2015, pp. 3-4.

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon
eStem Public Charter School

Charter School
receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: eStem Public Charter Schools, Inc.

By: [Signature] Date 10/14/15
Signature

Lessor: University of Arkansas Little Rock

By: [Signature] Date 10-14-15
Signature

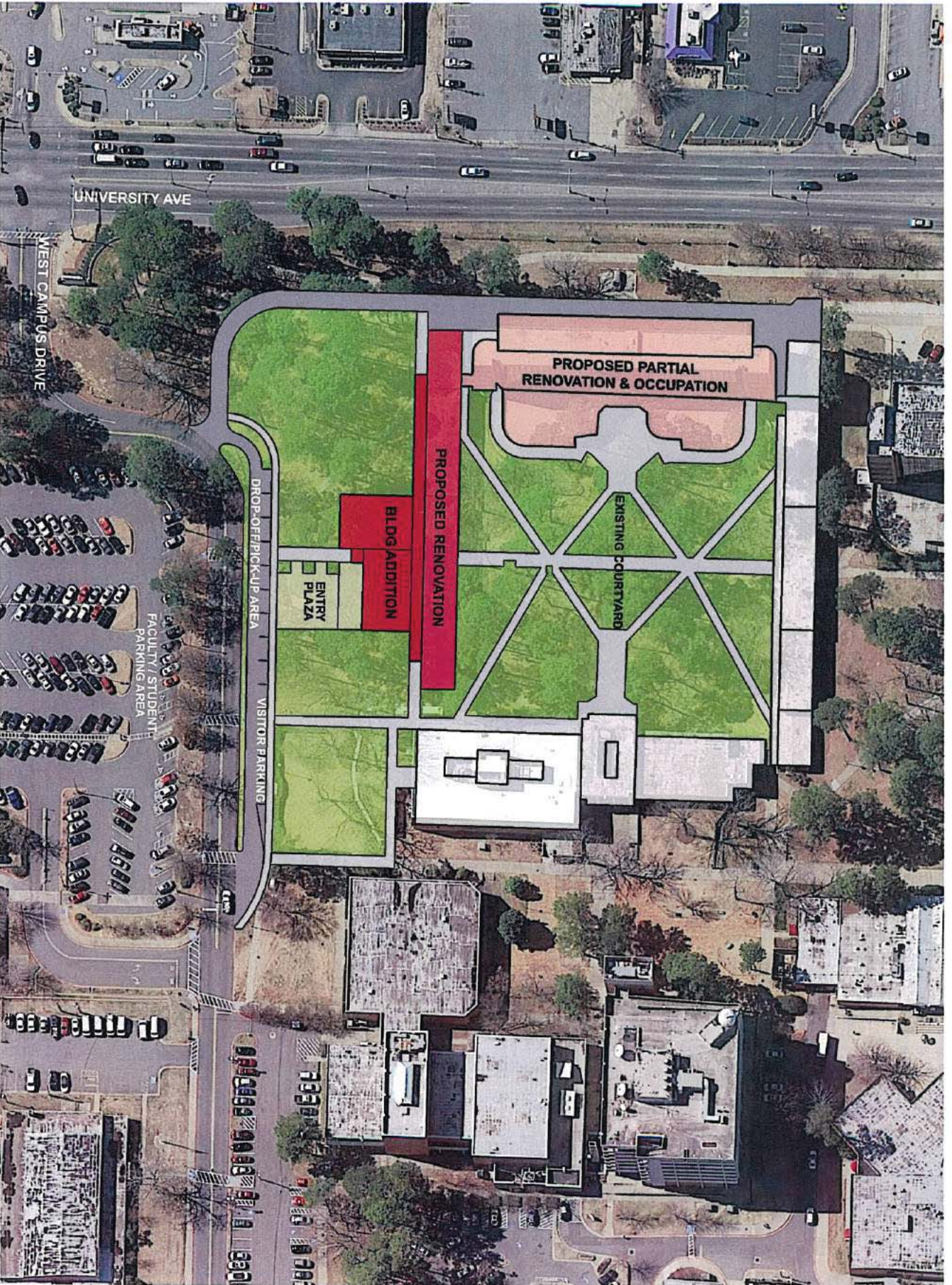


HIGH SCHOOL

CONSTRUCTION TYPE:
NEW & RENOV.

GRADES SERVED:
10-12

NUMBER OF STUDENTS:
1125



for such violations of this covenant and eSTEM or its successor shall have thirty (30) days to cure such violations and if such violations have not been cured to the reasonable satisfaction of the Board by such date, title to the property and improvements thereon shall revert to UALR or its successors free and clear of all liens and encumbrances.

B. Larson Hall. UALR will also lease to eSTEM a building on the UALR campus known as Larson Hall through a long-term lease terminating at the same time the reversionary interest in the Property set forth hereinabove becomes effective. The lease will provide that e-STEM shall be responsible for fire and casualty insurance in commercially reasonable amounts approved by UALR (or, if allowed by the insurer, may participate through UALR's blanket property insurance) and that all costs of reasonable and ordinary maintenance and repair, necessary capital repairs or renovations and utilities shall be the expense of eSTEM. "Utilities" as used herein shall mean and refer to natural gas, electricity, water and sewer and telephone, internet and telecommunication services. The lease may also provide for reimbursement of UALR for certain services agreed upon between the parties to be provided for the facility.

2. Construction and Renovation.

A. New Facility. Promptly after closing of the purchase of the Property, eSTEM will commence and diligently pursue construction on the Property of a facility of approximately 60,000 square feet for the education of 9th and 10th grade students beginning in July 2017. The facility will be designed by eSTEM's architects, Witsell, Evans Rasco, and the design, plans and specifications shall be approved by UALR to be compatible and consistent with other buildings on the campus and particularly with the new Department of Arts and Design facility to be constructed by UALR on the south side of 28th Street through a grant from the

Windgate Foundation. Such architectural approval will not be unreasonably withheld, conditioned or delayed. UALR will also provide for parking for employees and students of eSTEM upon financial arrangements to be agreed upon between the parties.

B. Larson Hall Renovation. eSTEM will renovate Larson Hall at an anticipated cost of \$3.5 Million (which the parties acknowledge is an estimate subject to financial examination and justification) provided either through private philanthropy or borrowing from proceeds of bonds issued by the Arkansas Development Finance Authority. In the same manner set forth above UALR shall review and approve renovation design, plans and specifications for architectural compatibility. If and to the extent that UALR is requested and agrees to serve as a party obligated on such bonds, eSTEM will pay sufficient lease payments to cover the debt service on such bonds as well as the maintenance and repair of the facility and shall provide such other financial guarantees as UALR might reasonably request.

C. Ross Hall. The building currently known as Ross Hall or any replacement of such facility by whatever name known, will be made available to eSTEM for students who are unable to be accommodated by Larson Hall on terms and conditions to be agreed upon between the parties (not to include additional payments or guarantees by eSTEM) and such arrangements may be reflected as an amendment or amendments to the lease.

D. Financing of Improvements. eSTEM anticipates that it may be necessary to mortgage the Property to finance the construction of improvements thereon and to secure a loan or bond issue for such improvements and for other purposes. To protect UALR's reversionary interest in the Property, eSTEM will obtain the guaranty of a financially responsible third party approved by UALR to pay and discharge, at the request of UALR, any mortgage or

eSTEM Public Charter School

ENROLLMENT REPORT

January 11, 2016

Enrollment	KF	01	02	03	04	05	06	07	08	09	10	11	12	Race Totals	Race Percentage
Asian	2	3	2	4	5	3	8	4	1	3		3	7	45	3.08%
Black	47	43	45	41	42	48	58	47	58	64	65	48	54	660	45.14%
Hawaiian/Pacific Islander		1												1	0.07%
Hispanic	6	7	5	4	3	6	8	7	8	9	5	4	6	78	5.34%
Native American					1			1					1	3	0.21%
Two or More	2		6	1	3	2	5	6	1	7	7	4	8	52	3.56%
White	45	47	41	43	40	54	48	56	50	48	53	52	46	623	42.61%
Grade Totals	102	101	99	93	94	113	127	121	118	131	130	111	122	1,462	100%

Socio-economic Data	KF	01	02	03	04	05	06	07	08	09	10	11	12	Economically Disadvantaged Totals	Economically Disadvantaged Total Percentage
Free/Reduced Lunch Total	36	43	36	35	36	35	46	37	27	51	37	28	33	480	32.83%

eStem SP2025 Grand Total Operating Budget by Year

	A	C	D	E	F	G	H	I	J	K	L	M
1		16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
2												
3	Total Enrollment	1,462	1,924	2,950	3,122	3,329	3,494	3,569	3,619	3,719	3,794	3,844
4	New Students		462	1,026	172	207	165	75	50	100	75	50
5	Total Special Ed	117	112	194	208	224	238	244	248	256	262	266
6												
7												
8	Revenues											
9												
10	State Charter School Aid***	9,725,019	12,926,160	20,017,409	21,396,371	23,043,179	24,427,154	25,201,007	25,809,602	26,787,999	27,601,507	28,244,911
11	NSLA	218,874	320,154	690,300	737,573	786,476	833,319	851,207	863,132	886,982	904,869	916,794
12	Professional Development	39,474	53,872	85,550	93,660	103,199	111,808	117,777	123,046	130,165	132,790	134,540
13	English Language Learners	11,586	15,392	23,600	24,976	26,632	27,952	28,552	28,952	29,752	30,352	30,752
14	Special Education	5,505	9,919	12,086	12,449	14,081	16,762	17,231	17,700	17,700	17,700	17,700
15	SPEID Catastrophic Loss Funding	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000
16	Pathwise Mentoring Grant	14,000	25,000	25,500	25,500	27,000	27,000	27,000	27,000	27,000	27,000	27,000
17	Advanced Placement	10,200	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
18	EAST Grant	-	30,000	30,000	-	-	30,000	-	-	-	-	-
19	Interest	179	520	600	700	750	800	810	850	850	850	850
20	USAC Funding	35,000	40,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
21	Revenues from Federal Sources	684,930	755,000	770,100	785,502	801,212	817,236	913,581	931,853	950,490	969,499	988,889
24	Existing Grant Funding	490,402	464,762	-	-	-	-	-	-	-	-	-
25	CMO Funding	3,729,704	4,434,189	2,063,893	1,623,032	1,096,047	850,426	-	-	-	-	-
27												
28	Total	15,029,873	19,164,968	23,859,038	24,839,762	26,038,576	27,282,457	27,297,164	27,942,134	28,970,937	29,824,567	30,501,437
29												
42												
43												
44	Expenditures	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
45												
46	Salaries	6,559,590	8,551,798	11,574,486	12,125,229	12,732,622	13,177,985	13,393,309	13,690,130	14,078,240	14,382,347	14,647,468
47	Fringe Benefits	2,013,794	2,625,402	3,553,367	3,722,445	3,908,915	4,045,641	4,111,746	4,202,870	4,322,020	4,415,381	4,496,773
48	Purchased Services	3,314,337	4,231,050	5,507,451	5,708,000	5,938,914	6,138,351	6,283,595	6,382,573	6,533,504	6,585,806	6,761,695
49	Materials and Supplies	695,146	983,557	1,297,600	1,358,662	1,431,857	1,492,881	1,541,354	1,571,964	1,614,410	1,653,688	1,685,731
50	Capital Outlay	250,000	950,000	100,000	100,000	200,000	600,000	100,000	200,000	500,000	800,000	900,000
51	Dues/Fees/Other	112,051	113,161	114,270	115,380	116,489	117,599	118,708	119,817	120,927	122,136	123,345
52	Projected Debt Service Payments		1,625,000	1,625,000	1,625,000	1,625,000	1,625,000	1,625,000	1,625,000	1,625,000	1,625,000	1,625,000
53	400 Shall Property Purchase	2,000,000										
54												
55	Total	14,944,918	19,079,968	23,772,174	24,754,716	25,953,797	27,197,457	27,173,712	27,792,353	28,794,101	29,584,358	30,240,012
56												
57												
58	Revenue/Expense	84,955	85,000	86,864	85,046	84,779	85,000	123,452	149,780	176,836	240,209	261,425
59												
60												
61	***Assumes an annual State Aid increase of 1% and no Facilities Funding											



ARKANSAS DEPARTMENT OF EDUCATION

MEMO

DATE: November 6, 2015
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for eStem Charter School

I. INTRODUCTION

eStem Public Charter School is an open-enrollment charter school located within the boundaries of the Little Rock School District. The school is approved to serve grades kindergarten (K) through twelve (12) with an enrollment cap of 1,462.

eStem is requesting to increase its enrollment cap to 4,241 and to relocate the existing middle and high school campuses, change the grade levels served at the elementary, middle, and high school campuses, and add four new buildings.

II. STATUTORY REQUIREMENTS

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

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

eStem is located within the boundaries of the Little Rock School District (LRSD). As of October 1, 2015, the enrollment at eStem was 1,462.

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

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the three traditional public school districts in Pulaski County and the open-enrollment charter schools in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	272	567	15,070	3,124	66	4,065	23,164
	1.17%	2.45%	65.06%	13.49%	0.28%	17.55%	--
N. Little Rock School District	57	88	4,974	680	31	2,583	8,413
	0.68%	1.05%	59.12%	8.08%	0.37%	30.70%	--
Pulaski Co. Spec. School District	557	341	7,220	1,248	87	7,109	16,562
	3.36%	2.06%	43.59%	7.54%	0.53%	42.92%	--
DISTRICT TOTAL	886	996	27,264	5,052	184	13,757	48,139
	1.84%	2.07%	56.64%	10.49%	0.38%	28.58%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	27	123	60	10	663	853
	0.0%	3.2%	14.4%	7.0%	1.2%	77.7%	
Covenant Keepers (LRSD)	0	0	98	72	0	1	171
	0.0%	0.0%	57.3%	42.1%	0.0%	0.6%	
E-Stem (LRSD)	46	45	658	84	3	626	1,462
	3.1%	3.1%	45.0%	5.7%	0.2%	42.8%	
Jacksonville Lighthouse (PCSSD)	1	16	555	94	8	330	1,004
	0.1%	1.6%	55.3%	9.4%	0.8%	32.9%	
Lisa Academy (LRSD/NLRSD)	22	186	562	247	19	489	1,525
	1.4%	12.2%	36.9%	16.2%	1.2%	32.1%	
LR Prep Academy (LRSD)	0	0	381	46	0	3	430
	0.0%	0.0%	88.6%	10.7%	0.0%	0.7%	
Premier High School (LRSD)	0	0	98	4	0	14	116
	0.0%	0.0%	84.5%	3.4%	0.0%	12.1%	
SIATech Little Rock (LRSD)	0	1	150	2	0	11	166
	0.0%	0.6%	90.4%	1.2%	0.0%	6.6%	
CHARTER TOTAL	69	275	2,625	609	40	2,137	5,727
	1.2%	4.8%	45.8%	10.6%	0.7%	37.3%	
COUNTYWIDE	955	1,271	29,889	5,661	224	15,894	53,866

TOTAL	1.8%	2.4%	55.5%	10.5%	0.4%	29.5%	
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Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

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

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

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

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

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

eStem Public Charter Schools Revised Desegregation Analysis

eStem Public Charter Schools (eStem) is applying for various amendments to its charter including: (1) a change the locations of its elementary, middle, and high schools to locations within Little Rock; and (2) an increase for an enrollment cap increase from 1,462 students to 3,844 students. eStem expects to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), as well as students who formerly attended private schools and home schools. eStem provides this revised analysis to include the updated enrollment figures for the 2015-2016 school year. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed amendments would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

eStem is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendments would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, eStem has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of the pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, eStem's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that eStem's proposed amendments could impact LRSD's unitary status. To be clear, eStem's proposed amendments cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. eStem's proposed new enrollment cap of 3,844 students would constitute an increase of approximately 12% additional students from the LRSD population, or approximately 16.6% of the total LRSD population. Under Ark. Code Ann. §6-23-306(6)(A), eStem must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, eStem will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that eStem's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, eStem's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

eStem submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested amendments for open-enrollment public charter schools in Pulaski County.

ESEA Information

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL
School: ESTEM ELEMENTARY SCHOOL
Grade: K - 04
Enrollment: 480

Superintendent: JOHN BACON
Principal: JOHNECIA HOWARD
Attendance: 96.88
Poverty Rate: 35.42

LEA: 6047701
Address: 112 WEST 3RD STREET LEVEL
 LITTLE ROCK, AR 72201
Phone (501) 748-9200

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	184	187	98.40	184	187	98.40
Targeted Achievement Gap Group	68	69	98.55	68	69	98.55
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	78	79	98.73	78	79	98.73
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	85	87	97.70	85	87	97.70
Economically Disadvantaged	56	56	100.00	56	56	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	17	94.12	16	17	94.12

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	67	178	37.64	21.47
Targeted Achievement Gap Group	12	65	18.46	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	14	75	18.67	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	45	83	54.22	26.68
Economically Disadvantaged	7	53	13.21	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	5	16	31.25	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	74	178	41.57	12.09
Targeted Achievement Gap Group	16	65	24.62	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	18	75	24.00	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	48	83	57.83	16.34
Economically Disadvantaged	11	53	20.75	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	5	16	31.25	3.23

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL School: ESTEM ELEMENTARY SCHOOL Grade: K - 04 Enrollment: 480	Superintendent: JOHN BACON Principal: JOHNECIA HOWARD Attendance: 96.88 Poverty Rate: 35.42	LEA: 6047701 Address: 112 WEST 3RD STREET LEVEL LITTLE ROCK, AR 72201 Phone (501) 748-9200
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL
School: ESTEM MIDDLE SCHOOL
Grade: 05 - 08
Enrollment: 476

Superintendent: JOHN BACON
Principal: CINDY BARTON
Attendance: 94.43
Poverty Rate: 31.72

LEA: 6047702
Address: 112 WEST 3RD STREET LEVEL
Address: LITTLE ROCK, AR 72201
Phone: (501) 748-9200

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	469	472	99.36	422	426	99.06
Targeted Achievement Gap Group	175	175	100.00	167	167	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	203	203	100.00	192	192	100.00
Hispanic	35	35	100.00	29	29	100.00
White	197	200	98.50	173	177	97.74
Economically Disadvantaged	145	145	100.00	138	138	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	46	46	100.00	45	45	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	159	460	34.57	21.47
Targeted Achievement Gap Group	32	172	18.60	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	43	201	21.39	10.44
Hispanic	15	35	42.86	15.49
White	82	191	42.93	26.68
Economically Disadvantaged	31	142	21.83	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	4	46	8.70	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	66	413	15.98	12.09
Targeted Achievement Gap Group	10	164	6.10	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	12	190	6.32	4.17
Hispanic	6	29	20.69	10.85
White	40	167	23.95	16.34
Economically Disadvantaged	9	135	6.67	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	4	45	8.89	3.23

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL School: ESTEM MIDDLE SCHOOL Grade: 05 - 08 Enrollment: 476	Superintendent: JOHN BACON Principal: CINDY BARTON Attendance: 94.43 Poverty Rate: 31.72	LEA: 6047702 Address: 112 WEST 3RD STREET LEVEL Address: LITTLE ROCK, AR 72201 Phone: (501) 748-9200
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL
School: ESTEM HIGH CHARTER
Grade: 9 - 12
Enrollment: 506

Superintendent: JOHN BACON
Principal: RUTHIE WALLS
Attendance: 92.48
Poverty Rate: 27.87

LEA: 6047703
Address: 123 WEST THIRD STREET
Address: LITTLE ROCK, AR 72201
Phone: (501) 748-9335

OVERALL SCHOOL STATUS:	2014 ACHIEVING
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	246	247	99.60	164	165	99.39
Targeted Achievement Gap Group	75	75	100.00	62	63	98.41
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	115	115	100.00	87	87	100.00
Hispanic	11	12	91.67	n < 10	n < 10	n < 10
White	105	105	100.00	54	55	98.18
Economically Disadvantaged	67	67	100.00	51	51	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	11	12	91.67

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	98	237	41.35	21.47
Targeted Achievement Gap Group	20	71	28.17	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	25	110	22.73	10.44
Hispanic	7	11	63.64	15.49
White	62	101	61.39	26.68
Economically Disadvantaged	16	63	25.40	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	10	154	6.49	12.09
Targeted Achievement Gap Group	0	58	0.00	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	80	0.00	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	8	51	15.69	16.34
Economically Disadvantaged	0	47	0.00	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	11	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	110	112	98.21	98.25	94.00
Targeted Achievement Gap Group	27	28	96.43	95.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	307	315	97.46	98.25	94.00
Targeted Achievement Gap Group	85	89	95.51	95.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	56	57	98.25	97.98	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	40	41	97.56	97.66	
Economically Disadvantaged	27	28	96.43	94.83	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

2015 ESEA SCHOOL REPORT

District: ESTEM PUBLIC CHARTER SCHOOL School: ESTEM HIGH CHARTER Grade: 9 - 12 Enrollment: 506	Superintendent: JOHN BACON Principal: RUTHIE WALLS Attendance: 92.48 Poverty Rate: 27.87	LEA: 6047703 Address: 123 WEST THIRD STREET Address: LITTLE ROCK, AR 72201 Phone: (501) 748-9335
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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District: ESTEM PUBLIC CHARTER SCHOOL	Superintendent: JOHN BACON	Report created on: 10/29/2014
School: ESTEM ELEMENTARY SCHOOL	Principal: JOHNECIA HOWARD	
LEA: 6047701	Grade: K - 04	
Address: 123 WEST 3RD ST	Enrollment: 483	% Prof/Adv.
Address: LITTLE ROCK, AR 72201	Attendance: 97.50	2014 Math + Literacy 86.9
Phone: 501-748-9200	Poverty Rate: 40.58	2013 Math + Literacy 88.0
		2012 Math + Literacy 79.4

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	189	190	99.47	189	190	99.47
Targeted Achievement Gap Group	74	74	100.00	74	74	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	81	81	100.00	81	81	100.00
Hispanic	14	14	100.00	14	14	100.00
White	80	81	98.77	80	81	98.77
Economically Disadvantaged	66	66	100.00	66	66	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	15	100.00	15	15	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	154	183	84.15	83.86	91.00	71	84	84.52	93.27	93.00
Targeted Achievement Gap Group	52	71	73.24	74.22	91.00	23	31	74.19	88.64	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	434	530	81.89	83.86	91.00	211	246	85.77	93.27	93.00
Targeted Achievement Gap Group	152	213	71.36	74.22	91.00	73	95	76.84	88.64	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	56	77	72.73	74.34		27	35	77.14	91.67	
Hispanic	11	13	84.62	83.34		n < 10	n < 10	n < 10	85.00	
White	75	80	93.75	93.18		31	35	88.57	95.59	
Economically Disadvantaged	50	63	79.37	73.22		22	26	84.62	87.07	
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	7	15	46.67	65.91		n < 10	n < 10	n < 10	100.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	164	183	89.62	86.24	92.00	53	86	61.63	76.92	81.00
Targeted Achievement Gap Group	58	71	81.69	77.73	92.00	16	31	51.61	65.91	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	465	530	87.74	86.24	92.00	176	248	70.97	76.92	81.00
Targeted Achievement Gap Group	167	213	78.40	77.73	92.00	58	95	61.05	65.91	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	62	77	80.52	74.34		16	36	44.44	62.50	
Hispanic	12	13	92.31	83.34		n < 10	n < 10	n < 10	100.00	
White	78	80	97.50	98.86		26	36	72.22	86.76	
Economically Disadvantaged	55	63	87.30	75.90		15	26	57.69	63.79	
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	6	15	40.00	65.91		n < 10	n < 10	n < 10	62.50	

District: ESTEM PUBLIC CHARTER SCHOOL	Superintendent: JOHN BACON	Report created on: 10/29/2014
School: ESTEM MIDDLE SCHOOL	Principal: CINDY BARTON	
LEA: 6047702	Grade: 05 - 08	
Address: 123 WEST 3RD ST	Enrollment: 475	% Prof/Adv.
Address: LITTLE ROCK, AR 72201	Attendance: 96.14	2014 Math + Literacy 78.2
Phone: 501-748-9200	Poverty Rate: 32.21	2013 Math + Literacy 78.2
		2012 Math + Literacy 80.5

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	474	476	99.58	549	551	99.64
Targeted Achievement Gap Group	177	177	100.00	196	196	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	212	212	100.00	238	238	100.00
Hispanic	28	28	100.00	33	33	100.00
White	201	203	99.01	237	239	99.16
Economically Disadvantaged	148	148	100.00	164	164	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	45	45	100.00	48	48	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	376	459	81.92	79.26	91.00	379	451	84.04	78.02	93.00
Targeted Achievement Gap Group	123	174	70.69	68.31	91.00	131	171	76.61	70.19	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1203	1427	84.30	79.26	91.00	1169	1374	85.08	78.02	93.00
Targeted Achievement Gap Group	385	531	72.50	68.31	91.00	383	509	75.25	70.19	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	150	206	72.82	73.68		159	203	78.33	73.53	
Hispanic	24	28	85.71	60.72		20	26	76.92	64.71	
White	172	193	89.12	87.57		173	192	90.10	84.26	
Economically Disadvantaged	111	145	76.55	69.51		114	143	79.72	70.50	
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	75.00	
Students with Disabilities	16	45	35.56	36.84		21	42	50.00	39.06	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	401	534	75.09	79.91	92.00	297	456	65.13	73.33	81.00
Targeted Achievement Gap Group	107	193	55.44	68.84	92.00	78	171	45.61	60.87	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1312	1755	74.76	79.91	92.00	851	1379	61.71	73.33	81.00
Targeted Achievement Gap Group	343	598	57.36	68.84	92.00	229	509	44.99	60.87	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	132	232	56.90	72.73		104	203	51.23	64.39	
Hispanic	25	33	75.76	58.33		20	28	71.43	60.30	
White	210	229	91.70	89.01		150	193	77.72	84.67	
Economically Disadvantaged	90	161	55.90	70.16		65	143	45.45	61.50	
English Language Learners	n < 10	n < 10	n < 10	46.43		n < 10	n < 10	n < 10	62.50	
Students with Disabilities	18	48	37.50	36.84		13	42	30.95	43.75	

District: ESTEM PUBLIC CHARTER SCHOOL	Superintendent: JOHN BACON	Report created on: 10/29/2014
School: ESTEM HIGH CHARTER	Principal: RUTHIE WALLS	
LEA: 6047703	Grade: 9 - 12	
Address: 123 WEST 3RD ST	Enrollment: 504	% Prof/Adv.
Address: LITTLE ROCK, AR 72201	Attendance: 93.65	2014 Math + Literacy 74.4
Phone: 501-748-9335	Poverty Rate: 29.76	2013 Math + Literacy 64.9
		2012 Math + Literacy 69.2

OVERALL SCHOOL STATUS:	ACHIEVING
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	130	130	100.00	83	83	100.00
Targeted Achievement Gap Group	49	49	100.00	34	34	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	67	67	100.00	42	42	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	39	39	100.00	29	29	100.00
Economically Disadvantaged	46	46	100.00	28	28	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	ACHIEVING				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	102	127	80.31	81.01	91.00
Targeted Achievement Gap Group	38	48	79.17	73.39	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	295	359	82.17	81.01	91.00
Targeted Achievement Gap Group	85	114	74.56	73.39	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	50	66	75.76	76.43	
Hispanic	n < 10	n < 10	n < 10	77.50	
White	33	38	86.84	85.49	
Economically Disadvantaged	37	45	82.22	71.55	
English Language Learners	n < 10	n < 10	n < 10	25.00	
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	ACHIEVING				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	49	76	64.47	63.19	92.00
Targeted Achievement Gap Group	18	32	56.25	47.22	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	169	309	54.69	63.19	92.00
Targeted Achievement Gap Group	79	148	53.38	47.22	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	24	39	61.54	49.32	
Hispanic	n < 10	n < 10	n < 10	55.89	
White	20	27	74.07	77.78	
Economically Disadvantaged	16	26	61.54	47.96	
English Language Learners	n < 10	n < 10	n < 10	25.00	
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	113	117	96.58	97.96	94.00
Targeted Achievement Gap Group	30	31	96.77	94.16	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	197	203	97.04	97.96	94.00
Targeted Achievement Gap Group	58	61	95.08	94.16	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	46	49	93.88	97.64	
Hispanic	11	11	100.00	100.00	
White	48	49	97.96	97.27	
Economically Disadvantaged	30	31	96.77	93.96	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

Materials Submitted in Opposition



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

February 3, 2016

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

Re: LISA Academy and eStem Public Charter School Amendment Requests

Ladies and Gentlemen:

The enclosed memorandum is written in response to the pending charter amendment requests of LISA Academy and eStem Public Charter School. Please include the memorandum and exhibits in the submissions for both requests. My role as superintendent of Little Rock School District ("LRSD") requires that I consider the best interests of the LRSD with respect to all of my actions. My intent with the enclosed memorandum is to present facts which generally speak for themselves. These facts are critical to your analysis and decision.

The analysis is made more definitive because the charter schools involved have actual operating histories, and because it is fair to assume that they will continue on the trajectories which they are on at this time.

Thank you very much for your consideration of the enclosed memorandum.

Sincerely yours,

A handwritten signature in blue ink, reading "H. Baker Kurrus". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

H. Baker Kurrus
Superintendent of Schools

Memorandum

To: Arkansas Department of Education Charter Authorizing Panel
 From: Baker Kurrus, Superintendent, Little Rock School District
 Date: February 2, 2016
 Re: Charter Amendment Requests for eStem Public Charter School ("eStem") and LISA Academy ("LISA"), and Desegregation Analysis

INTRODUCTION. LRSD is under the control of the Arkansas Department of Education ("ADE"). ADE also controls Pulaski County Special School District, and all of the 21 or so charter schools in Pulaski County. ADE also controls the Virtual Academy, headquartered here. Jacksonville is likewise under some degree of State control, until at least July 1, 2016. In short, ADE controls all of the school districts in Pulaski County except North Little Rock. It is relatively easy for me to assess the conditions that exist in LRSD today with respect to academic performance, facilities, staffing, budgeting, transportation and the like. If only current conditions are considered, the options in LRSD are becoming more clear.

It is much more challenging to address the potential problems that are on the horizon for LRSD. LRSD needs to make decisions today that meet the challenges of the future. If current decisions fail to take into account dynamic long range changes, then the solutions for today's problems will not meet future needs. Good leaders solve problems by anticipating them, and having solutions in place when the issues materialize.

I. A COMPREHENSIVE PLAN IS NEEDED FOR EDUCATION IN PULASKI COUNTY.

As I try to meet both the daily demands of this position and try to address the problems of the future, I am challenged by the fact that there is no comprehensive plan for the provision of public education in Pulaski County. This makes planning for LRSD almost impossible. If the ADE expects to continue to approve new charters, LRSD needs to plan for this. Without a comprehensive longer range plan, or at least some idea of the future plans that the ADE has for the school districts it controls, it is nearly impossible for LRSD to formulate a sensible plan.

Before I put forward more specific and detailed ideas, I think it would be helpful to describe a few of the principles which influence my current thinking.

It will be very difficult to sustain LRSD, or any school district, unless the district is broadly supported in its community.

A school district which fails to attract and retain a broad base of students will have an increasingly difficult challenge meeting test score requirements which do not take poverty into account. School districts grow much more efficiently than they shrink.

The State Board of Education has studied the configuration of school districts in our county. The State Board found that one district south of the Arkansas River would be the preferred

configuration. There is, however, no apparent timetable for this development, and no clear plan to fund this. LRSD needs to know what else ADE has planned with respect to charter expansion, charter closure, and the coordination of the districts it controls.

Little Rock School District has excess capacity in schools in some areas, and very little capacity in others. Little Rock has many serviceable but aging facilities which need to be considered for replacement or refurbishing.

We must remember that LRSD is in academic distress. Today's pressing problem is student failure in some classrooms. Despite all of the issues that exist, the foremost concern for our students must be the urgent need to impart knowledge in the classroom today.

II. CURRENT CHARTER ENVIROMENT.

There are now 13 charter schools within the boundaries of LRSD. Pulaski County has 21 open enrollment charter schools, not including the Arkansas Virtual Academy which is based in Pulaski County. These schools comprise 53% percent of total number of charter schools (Exhibit A). More importantly, these charter school districts enroll about 53% percent of the total number of charter school students in Arkansas. With the proposed increases, these charter schools within Pulaski County would enroll about 62% of the total number of charter school students in Arkansas.

Several of these charter organizations have, in essence, become competing school districts. LISA states that it requires the amendments to its charter to "complete the missing piece in a unified school system for K-12 education in West Little Rock." The eStem and LISA charter organizations are, by Arkansas standards, fairly large schools districts. For example, eStem has a current enrollment of 1,462, and is larger than 178 Arkansas school districts. LISA has 1,525 students, and is larger than 179 other school districts. The four schools operated by Responsive Education Solutions have a combined enrollment of 958. These pending amendments would raise the number of students at LISA and eStem by 2,957. eStem would then be larger than 233 school districts in Arkansas. If eStem meets its growth objective to enroll 5,000 students, it would be the 17th largest school district in Arkansas. I am not aware of any of its waivers that have been so effective as to cause a change in ADE policy or practice.

The general population in Little Rock School District is not growing in any substantial way. Much of the western part of the city of Little Rock is not located in the LRSD. Metroplan has provided me with very helpful data that shows estimated population trends. Metroplan estimates that the population within LRSD grew by an estimated .7 percent per year (.007) over the period from 2010 to 2015. Growth of charter enrollment will reduce the size of LRSD, and will dramatically change the demographics of LRSD.

III. IMPACT ON LRSD.

As a simple matter of mathematics, if LISA and eStem are successful with their announced plans, LRSD has to plan for a much smaller enrollment. Not only will LRSD's enrollment be much smaller, it will be different demographically. If the pending expansion applications of eSTEM and LISA are granted, and if these schools continue to enroll students who are similar to the ones those schools currently enroll, the racial balance in LRSD changes, the percentage of students in poverty increases, and the percentage of special education students increases. These important considerations are shown on Exhibit B. If the charter expansions of eStem and LISA are approved, and those schools enroll 75% of their new students from LRSD in the same percentages as they currently do, LRSD's white population goes down by 22%. If all the students come from LRSD, the white population drops by almost 30%. Poverty and special education population percentages rise with every expansion of LISA and eStem, because they do not enroll these students at the same levels as LRSD.

In summary, if eStem and LISA continue to enroll students with their current demographics, LRSD becomes more segregated by race and income, and has a higher percentage of students with special needs.

It will be much more difficult to exit from academic distress in this environment. As more of the higher achieving students are lost, a greater number of non-proficient students must be raised to proficiency in order to meet the exit threshold percentage.

IV. COMPETITION AND CHOICE.

Competition and choice have been a part of the landscape in Little Rock for many years. Policies which promote fair competition and informed choice are beneficial to all concerned, especially if there is a plan which minimizes the expense of massive duplication. Actions which do not promote fair competition or informed choice, or actions which result in negative segregative impacts, should be avoided. Actions which result in huge public and private investment, and which ultimately strand much of that investment in the form of excess capacity, should be avoided.

Attached as Exhibit C is a chart showing the relative poverty rankings, based on free and reduced-price lunch qualification ("FRPL"), and the percentages of students who are proficient and advanced, from the public elementary schools. This chart shows that eStem and LISA are among the most wealthy schools in the area. By itself, and without State action, the existence of a relatively wealthy school is not indicative of anything other than demographics and housing patterns. However, the creation of school systems which result in economic segregation should be considered very carefully. eStem and LISA have a lower percentage of FRPL students than all but three of LRSD's elementary schools. They are slightly more affluent than Fulbright, which serves a relatively wealthy school zone.

Little Rock Preparatory Academy is in the upper income range when compared to LRSD schools. The surrounding LRSD schools have higher FRPL percentages. LRSD schools with similar populations achieve at higher levels than the charters.

The causes of the economic segregation, which tends in Little Rock to follow racial lines, are apparent in both current practice and in the plans outlined in the pending applications. eStem and LISA are located where parents must drop their students off or arrange transportation for their students. This lowers the poverty percentages to about half of the LRSD average. It is appropriate to note that the eStem and LISA expansions are planned for areas which have expensive real estate. If the purpose is to educate students of greatest need who otherwise are not achieving (as the charter statute states), then the appropriate location would be in a higher poverty area, where real estate tends to be less expensive. The proposed location of the eStem on Shall Street, at an annual rental of \$1,040,000, is especially perplexing. LRSD already has a large surplus of available seats in the area, as shown on Exhibit D. LRSD has approximately 1,994 excess seats when measured by the students who actually reside in the surrounding zones. LRSD buses over 1,000 students a day to the area and still has almost 1,000 open seats available now. LRSD does not wish to fill these seats with policies that promote segregation, by race, economics or physical condition.

eSTEM has announced a partnership with the University of Arkansas to house a high school on the UALR campus.

The chart attached as Exhibit B shows the current populations of special education students enrolled at LRSD, LISA and eStem. The chart speaks for itself, but it simply must be noted that LRSD has almost twice the percentage of students with special needs as does LISA or eStem. The comparative levels of disability of all of these students needs further study.

Competition is certainly valuable in many ways, but it must be fair. LISA and/or eStem seek waivers of class size limits, licensure and related disclosure, basic employee protections afforded to teachers in Arkansas, and the like. The request to waive class size limits proves the point that the students who are enrolled are much different fundamentally from the average students who attend public schools in Arkansas.

It is hard to argue against competition and choice. However, the competition needs to be fair, and people need to make informed choices based on permissible discriminators.

In addition, the competition is not being held under similar rules. Charters simply do not enroll poor kids or disabled kids at a rate which approaches the rates in most schools in LRSD.

Charters which enroll lower numbers of poor and disabled students have higher average test scores than schools with high numbers of low-income students. That is certainly the case almost everywhere. Public charters in Little Rock that enroll low income students struggle. One of the most poignant aspects of my planning analysis is that the closure of a failing charter will further compound LRSD's challenge, because these students in failing charters will probably come back to LRSD. In the meantime, if some charters continue to under-enroll students of greatest need, the challenge faced by LRSD becomes monumental. The obligation to provide a free and adequate education for all students ultimately falls on the State of Arkansas, so the issues in question are tremendously important.

V. CONCLUSION.

No matter how anyone feels about competition and choice, we still need to make the best planning decisions possible.

Until there is a comprehensive plan for the provision of public education in Little Rock and Pulaski County, it will be almost impossible to formulate a long-range plan for LRSD's staffing and facilities needs. It is clear that a new southwest Little Rock high school is needed, and the west Little Rock middle school will be in high demand. In other areas, the decisions depend on the State's actions with respect to charterization and privatization. I suggest we take a step back, and form a comprehensive plan for educating children in our county. As the controlling entity for most of the county's districts, the ADE should take the lead role.

If you celebrated the life of Dr. Martin Luther King, Jr. recently, I urge you to re-read the letter from a Birmingham jail, especially the part where he said, "Whatever affects one directly, affects all indirectly." He was right, especially when it comes to Pulaski County public education. Before actions are taken which result in huge expenditures of public money, there should be a plan drawn by the controlling and funding entity, with the collaboration of those impacted.

Respectfully submitted,



H. Baker Kurrus

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	
17	6041701	LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL	356	
18	6041706	LISA ACADEMY NORTH HIGH CHARTER SCHOOL	118	
19	6041705	LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL	226	
20	6040702	MAUMELLE CHARTER ELEMENTARY	493	
21	6040703	MAUMELLE CHARTER HIGH SCHOOL	360	
		Total Charter Enrollment in Pulaski County (Incl. LRSD zone)	6,409	9,366
22	0440701	ARKANSAS ARTS ACADEMY ELEMENTARY/MIDDLE SCHOOL	532	
23	0440703	ARKANSAS ARTS ACADEMY HIGH SCHOOL	242	
24	6043703	ARKANSAS VIRTUAL ACADEMY HIGH SCHOOL	336	
25	6043701	ARK VIRTUAL ACADEMY ELEMENTARY	846	
26	6043702	ARK VIRTUAL ACADEMY MIDDLE SCHOOL	630	
27	7240703	HAAS HALL ACADEMY	352	
28	0443703	HAAS HALL ACADEMY BENTONVILLE	295	
29	3840701	IMBODEN AREA CHARTER SCHOOL	44	
30	5440706	KIPP BLYTHEVILLE COLLEGIATE HIGH SCHOOL	121	
31	5440701	KIPP DELTA ELEM LITERACY ACADEMY	393	
32	5440705	KIPP: BLYTHEVILLE COLLEGE PREP	259	
33	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	310	
34	5440703	KIPP:DELTA COLLEGIATE HIGH SCHOOL	256	
35	0442702	NORTHWEST ARKANSAS CLASSICAL ACADEMY	497	
36	0442703	NORTHWEST ARKANSAS CLASSICAL ACADEMY HIGH	54	
37	7241701	OZARK MONTESSORI ACADEMY SPRINGDALE	136	
38	3541703	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH SCHOOL	38	
39	3541701	PINE BLUFF LIGHTHOUSE ELEMENTARY	305	
40	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	89	
		Total Arkansas Charter Enrollment:	12,144	15,101

EXHIBIT B

Potential LRSD Demographic Changes with Proposed Charter Expansions for LISA Academy and eStem

Current Demographic Information 2015-2016	Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	23164	17350	74.90%	2716	11.73%	4054	17.5%	15080	65.1%
ESTEM PUBLIC CHARTER SCHOOL	1462	462	31.60%	108	7.39%	626	42.8%	658	45.0%
LISA ACADEMY	1525	624	40.93%	100	6.56%	490	32.1%	563	36.9%

Change in LRSD Demographics if 100% of new charter students are from LRSD	Projected New Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	20207	16352	80.92%	2,502	12.38%	2850	14.1%	13796	68.3%
ESTEM PUBLIC CHARTER SCHOOL	3844								
LISA ACADEMY	2100								

Change in LRSD Demographics if 75% of new charter students are from LRSD	Projected New Enrollment	# F&R	% F&R	# Special Ed.	% Special Ed.	# White	% White	# Black	% Black
LITTLE ROCK SCHOOL DISTRICT	20946	16601	79.26%	2556	12.20%	3151	15.0%	14117	67.4%
ESTEM PUBLIC CHARTER SCHOOL	3844								
LISA ACADEMY	2100								

EXHIBIT D

Excess Building Capacity in East/Central Area

School	Capacity	Enrollment	Students Living in Zone	Excess Capacity with Current Enrollment	Excess Capacity Beyond Students Living in Zone
BOOKER	554	492	0	62	554
CARVER	418	323	0	95	418
ROCKEFELLER	535	432	371	103	164
GIBBS	362	304	0	58	362
WASHINGTON	964	479	598	485	366
KING	552	456	422	96	130
TOTAL:	3385	2486	1391	899	1994

EXHIBIT C

Elementary Schools: Affluence Rank, Literacy/Math Rank, and Academic Rank

School	Affluence Rank	Pov.%	Literacy Rank	Literacy Prof/Adv	Math Rank	Math Prof/Adv	Affluence & Literacy Rank Diff.	Affluence & Math Rank Diff.	Average Difference	Academic Rank
WAKEFIELD	29	96.55	22	64.89%	14	63.56%	7	15	11	1
STEPHENS	28	95.60	16	69.40%	18	59.70%	12	10	11	2
TERRY	13	84.32	8	82.07%	6	86.21%	5	7	6	3
MEADOWCLIFF	23	92.79	18	66.67%	16	61.90%	5	7	6	4
WILLIAMS	8	54.71	2	91.09%	3	90.10%	6	5	5.5	5
WASHINGTON	30	96.68	26	58.96%	23	57.23%	4	7	5.5	6
BRADY	22	92.24	12	75.51%	22	57.82%	10	0	5	7
BALE	20	91.27	19	65.58%	15	62.34%	1	5	3	8
CARVER	12	84.19	10	78.74%	10	79.31%	2	2	2	9
DODD	17	89.66	17	69.11%	13	65.04%	0	4	2	10
MABELVALE	21	91.56	14	71.85%	24	56.30%	7	-3	2	11
GIBBS	7	50.60	3	90.15%	8	84.09%	4	-1	1.5	12
ROCKEFELLER	27	94.72	24	63.87%	27	53.78%	3	0	1.5	13
FOREST PARK	1	26.02	1	97.64%	1	92.45%	0	0	0	14
WILSON	24	93.43	27	56.67%	21	58.33%	-3	3	0	15
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
MCDERMOTT	18	89.80	20	65.27%	17	60.48%	-2	1	-0.5	18
ROBERTS	2	31.13	4	90.02%	2	91.56%	-2	0	-1	19
FRANKLIN	25	93.66	23	64.00%	29	44.00%	2	-4	-1	20
JEFFERSON	3	32.98	5	88.27%	5	87.76%	-2	-2	-2	21
PULASKI HEIGHTS	9	56.98	11	76.54%	11	75.00%	-2	-2	-2	22
WATSON	26	93.95	30	51.36%	26	55.43%	-4	0	-2	23
OTTER CREEK	10	81.04	13	74.60%	12	74.70%	-3	-2	-2.5	24
KING	19	90.93	25	61.67%	19	59.03%	-6	0	-3	25
BOOKER	14	85.51	15	70.00%	20	58.57%	-1	-6	-3.5	26
LISA ACADEMY N. ELEM. (SHERWOOD)	4	34.54	9	81.82%	9	83.03%	-5	-5	-5	27
WESTERN HILLS	16	88.64	21	65.04%	25	56.10%	-5	-9	-7	28
ROMINE	15	88.46	29	55.47%	28	47.45%	-14	-13	-13.5	29
LITTLE ROCK PREP ACAD. ELEM.	11	82.39	28	55.67%	30	43.30%	-17	-19	-18	30

The Academic Rank was obtained in the following manner: Schools were ranked by affluence, with the lowest % poverty school receiving the highest affluence ranking. The schools were then ranked by Literacy and Math Proficient/Advanced percentages. Each of the Literacy and Math rankings was subtracted from the school's Affluence Rank. An average was taken of the differences between Affluence and Literacy Rank, and Affluence and Math Rank. The schools then received an Academic Rank based on these average differences. Schools with a higher Academic Rank had an average Literacy/Math Rank that was higher than their Affluence Rank. Schools with a low Academic Rank had a Literacy/Math rank that was low as compared to their Affluence Rank. Schools at "par", or with an average difference approaching zero, had little difference between their Affluence rank and their average Literacy/Math rank.

Documentation of Charter Authorizing Panel Action

eStem Amendment Request

Motion

To approve the amendment request

Barnes	Liwo	Saunders
Gotcher	Pfeffer-2	Smith-M
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes		X		While I echo my colleagues and am in favor of what is best for students, I am at a loss in adequately knowing what that is in this situation. The complexity of the issues involved in this request is too far reaching with unknown and/or unintended potential consequences for me to comfortably make a decision at this time.
Gotcher	X			This expansion creates opportunity most importantly for kids and their academic success. Furthermore, it creates an opportunity for dialogue and collaboration among school leaders/business leaders to see how to best serve all of the kids in all of Pulaski County.
Lester	X			The proposed plan is well thought out and provides opportunities for its students. I believe that the charter needs to continue to monitor and act accordingly on the issues that could arise in the population that the charter serves.
Liwo				
Pfeffer	X			The charter seeks to expand and provide new opportunities for its students. The locations for the expansion will provide opportunities for a

				more diverse population. The current efforts show innovative practices and multiple community partnerships and outreach endeavors designed to promote student success. This will allow for the expansion of opportunities in a gradual time period and responsible manner.
Rogers	X			This was a tough decision, but I think the unique opportunities offered by eStem are popular as evidenced by their waiting list. My hope is the expanding campus will allow for continued diversity and allow more families to have more choices.
Saunders	X			I believe this will provide an opportunity for more students to be able to take advantage of new opportunities.
Smith	X			I voted in favor to approve the amendment based on a well thought out, strategic plan for expansion and academic support. I do have concerns regarding disadvantage students' enrollment numbers and some current growth measures that I encourage the school to watch.
Coffman				chair

Submitted by: Alexandra Boyd

Date: 02/19/2016

Notification of State Board of Education Review Hearing



ARKANSAS DEPARTMENT OF EDUCATION

March 11, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. John Bacon
200 Rivermarket Ave. Suite 225
Little Rock, Arkansas 72201

**RE: State Board Review-eStem Public Charter Schools
Amendment Requests**

Dear Mr. Bacon:

On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests of eStem Public Charter Schools. **On March 10, 2016, the State Board of Education voted to review the decisions made by the Panel. The review will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)":

<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on the entire renewal application and priority status. The State Board's discussion of the renewal application and priority status may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Therefore, you should be prepared to discuss the entire renewal application and address the school's priority status. Any modifications to the renewal application that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on February 19, 2016, are considered part of the application. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional application modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 24, 2016.**

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

Sincerely,

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

Alexandra Boyd, Director
Public Charter Schools

An Equal Opportunity
Employer

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

Notification of Additional Information Request



ARKANSAS DEPARTMENT OF EDUCATION

March 20, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. John Bacon
200 Rivermarket Ave. Suite 225
Little Rock, Arkansas 72201

RE: State Board Review-eStem Public Charter Schools Amendment Requests

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At a special meeting held on March 18, 2016, the Board requested that eStem submit the following additional information by 4:00 p.m. on Tuesday, March 29, 2016.

For the past 5 academic years:

- Demographic (race, FRL, ELL, SPED) and academic characteristics of students retained by the charter compared to that of students who are not retained by the charter
- Any information that can be provided to explain where the students who are not retained by the charter go after leaving the charter
- Demographic (race, FRL, ELL, SPED) and academic characteristics of students on waitlist
- Per pupil expenditures, including public and private funds

Current:

- Waitlist information
 - Provide the number of students currently on the waitlist
 - Describe the length of time each student has been on waitlist
 - Describe how often the waitlist is purged
 - Describe the reasons for removing students from the waitlist
 - Describe any instances of awareness of students being on multiple waitlists
 - Provide any additional information that would offer insight into how many students are really still looking at this charter school as an option.
- Describe procedures used to administer and document discipline

As it relates to the high school to be located on the UALR campus:

- Explain which grades will be in which buildings on the campus.
- Describe what security measures will be in place.
- Describe any procedures in place to facilitate student parking.
- Describe any procedures in place to manage how students will be dropped off and will be picked up.

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

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<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on the amendment request. The State Board's discussion of the amendment request may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Therefore, you should be prepared to discuss the entire amendment request. Any modifications to the amendment request that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on February 19, 2016, are considered part of the amendment request. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

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

Sincerely,



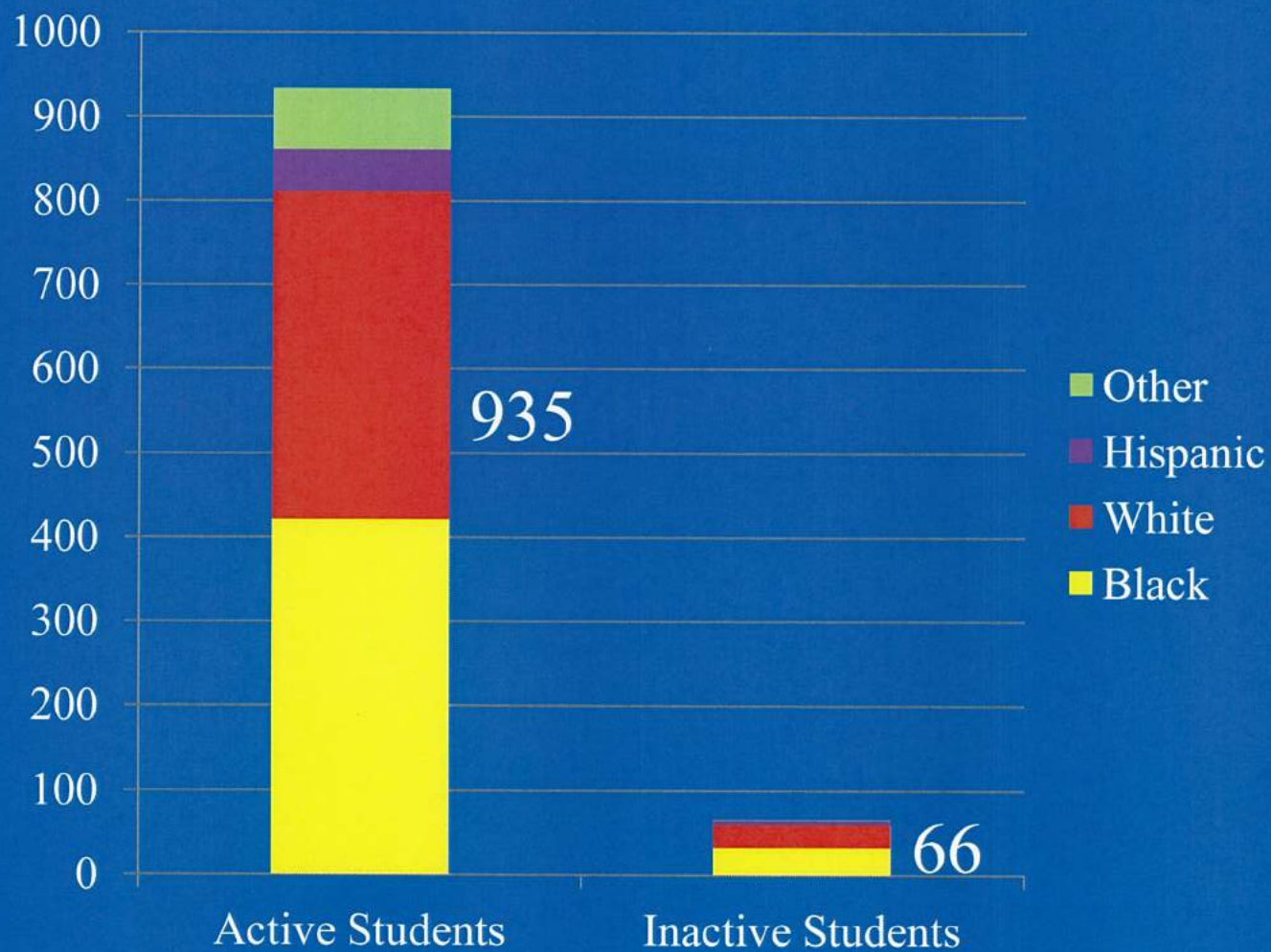
Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District
Superintendent Guess, Pulaski County Special School District
Superintendent Rogers, North Little Rock School District

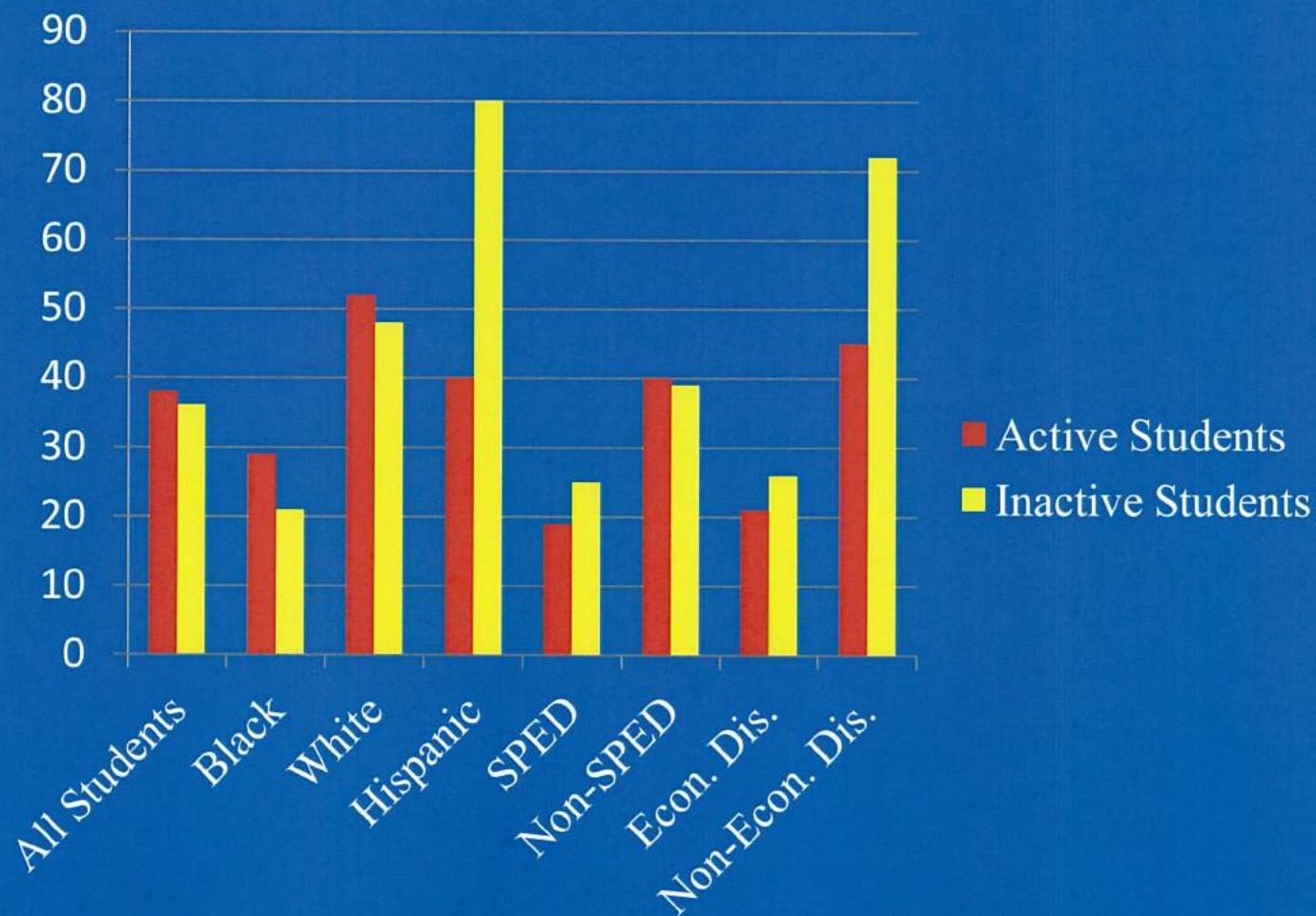
Response to Additional Information Request

**eStem Additional Information as
Requested by ADE
March 31, 2016**

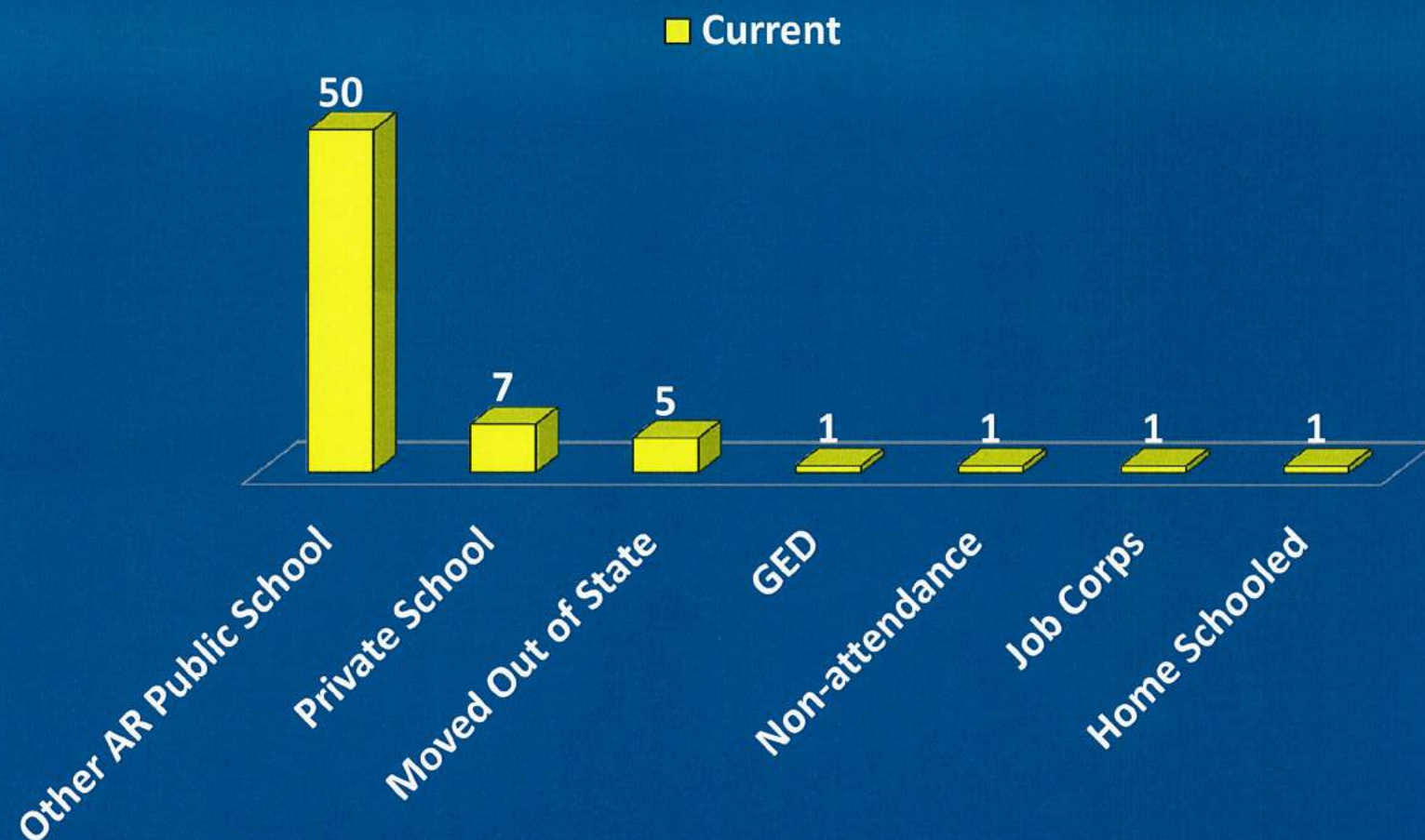
of Students with PARCC Data
2015-2016 Active Students vs. Inactive Students



PARCC Achievement Data for Student Subgroups
% of Students Scoring 4/5

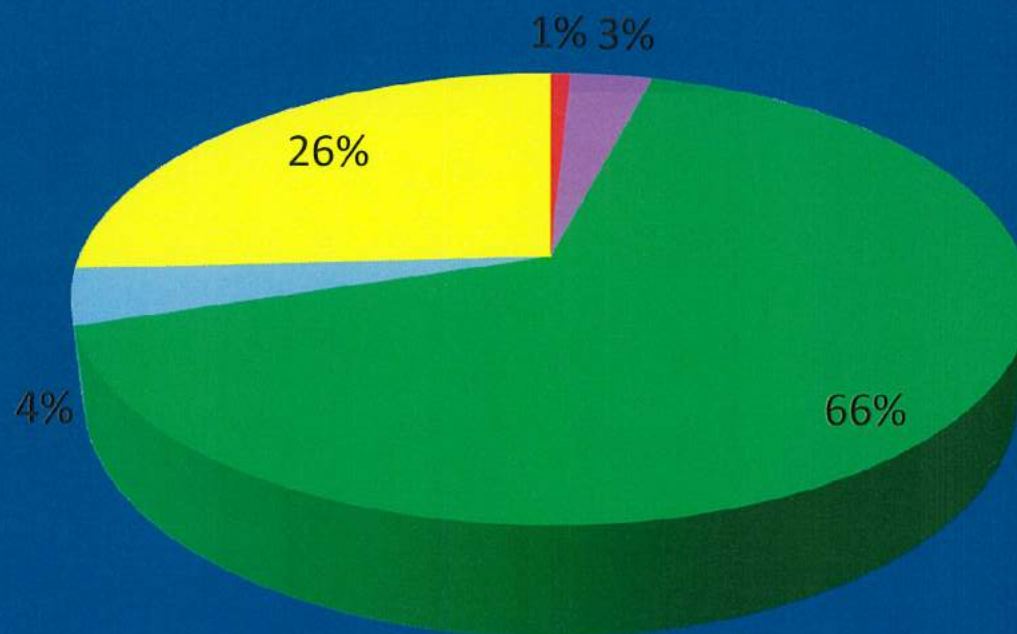


15-16 Inactive Students Withdrawal Code



eStem Wait List Demographics Total 6,182

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black
- Hispanic
- White

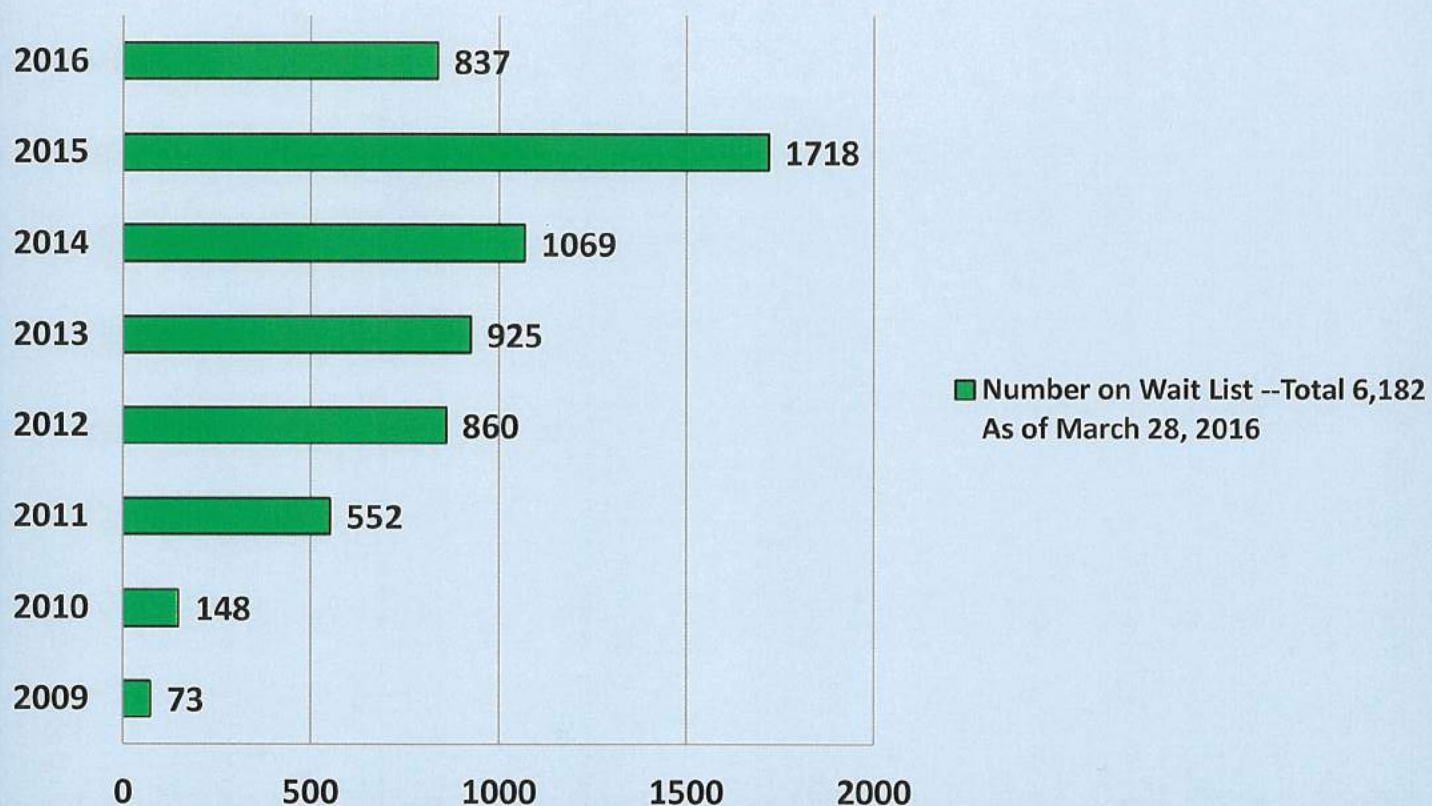


Per Pupil Expenditure

■ LRSD ■ eStem



eStem Wait List by Calendar Year of Application



eStem Public Charter Schools, Inc. Wait List

Twice yearly the Director of Admissions communicates via email with all families on the list (including prior to the running of the lotteries) to ensure that parents want their child to remain in the lottery pool. Rarely has anyone asked to be removed; however the request is obliged.

At no time has a seat been offered to someone on the list where they've stated they didn't know they were still on the list, they failed to respond, or they turned the seat down due to lack of interest. Generally, the only time a seat is turned down is when a family does not want to move the child during the school year, not all children were selected in the lottery, or the family chooses another seat at another charter, magnet, or specialty school and never enrolls at eStem.

eStem Public Charter Schools, Inc. Admissions/Lottery Process

Admissions Process:

The first step to the admissions process is the online application. Parents or guardians interested in their child/children attending an eStem school must first go to the eStem Public Charter School website at www.estemlr.net and complete the online student application. Potential applicants without internet access may come to the school for computer use.

In the case that no seats are available at the time of application, all applicants to eStem Elementary, eStem Middle, and eStem High Charter schools will be placed on the eStem Public Charter Schools, Inc. waiting list. A random anonymous lottery is done once a year the first week in March where each child on the list is given a computer generated random number. Based on the number the child receives determines if they are offered a seat for the upcoming school year. If the child is not offered a seat throughout the school year they will continue to go into the lottery and receive a new number each year until they are offered a seat. Once a child is offered a seat they are eligible to attend eStem until graduation.

Lottery Process:

The lottery process involves multiple steps with separate individuals working independently on each step so as to ensure the anonymity of all applicants. Each application is received by the Director of Admissions who enters the applications into a spreadsheet. At the conclusion of the open enrollment period the first initial, last initial and date of birth of each applicant is electronically sent to the Charter Management Office where the Chief Financial Officer issues a random number to each applicant via Microsoft Excel. Numbers are then sorted and returned to the Director of Admissions.

The admissions/lottery process has been random since 2008. For the past two years, representatives from the ADE Charter Office have been on-site to observe the lottery process.

Enrollment Preferences:

eStem Public Charter Schools allow preferences for the following categories:

- Children of the founding members of the eStem Charter Schools
- Siblings of students currently enrolled in eStem Charter Schools

eStem Public Charter schools may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title.

If a child attends an eStem school for any period of time, withdraws and wishes to return he or she must go through the admissions process again.

eStem Public Charter Schools, Inc. prohibits discrimination in admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

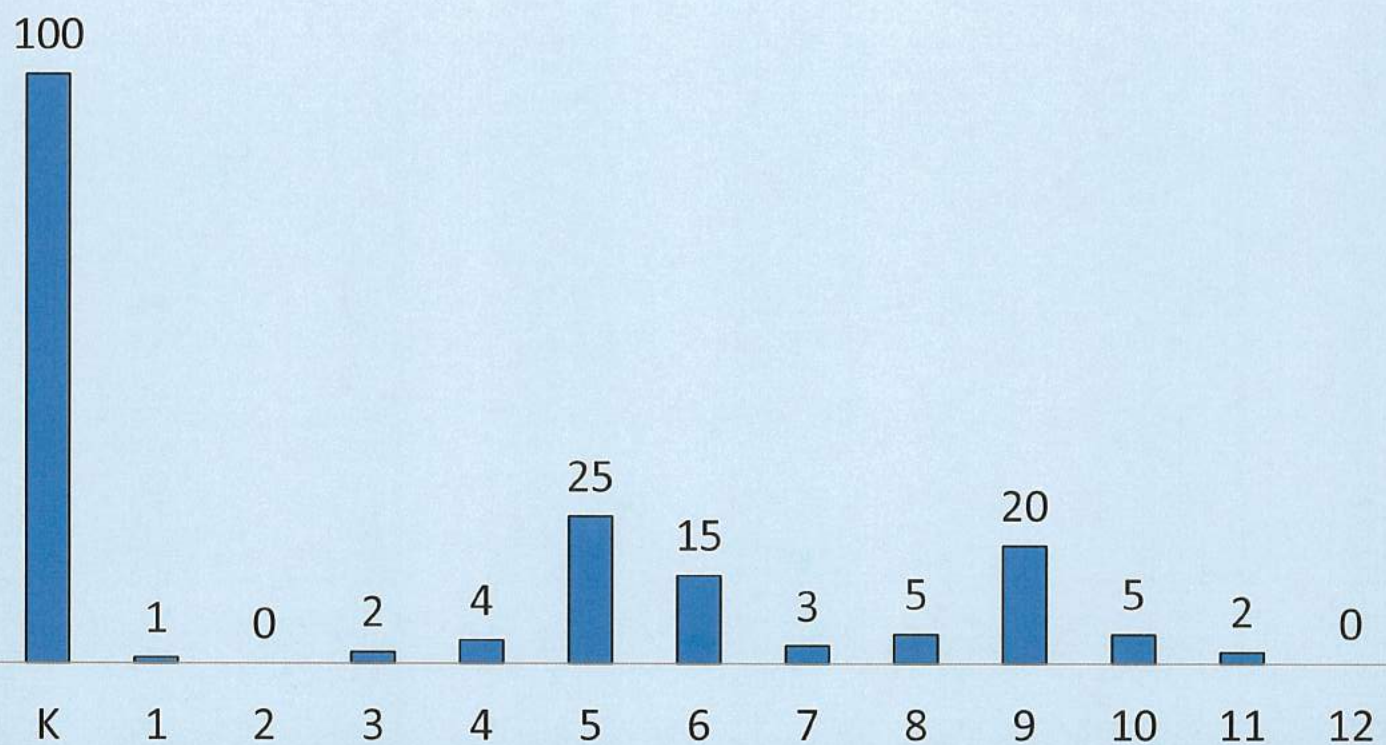
Seats Offered vs. Seats Accepted

Seats offered are emails that went out to 182 parents letting them know their child is being offered a seat pending the paperwork being returned by Wednesday, April 8th.

Seats accepted means that the parent has returned all paperwork necessary to fill the seat offered. The child is now enrolled for the 2016-2017 school year.

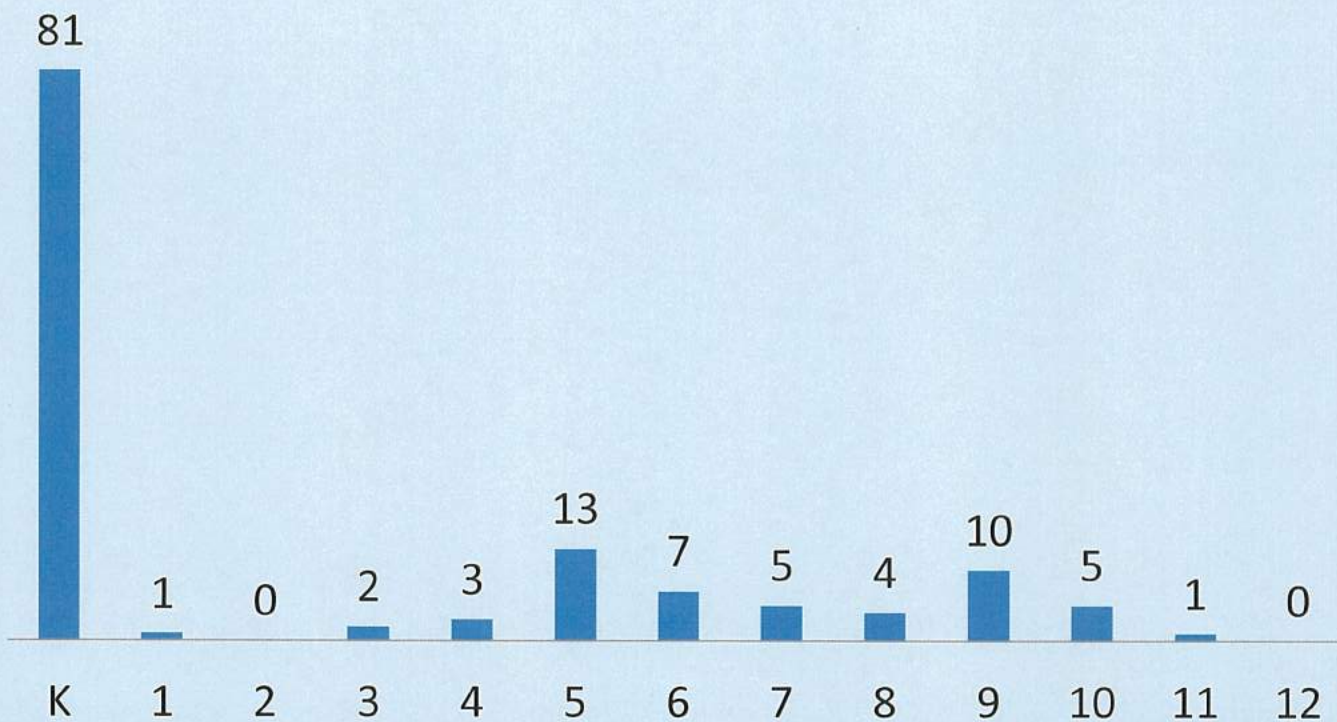
eStem Lottery Results by Grade for 16-17

■ Number of Seats Offered--182



eStem Lottery Results by Grade for 16-17

■ Number of Seats Accepted--132



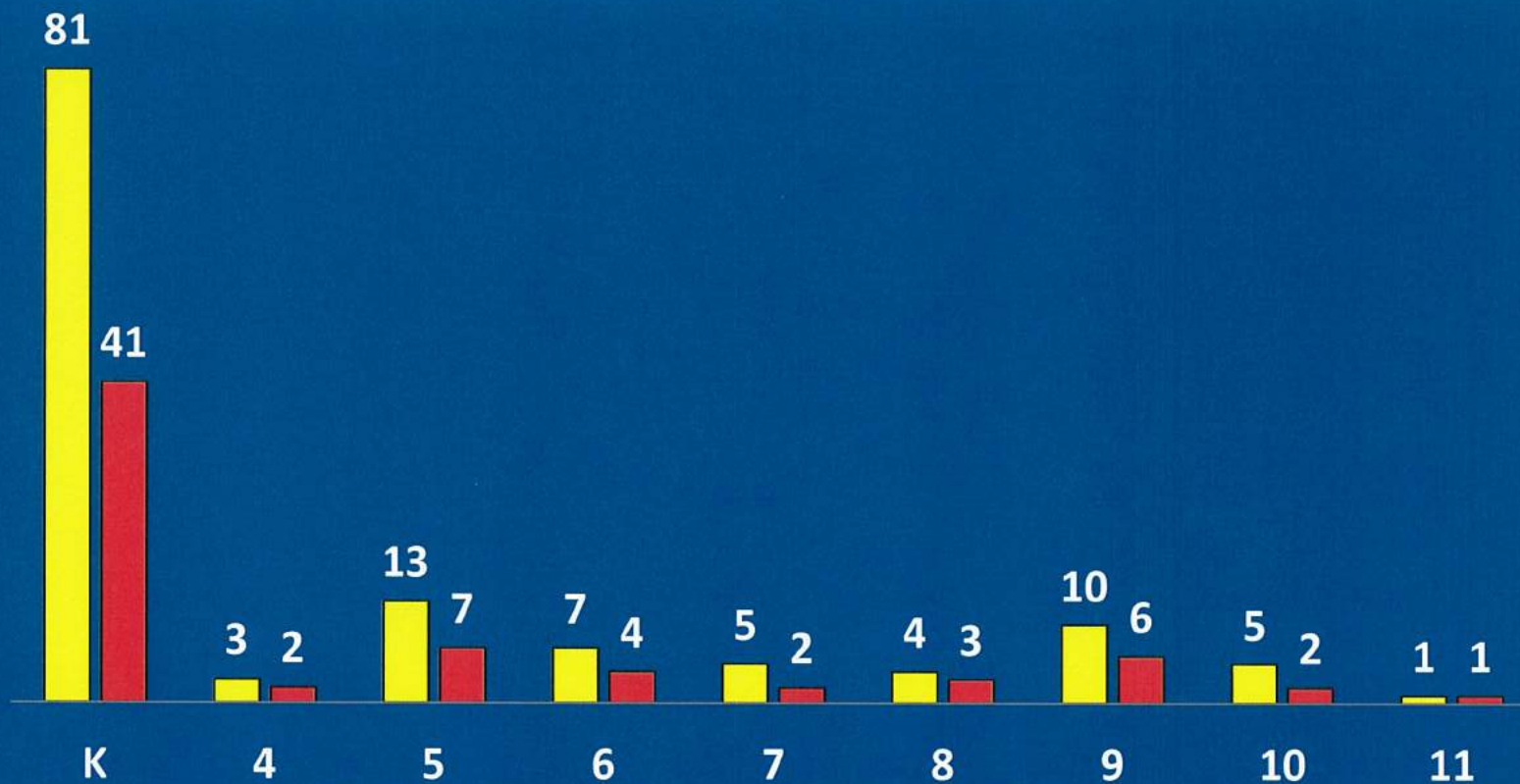
eStem Accepted Seats by Race/Grade 16-17

■ White ■ Black ■ Other



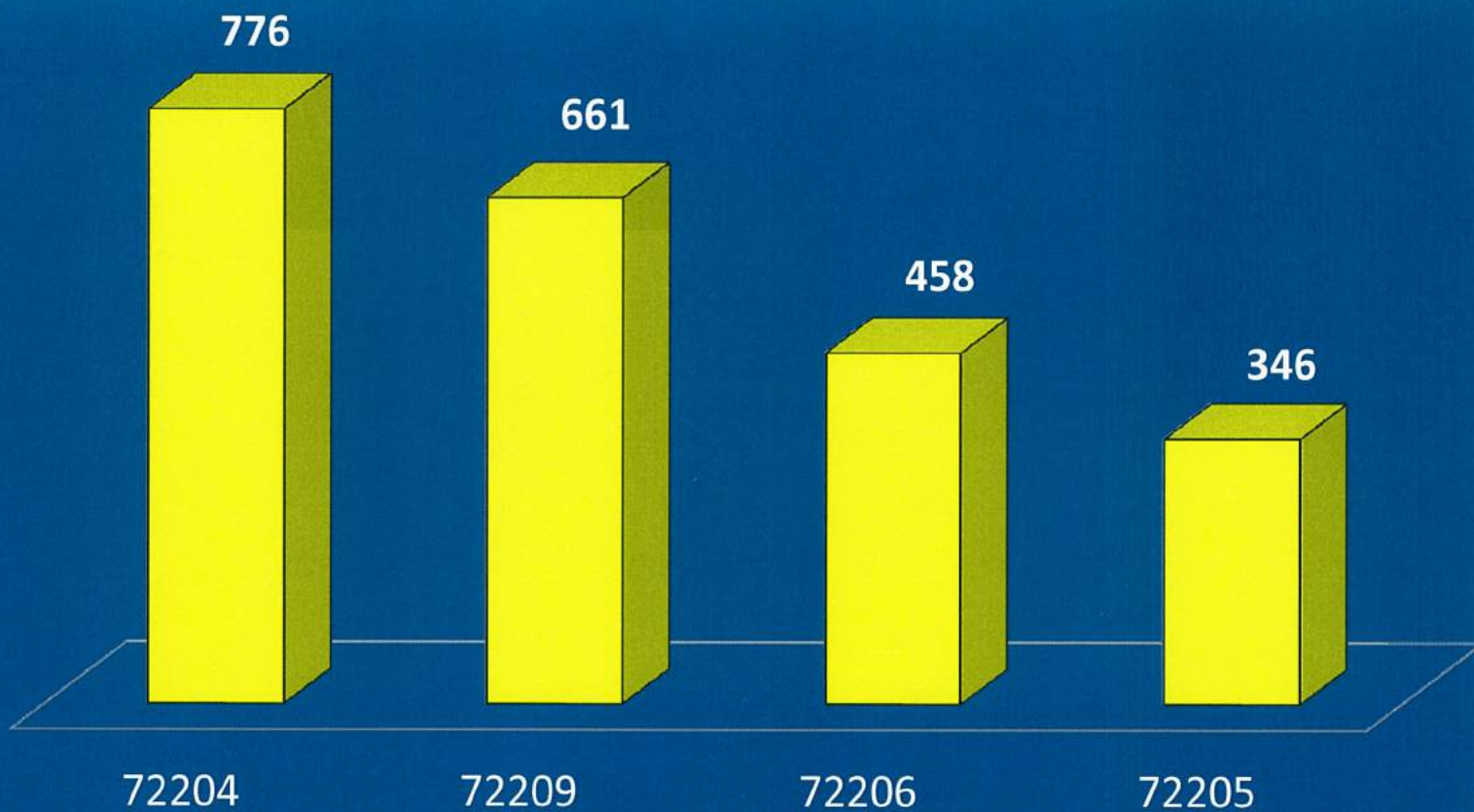
eStem Accepted Seats from LRSD Zone 16-17

■ Total ■ LRSD



eStem Wait List by Zip Code in Selected Area

■ Total



eStem Elementary & Middle School Classroom Discipline Policy 2015-2016

When negative behaviors occur, our discipline policy is as follows:

- Step 1: Redirection**
- Step 2: Lunch Detention**
- Step 3: Early Morning Detention**
- Step 4: Saturday School**
- Step 5: Trinity Meeting**
- Step 6: Out of School Suspension**

Step 1 – Redirect Student Behavior

When negative behavior occurs, the teacher will give the redirect the student to correct the behavior before any following consequences will occur.

Step 2 – Lunch Detention

If the negative behavior continues, the teacher will issue a lunch detention to the student. During lunch detention, your child will call to communicate that he or she is attending lunch detention and why.

Step 3 – Early Morning Detention

After attending lunch detention, if the behavior continues, the student will then be issued an early morning detention for the following morning. Early morning detention will be from 7:00-7:40 a.m., and **the teacher will contact the parent with more information regarding the incident.** Students **MUST** arrive on time, report to the specified location prior to 7:00 a.m., and will be provided with work to complete during this time. When you arrive, please enter through the Louisiana Street door, and Mrs. Scott will be there to supervise. If tardy for early morning detention, the student will be required to attend the following morning. If absent for early morning detention, the student will be required to attend Saturday school.

Step 4 – Saturday School

If the behavior continues after an early morning detention, the student will attend Saturday School. Saturday school will be from 8:00 a.m. to 12 noon. Saturday School may be given immediately at any time (regardless of the steps) for serious behavior incidents (i.e. disrespect to teacher). Students **MUST** arrive on time, report to the specified location prior to 8:00 a.m., and will be provided work to complete during this time. If tardy for Saturday school, the student will be required to attend the next Saturday school is held. If absent for Saturday school, the student will receive an out of school suspension.

Step 5 – Trinity Meeting

If the negative behavior continues after attending Saturday School, the teacher will contact the parent to schedule a trinity meeting with an administrator to discuss further action if the behavior does not stop.

Step 6 – Out of School Suspension

If the behavior continues after all steps have been exhausted, the student will receive an out of school suspension from an administrator. A mandatory reentry conference must be held prior to the student's return to the classroom.

The expectations for Lunch Detention, Morning Detention, and Saturday School are listed below. If your child does not adhere to these expectations, you will be notified and further consequences will be given.

During these times, there will not be:

- Talking, drawing, or other distracting behavior
- Disrespect to the supervising adult
- Eating
- Sleeping, or resting of head on the desk
- Use of personal listening and/or electronic devices (i.e. cell phones, I pods, video games or cassette/CD players)

*****In the event that a student's behavior warrants an immediate referral to the Dean's office, one or all of these disciplinary actions may be omitted.**

eStem K-4 Behavior Plan

My teacher will set a timer for me. When it goes off, I will think about the choices I made.

Good Choices	Bad Choices

If I made good choices, I will get a point. If I made bad choices, I will not.
At the end of the day, I will count my points.

If I get 10 points >>>>>> I get a reward at home, such as
If I get less than 10 points >>>>>> I will have a consequence at home, such as

My parents and I will decide together what reward or consequence I should have each day.

I promise to help (Student) make good choices by helping him fill out his behavior plan, and signing it each day. I will give him points when he does a good job and make sure his parents know how his day was.

Teacher Signature

Date

Teacher Signature

Date

I promise to help (Student) make good choices by checking his behavior plan each afternoon. If he gets 10 or more points, I will give him a reward. If he gets less than 10, I will make sure he has a consequence. I will sign his behavior plan each day and send it back to school the next day.

Parent Signature

Date

I promise to try to make good choices. I will fill out my behavior plan each day and show it to my parents so they can give me rewards or consequences.

(Student) Signature

Date

(Student)'s Behavior Plan for (Insert Grade Level) Grade

Directions: Your teachers will let you know when it is time for you to check your plan. You will find the correct classroom teacher and put a check mark by each task that you were supposed to do. Your teachers will write how many points you earned and initial it so that your parents can view it each night.

Time	Did I stay in my seat?	Was I quiet?	Did I do all of my work?	Did I let other kids work?	How many points did I earn? <small>Teachers Place Your Point Total & Initials Here</small>
TOTAL POINTS:					

Teacher's Initials _____

Comments _____

Parent Signature _____

eStem Trinity Meeting Check Points

A Trinity Meeting can occur at any time but will always occur immediately following a Saturday School.

STEP 1: Obtain a Trinity Meeting Parent/Conference form & begin reviewing student's behaviors.

STEP 2: Create a contract

- Include what the school will do to help student/parents (possible options below):
 - Data Collection for Causation (A.B.C. worksheet)
 - Observations
 - Implementation of appropriate Behavior Management Plan
 - RTI referral
 - Visit with the counselor
- Parent's Responsibility
- Student's Responsibility

STEP 3: Determine student's probationary status (effective – include date or not in effect.)

STEP 4: Inform parent(s) & students about all possible outcomes if negative behavior continues including but not limited to detention, suspension and/or immediate removal from eStem PCS.

Immediate Removal Check Points

STEP 1: Investigate all components of the Trinity Meeting Contract. If it is found that all steps were reasonably followed, continue to Step 2. If steps were skipped erroneously, then Removal may not be an option.

STEP 2: Collect all documentation including parent conference forms, discipline referrals, disciplinary summaries and witness statements.

STEP 3: Brief the Director & provide written Recommendation for Removal.

STEP 4: Director will contact parent via phone then follow up with an email about the school's decision. ***Include the Read Receipt.*** Timing for students with an IEP or 504 plan will be determined according to federal law.

STEP 5: Include steps for the Appeal Process in the email.

Appeal Process:

If a parent would like to appeal the administration's decision for an immediate removal, he/she must do so in writing to the Director within 48 regular hours. If eStem does not receive a written appeal within the allotted time frame, the student will be dropped from the system the following business day.

eStem Elementary School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

8 African American (54%)	1 African American students with multiple suspensions (1 Male)
5 Caucasian (46%)	0 Caucasian students with multiple suspensions

Total Suspensions: 13	Total Students Suspended: 12
------------------------------	-------------------------------------

Total Male Students: 9	Total Female Students: 3
------------------------	--------------------------

Total Economically Disadvantaged Students: 5

Total SPED Students: 0	Total ELL Students: 0
------------------------	-----------------------

Saturday Alternative School

12 African American (57%)	3 African American students with multiple SAS's (3 Males)
9 Caucasian (43%)	3 Caucasian students with multiple SAS's (1 Males/2 Females)

Total Saturday Schools: 21	Total Students who served Saturday School: 15
-----------------------------------	--

Total Male Students: 12	Total Female Students: 3
-------------------------	--------------------------

Total Economically Disadvantaged Students: 6

Total SPED Students: 0	Total ELL Students: 0
------------------------	-----------------------

eStem Middle School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

24 African American (92%)	1 African American students with multiple suspensions (1 Male)
1 Caucasian (8%)	0 Caucasian students with multiple suspensions

Total Suspensions: 25	Total Students Suspended: 24
------------------------------	-------------------------------------

Total Male Students: 16	Total Female Students: 8
-------------------------	--------------------------

Total Economically Disadvantaged Students: 16

Total SPED Students: 5	Total ELL Students: 0
------------------------	-----------------------

Saturday Alternative School

25 African American (71%)	8 African American students with multiple SAS's (6 Males/2 Females)
5 Caucasian (43%)	0 Caucasian students with multiple SAS's

Total Saturday Schools: 35	Total Students who served Saturday School: 27
-----------------------------------	--

Total Male Students: 12	Total Female Students: 15
-------------------------	---------------------------

Total Economically Disadvantaged Students: 2

Total SPED Students: 3	Total ELL Students: 2
------------------------	-----------------------



2015-2016 eStem Elementary & Middle Public Charter School Student Handbook

Sign one for each child that attends eStem K-8

Behavior

eStem schools hold high expectations for student performance and behavior. Students are expected to show respect for fellow students, staff members, volunteers and members of the community with whom they have contact during the school day and at school events. Students are expected to take responsibility for their own behavior and for working towards their academic goal. Students will be held accountable for their behavior as defined in the Learning Compact. Repeated violations of the Learning Compact could result in removal from school. All rules will be strictly enforced.

Behavior - Offenses

Student behavioral offenses are categorized based on the severity of the action.

- **Category I Offenses:** Failure to comply with faculty or administrative directives; failure to comply with academic and dress codes; excessive tardiness.

Minimum consequence for Category I could include a Parent Conference.

Maximum Consequence for Category I could include Saturday Alternative School (SAS) or suspension for repeated violations.

- **Category II Offenses:** Disruption of the classroom; defacement of school property or the property belonging to another person; insubordination; emotional abuse of others, including teasing and bullying; vulgar or profane language; inappropriate physical contact; sexual, racial, or religious harassment; plagiarism or cheating; truancy or skipping class; petty theft; repeated violations of cell phone or other electronic devices during school hours; possession of tobacco products.

Minimum Consequence for Category II is Saturday Alternative School (SAS) or suspension.

Maximum Consequences for Category II could result in probationary status with suspension, removal, or expulsion.

- **Category III Offenses:** Theft; destruction of private property; destruction of school property; possession, use or distribution of drugs, including alcohol; vandalism of school property; possession of a weapon; performance of any act leading to the endangerment of

others; tampering with any safety device on school property; physical or sexual assault; communication of threats; repeated violations of Category I or II offenses.

The consequence for a Category III offense is automatic expulsion.

[Prev](#)[Next](#)

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eStem High School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

29 African American (72%)	5 African American students with multiple suspensions (3 Female/2 Male)
11 Caucasian (28%)	3 Caucasian students with multiple suspensions (2 Females/1 Male)

Total Suspensions: 40	Total Students Suspended: 32
------------------------------	-------------------------------------

Total Male Students: 16	Total Female Students: 16
-------------------------	---------------------------

Total Economically Disadvantaged Students: 15

Total SPED Students: 3	Total ELL Students: 0
------------------------	-----------------------

Saturday Alternative School

47 African American (66%)	7 African American students with multiple SAS's (3 Females/4 Males)
21 Caucasian (30%)	2 Caucasian students with multiple SAS's (2 Males)
3 Other Race (4%)	1 Hispanic student with multiple SAS's (1 Female)

Total Saturday Schools: 71	Total Students who served Saturday School: 61
-----------------------------------	--

Total Male Students: 34	Total Female Students: 27
-------------------------	---------------------------

Total Economically Disadvantaged Students: 29

Total SPED Students: 5	Total ELL Students: 0
------------------------	-----------------------



2015-2016 eStem High Public Charter School Student Handbook

Sign one for each child that attends eStem High

Behavior

eStem schools hold high expectations for student performance and behavior. Students are expected to show respect for fellow students, staff members, volunteers and members of the community with whom they have contact during the school day and at school events. Students are expected to take responsibility for their own behavior and for working towards their academic goal. Students will be held accountable for their behavior as defined in the Learning Compact. Repeated violations of the Learning Compact could result in removal from school. All rules will be strictly enforced.

Behavior - Offenses

Student behavioral offenses are categorized based on the severity of the action.

- **Category I Offenses:** Failure to comply with faculty or administrative directives; failure to comply with academic and dress codes; excessive tardiness.

Minimum consequence for Category I could include a Parent Conference.

Maximum Consequence for Category I could include Saturday Alternative School (SAS) or suspension for repeated violations.

- **Category II Offenses:** Disruption of the classroom; defacement of school property or the property belonging to another person; insubordination; emotional abuse of others, including teasing and bullying; vulgar or profane language; inappropriate physical contact; sexual, racial, or religious harassment; plagiarism or cheating; truancy or skipping class; petty theft; repeated violations of cell phone or other electronic devices during school hours; possession of tobacco products.

Minimum Consequence for Category II is Saturday Alternative School (SAS) or suspension.

Maximum Consequences for Category II could result in probationary status with suspension, removal, or expulsion.

- **Category III Offenses:** Theft; destruction of private property; destruction of school property; possession, use or distribution of drugs, including alcohol; vandalism of school property; possession of a weapon; performance of any act leading to the endangerment of

others; tampering with any safety device on school property; physical or sexual assault; communication of threats; repeated violations of Category I or II offenses.

The consequence for a Category III offense is automatic expulsion.

[Prev](#)[Next](#)

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	A	B	C	D
1	eStem High School on UALR Campus			
2				
3	UALR Building	eStem Grade	Year	Total
4				
5	Larson	10-11	17-18	300
6	Ross	12		150
7				
8	Larson	10-11	18-19	325
9	Ross	12	18-19	150
10				
11	Larson	10	19-20	275
12	Education	11	19-20	175
13	Ross	12	19-20	150
14				
15	Larson	10	20-21	275
16	Education	11	20-21	275
17	Ross	12	20-21	175
18				
19	Larson	10	21-22	275
20	Education	11	21-22	275
21	Ross	12	21-22	275
22				
23	Larson	10	22-23	300
24	Education	11	22-23	275
25	Ross	12	22-23	275
26				
27	Larson	10	23-24	325
28	Education	11	23-24	300
29	Ross	12	23-24	275
30				
31	Larson	10	24-25	375
32	Education	11	24-25	325
33	Ross	12	24-25	300
34				
35	Larson	10	25-26	375
36	Education	11	25-26	375
37	Ross	12	25-26	325
38				
39	Larson	10	26-27	375
40	Education	11	26-27	375
41	Ross	12	26-27	375

eStem High School on UALR Campus Security Measures

eStem High School and UALR Police Department will partner to provide security and law enforcement for all eStem students at any time while they are on the UALR campus.

Pedestrian access to the school will be via a designated pedestrian pathway from the parking lot to the high school buildings. Uniformed officers will be positioned at key locations to assist students crossing all roadways.

All parking lots are equipped with overhead lighting and emergency phones. eStem monitors will be stationed in parking lots during arrival and dismissal times. UALR campus police also provide shuttle service to parking lots if needed.

eStem students will be required to wear student identification badges at all times that are clearly visible and easily identifiable from the UALR student identification badge. All eStem High School buildings on the UALR campus used exclusively by eStem faculty and students will have a card access system installed. These buildings can only be accessed by eStem faculty and staff and UALR campus police. In shared buildings eStem faculty and students will be assigned to separate floors that can only be accessed by eStem faculty and staff and UALR campus police.

Additionally, security cameras will be installed in all buildings and on those designated floors that can be monitored by both eStem security officers and UALR campus police. eStem security officers will be in each building throughout the day.

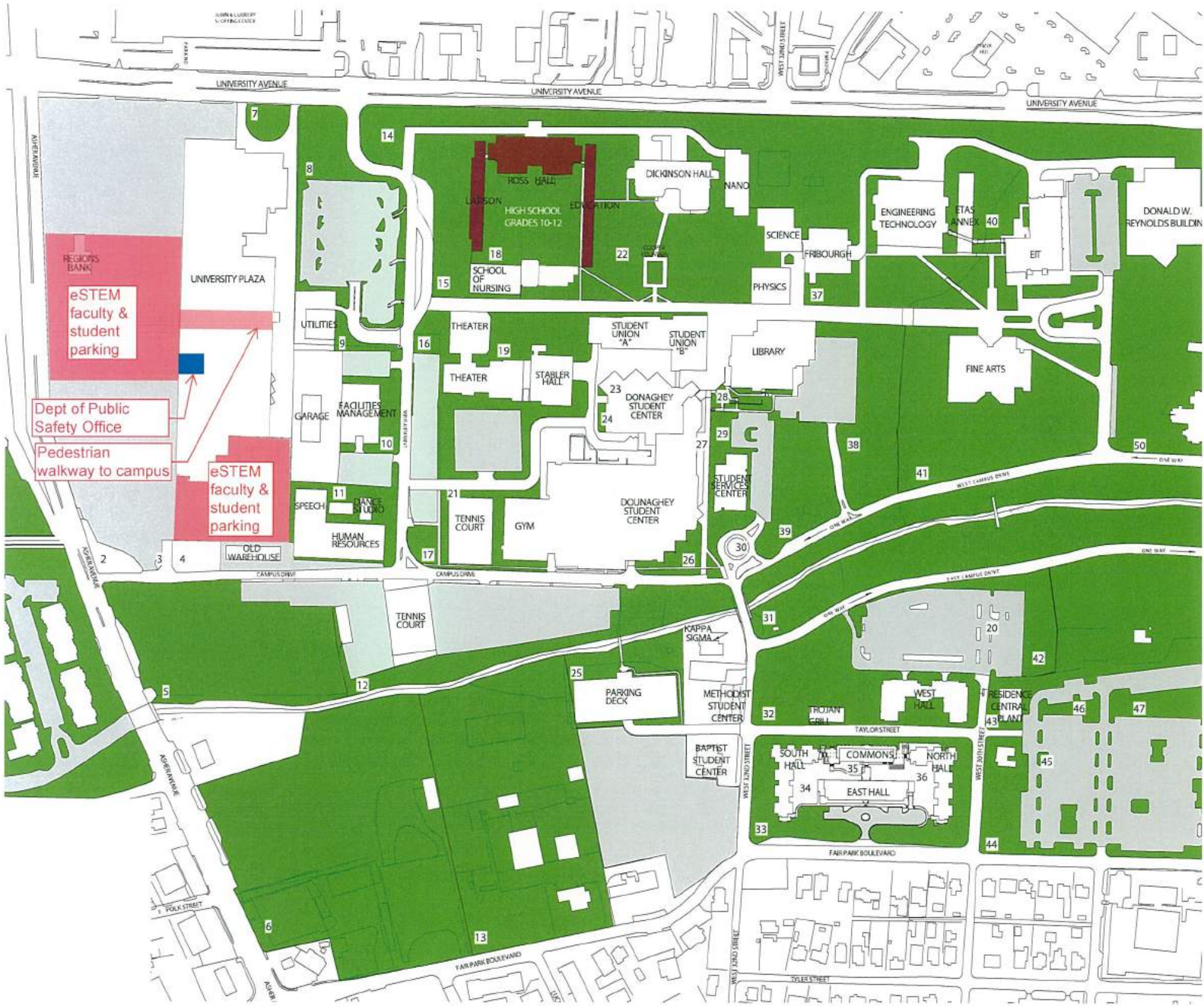
eStem Parking/Student Drop Off/Pick Up

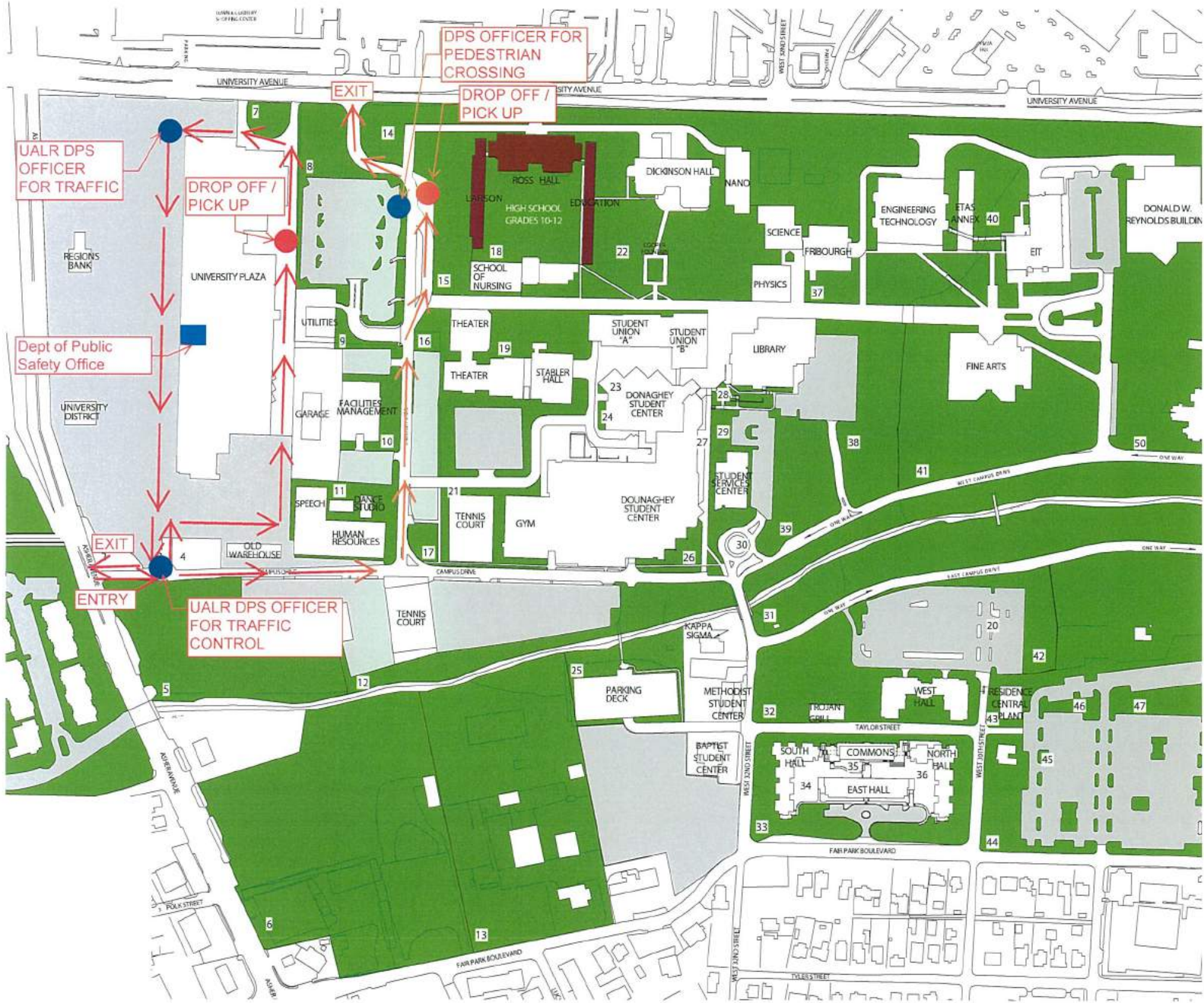
eStem Parking:

- eStem requires approximately 75 – 80 parking spaces for the faculty and administration
- eStem requires approximately 250 - 300 parking spaces for students
- Students and faculty will be allowed to park in the Plaza parking lot, which will accommodate over 900 vehicles.
- Visitor and ADA parking will be constructed adjacent to the building
- A new drop off and pick up lane will be created adjacent to the building
- Pedestrian access to the school will be via a designated pedestrian pathway through Lot 5 and across Campus Drive. Uniformed officers will be positioned at key locations to assist students crossing all roadways
- All parking lots are equipped with overhead lighting and emergency phones
- The UALR Department of Public Safety is located in the Plaza directly in front of the eStem student parking area

eStem Pick Up / Drop Off

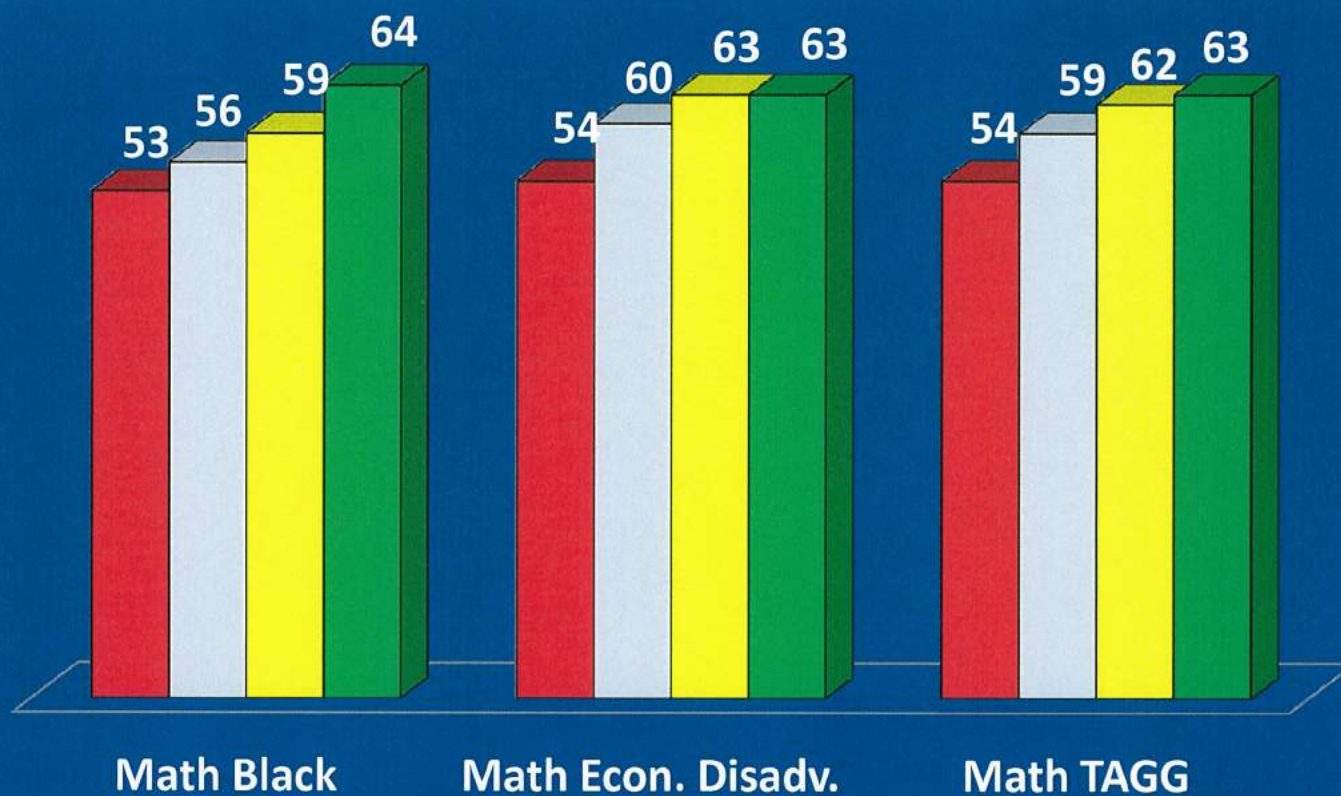
- There will be two key drop off and pick up points on campus
- The closest drop off / pick up area is directly in front of the new school building just off campus drive. An additional lane will be added to accommodate waiting cars.
- The additional drop off / pick up area is on the backside of the Plaza. There is room for 25 - 30 vehicles to stack at one time and not interfere with normal traffic flow.
- Each drop off / pick up area will be staffed with a uniformed officer to assist with traffic flow and pedestrian safety
- Each drop off / pick up area will be monitored by teachers and / or school administrators to assist with students entering and exiting vehicles
- Traffic will enter campus from Asher Avenue to allow ample area for vehicle queuing within the campus and not on public streets
- Traffic will be allowed to exit onto University Avenue from the school drop off / pick up area but not enter at certain times to prevent long lines on University Avenue.





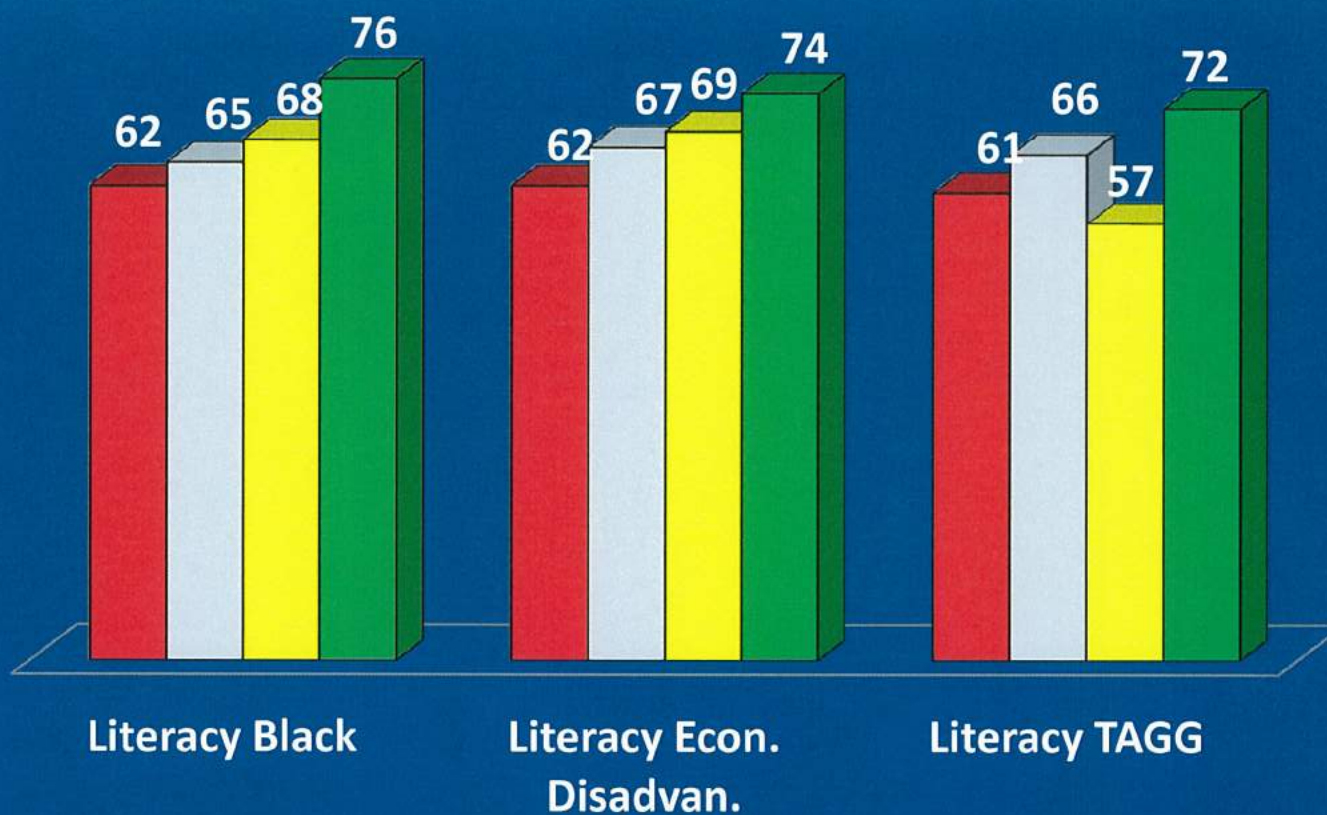
2012 ESEA Math

■ LRSD ■ NLRSD ■ PCSSD ■ eStem

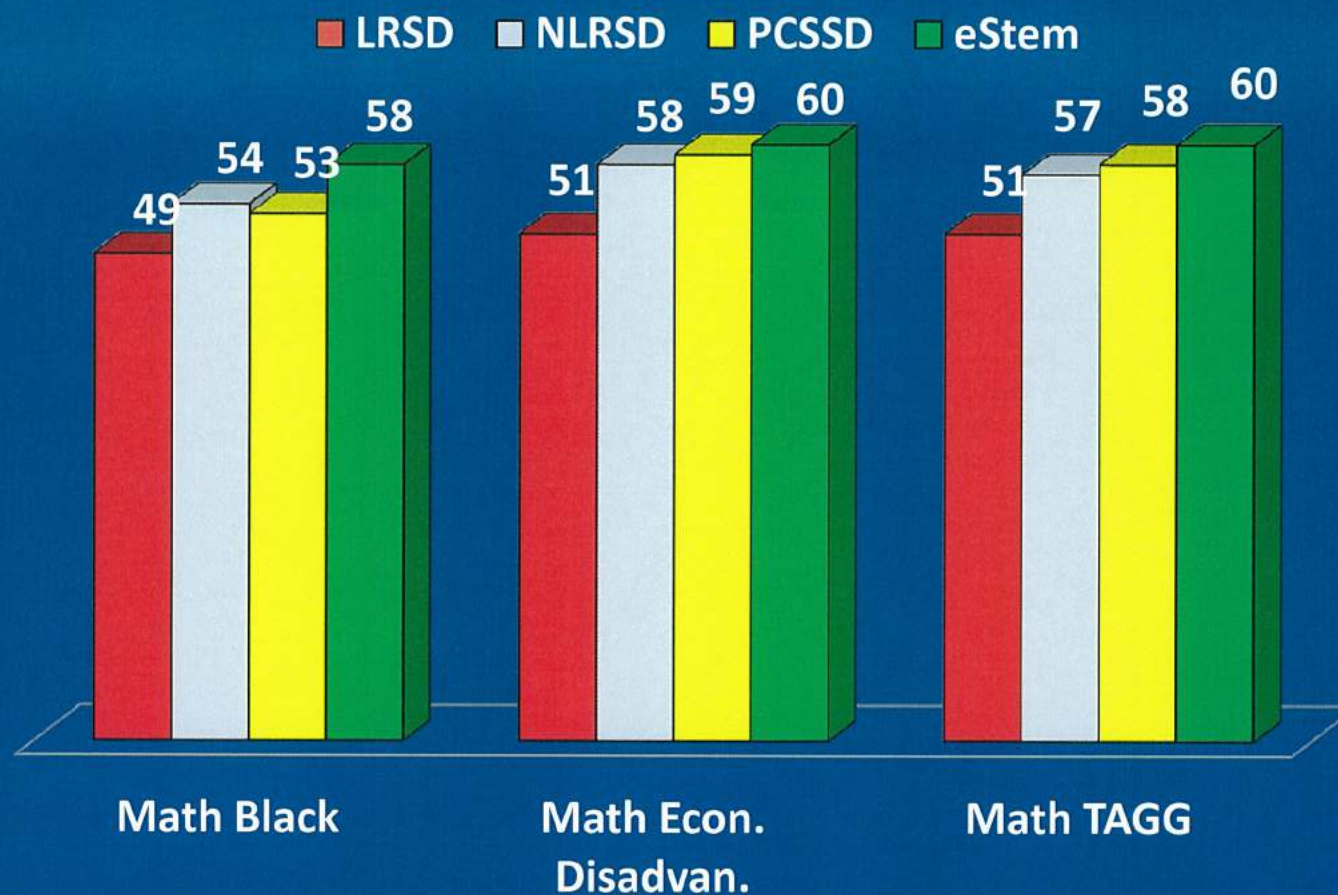


2012 ESEA Literacy

LRSD NLRSD PCSSD eStem

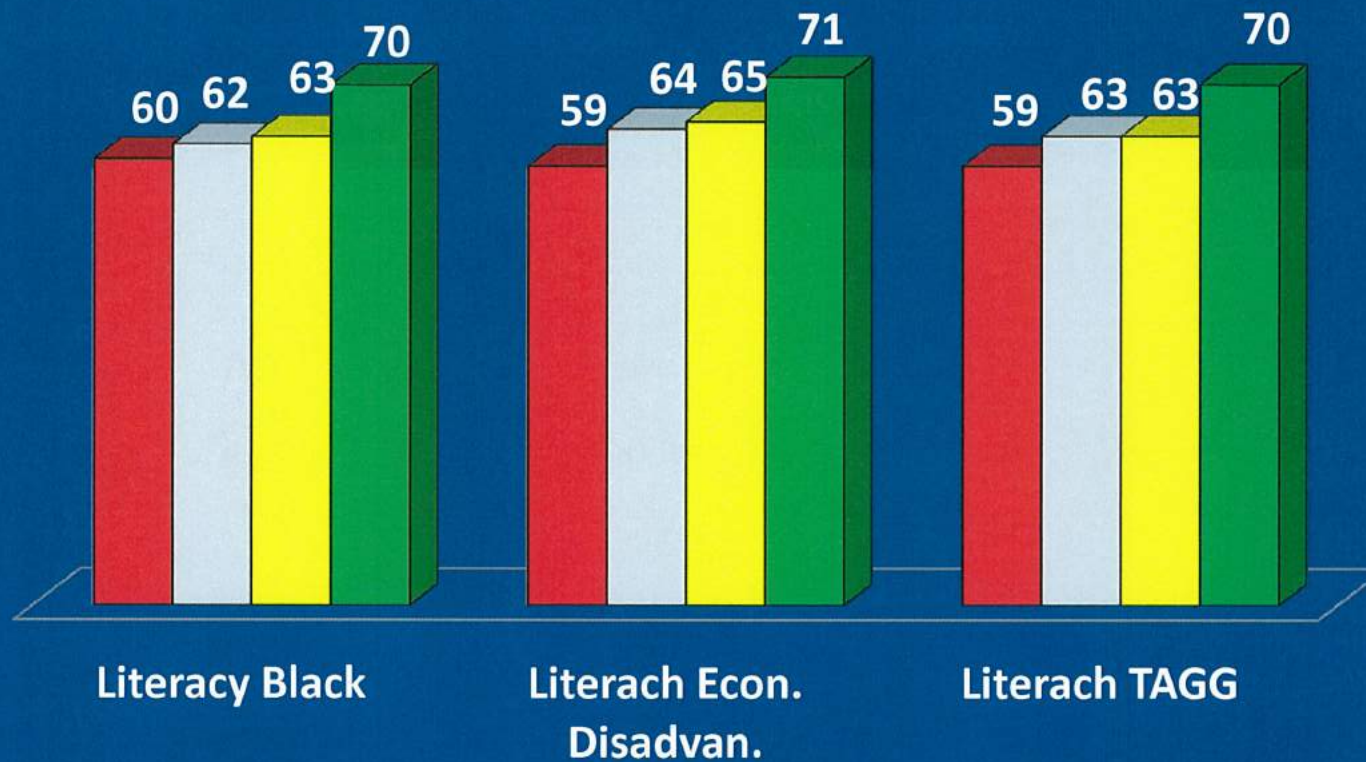


2013 ESEA Math



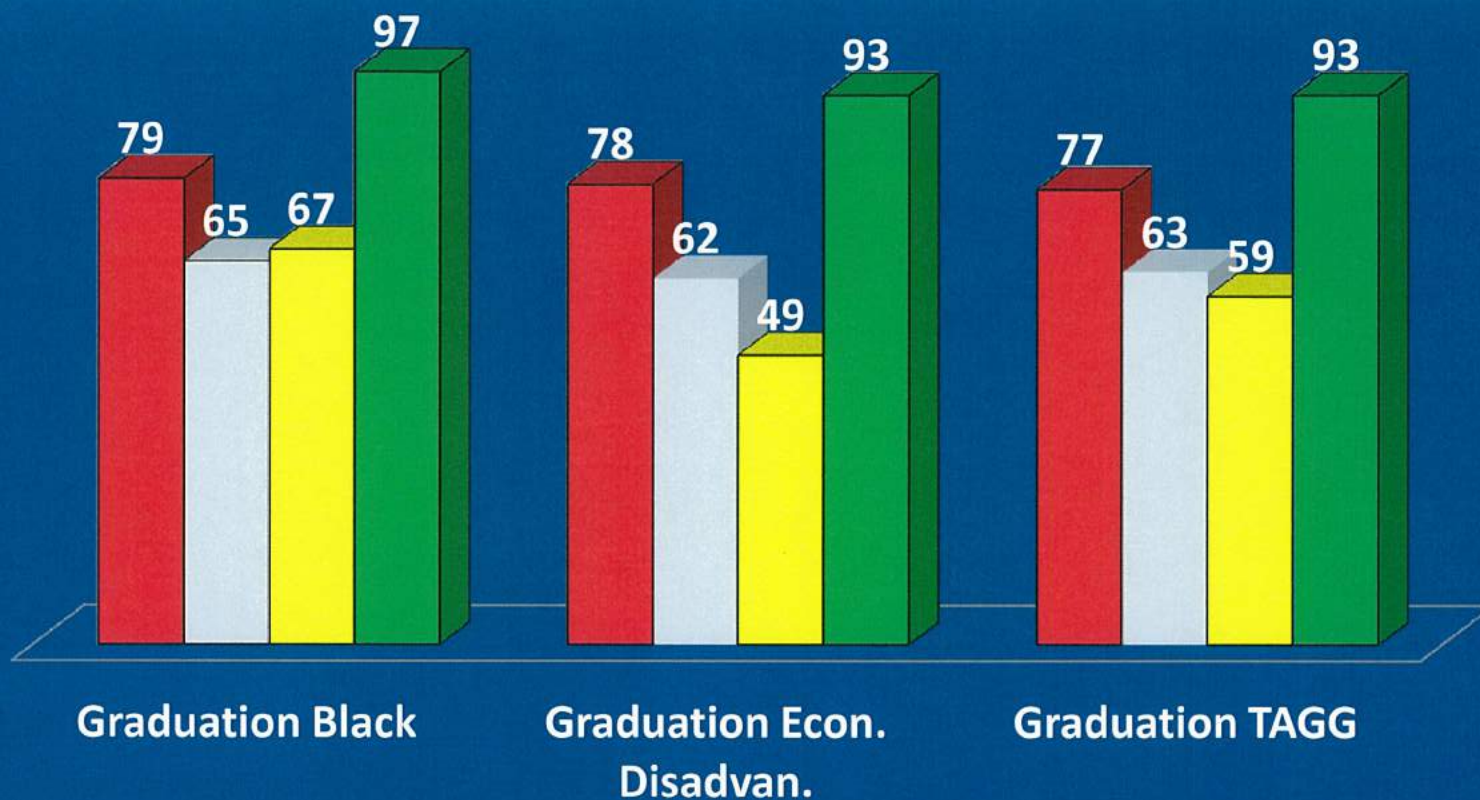
2013 ESEA Literacy

LRSD NLRSD PCSSD eStem



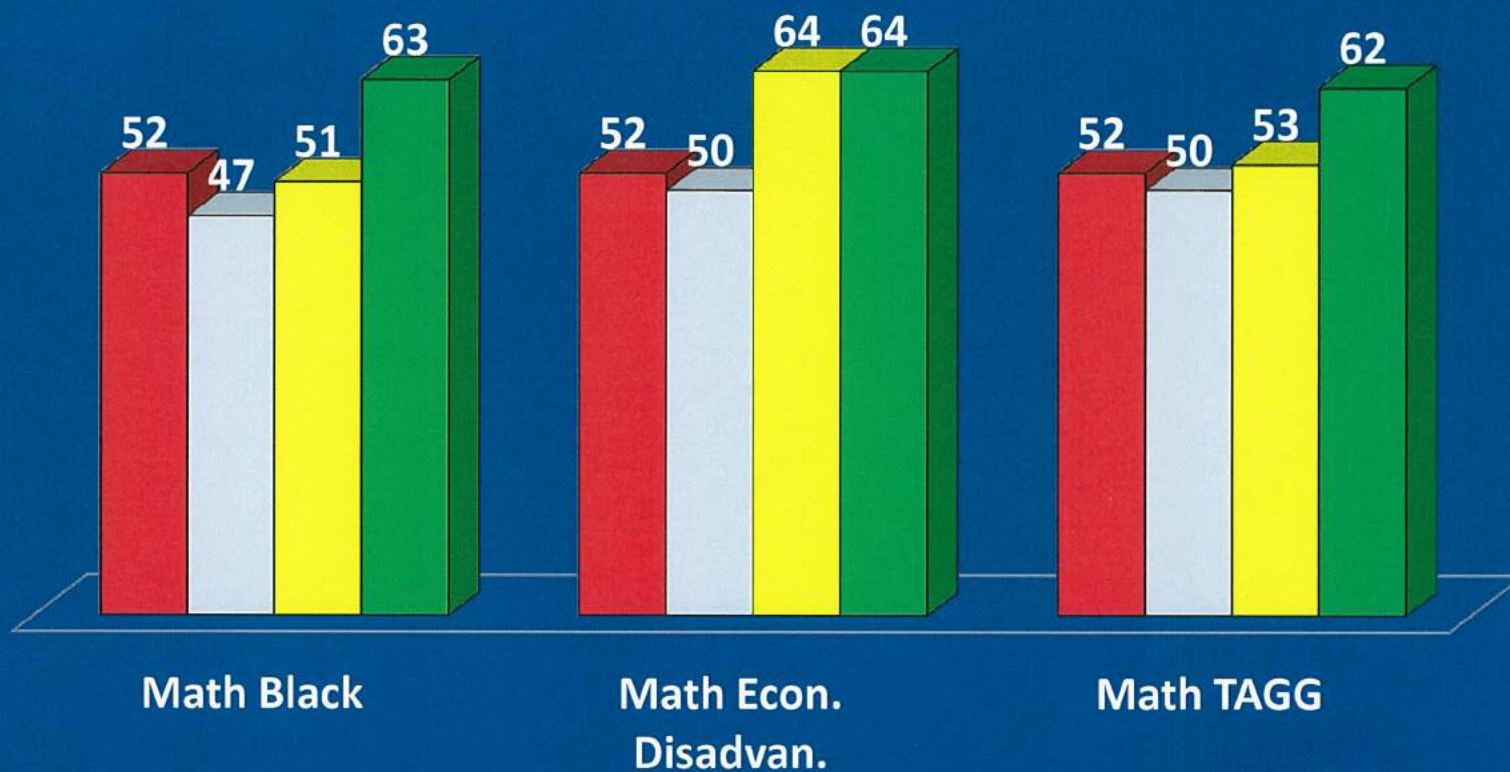
2013 ESEA Graduation Rate

LRSD NLRSD PCSSD eStem



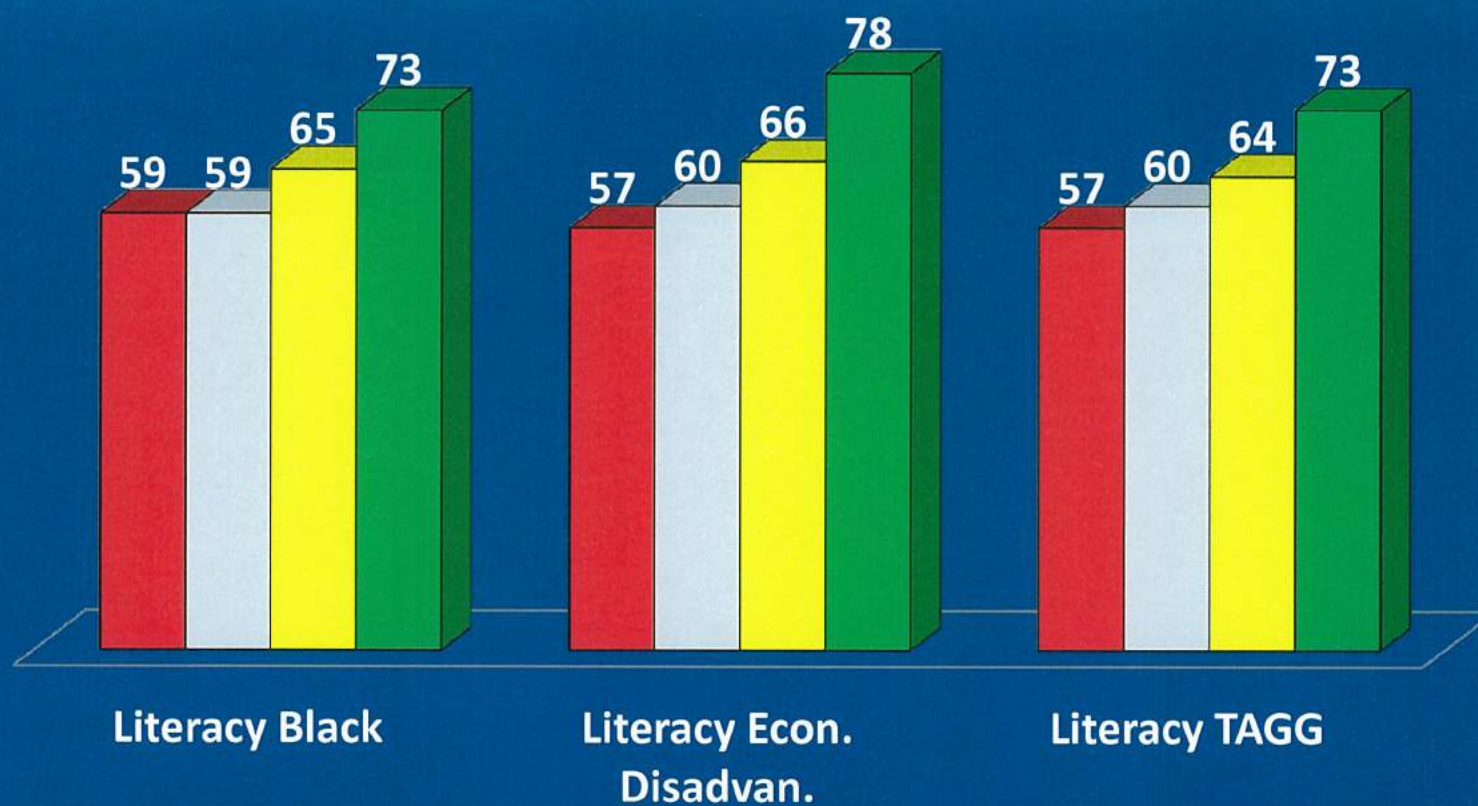
2014 ESEA Math

■ LRSD ■ NLRSD ■ PCSSD ■ eStem

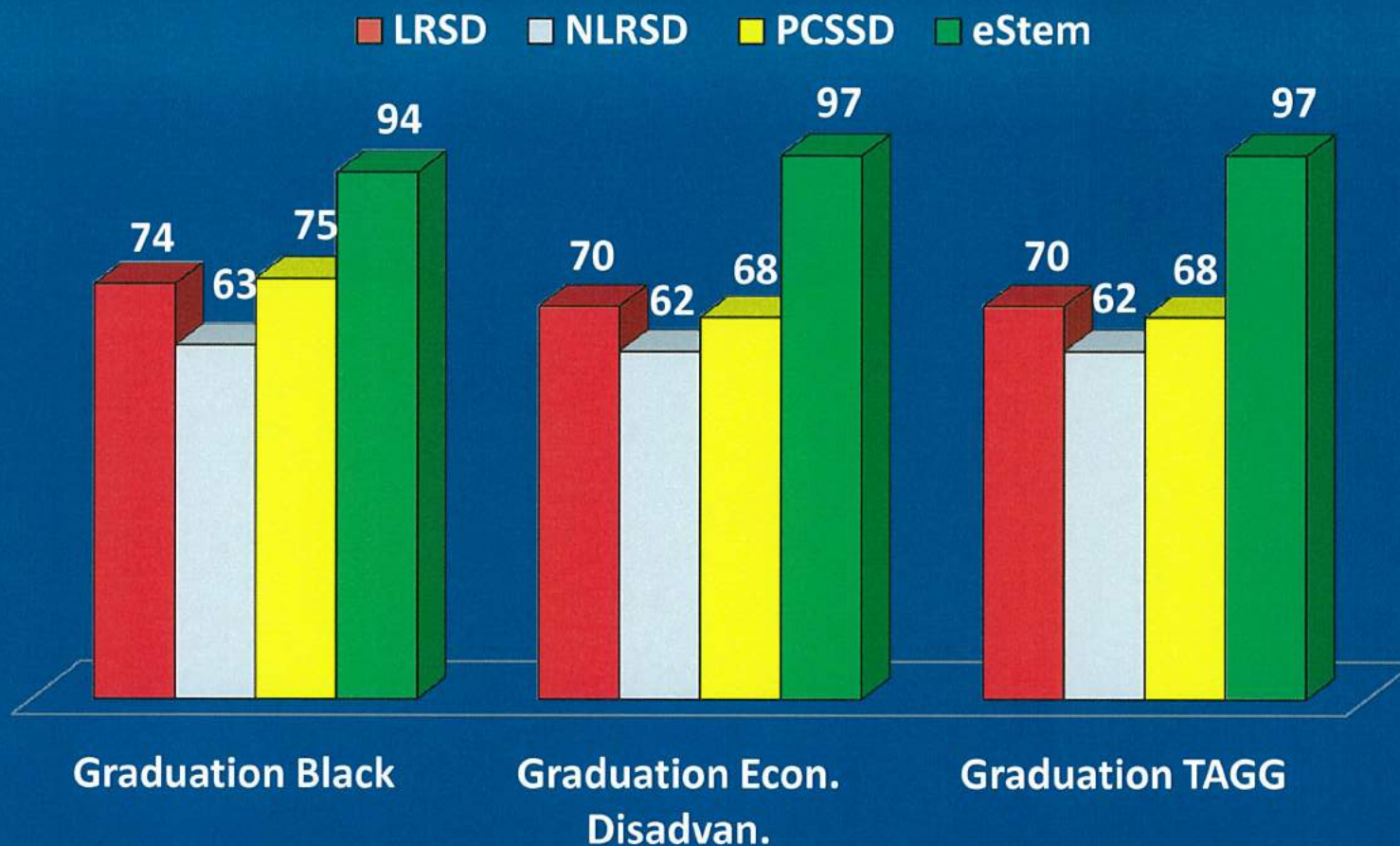


2014 ESEA Literacy

■ LRSD ■ NLRSD ■ PCSSD ■ eStem



2014 ESEA Graduation Rate





Charter Amendment Request

February 19, 2016

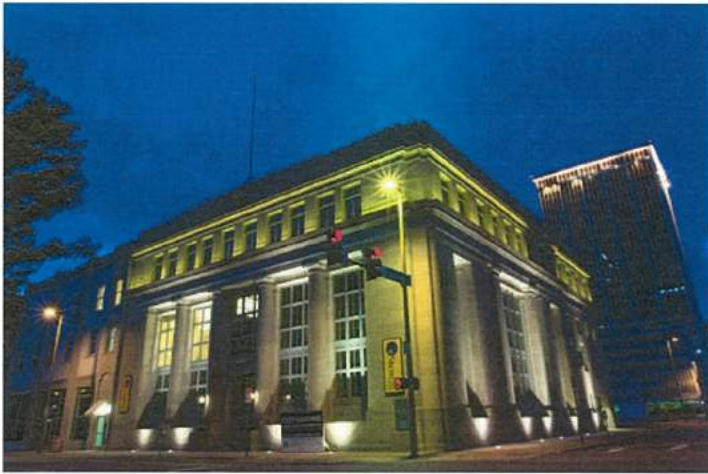


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Enrollment Data Exhibit V

Special Ed Data.....Exhibit VI

January 19, 2016

Arkansas Charter Authorizing Panel
#4 Capitol Mall
Little Rock, AR

Dear Charter Authorizing Panel Members,

I am writing on behalf of e-STEM Public Charter Schools' application to expand in Little Rock. The Walton Family Foundation has been a long supporter of e-STEM Public Charter Schools, and have seen the demand for this school option grow over the years.

Given the popularity of the e-STEM curriculum and culture, we are very pleased e-STEM has determined to build out and form important partnerships with UALR and other Little Rock communities to offer students even more options than they could previously.

As such, and given e-STEM's strong track record of performance, the organization would qualify for financial assistance from the foundation to support this growth should the Authorizing Panel approve the application.

Currently, e-STEM would qualify for two types of assistance:

- 1) Expansion grants up to \$500,000 for each new campus (at the rate of \$1,000 per each new seat added), and
- 2) Facilities assistance via our partnership with the Arkansas Development Finance Authority or other charter facility organizations through credit enhancement funds, gap grants, or Program-Related Investments (PRI's).

The foundation wholeheartedly supports e-STEM's growth per the submitted plan to the Authorizing Panel, and please don't hesitate to contact me if panel members have questions about these opportunities.

Sincerely,



Kathy Smith



EXECUTIVE
VICE CHANCELLOR
AND PROVOST

State Board of Education
4 Capitol Mall
Little Rock, AR 72201

February 3, 2016

Honored Members of the State Board of Education:

On behalf of the University of Arkansas at Little Rock (UALR), I am writing to support the UALR – eSTEM partnership that will create a new eSTEM campus to be housed at UALR. This model will transform Science, Technology, Engineering, and Math (STEM) workforce development in Arkansas and will serve as a transformative example for preparing high school students for post-secondary education.

This innovative partnership is essential for a state that has staggering disparities that oppress educational progress and economic vitality in the state. Students in Arkansas consistently rank below their peers across the country and the globe, and there are particular discrepancies in the educational attainments of minorities and women. As Dr. Brett Powell, the Director of the Arkansas Department of Higher Education, recently noted in Arkansas Business, “Arkansas is currently 49th of the 50 states in post-secondary attainment...only 21 percent of Arkansans hold a bachelor’s degree or higher...and as many as 263,000 adults in our state are under-educated based on job projections.”

This proposal provides a framework for the creation of an integrated model that brings together critical components for the development of a strong STEM educated workforce: eSTEM’s K-12 charter school, and a high quality college education that will lead to an effective and fulfilling career. The collaboration between the two institutions will use high impact programs within innovative and engaging learning spaces that will serve as a living-learning lab with a reciprocal effect. Students will benefit from university faculty who are leading scholars in their fields, and the university will have a working laboratory of students to support research and development of best practices in education.

This partnership benefits all involved and will put students on a trajectory for success that is unprecedented in the state and unlike any other model in the country. This is a paradigm shift that will spawn new ideas and revolutions in education and the primary beneficiaries are the students whom we most seek to serve.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
2801 South University Avenue Little Rock, Arkansas 72204-1099
(O) 501.569.3204 (F) 501.683.7082



EXECUTIVE
VICE CHANCELLOR
AND PROVOST

In summary, this dynamic union will accomplish the following goals:

1. Offer creative, innovative STEM learning opportunities for students while simultaneously providing professional development that is relevant to today's workplace.
2. Integrate college coursework into high school curricula resulting in students obtaining an Associate of Arts in General Studies from UALR with their high school diploma.
3. Decrease student time to degree; closing the gap between college degree attainment and career readiness
4. Provide interdisciplinary, experiential curricula that sharpen multiple intelligences and appeal to various learning styles with a focus on STEM.
5. Implement STEM curricula that is economically centered and rooted in the liberal arts.
6. Increase the number of individuals with college degrees in STEM disciplines in the state of Arkansas.
7. Expand technological innovations that increase the attractiveness of the state of Arkansas and the city of Little Rock as a place for technology-based companies to grow the state's economy.

The proposed model would strategically meet local, regional, and state needs and yield a stronger economic environment.

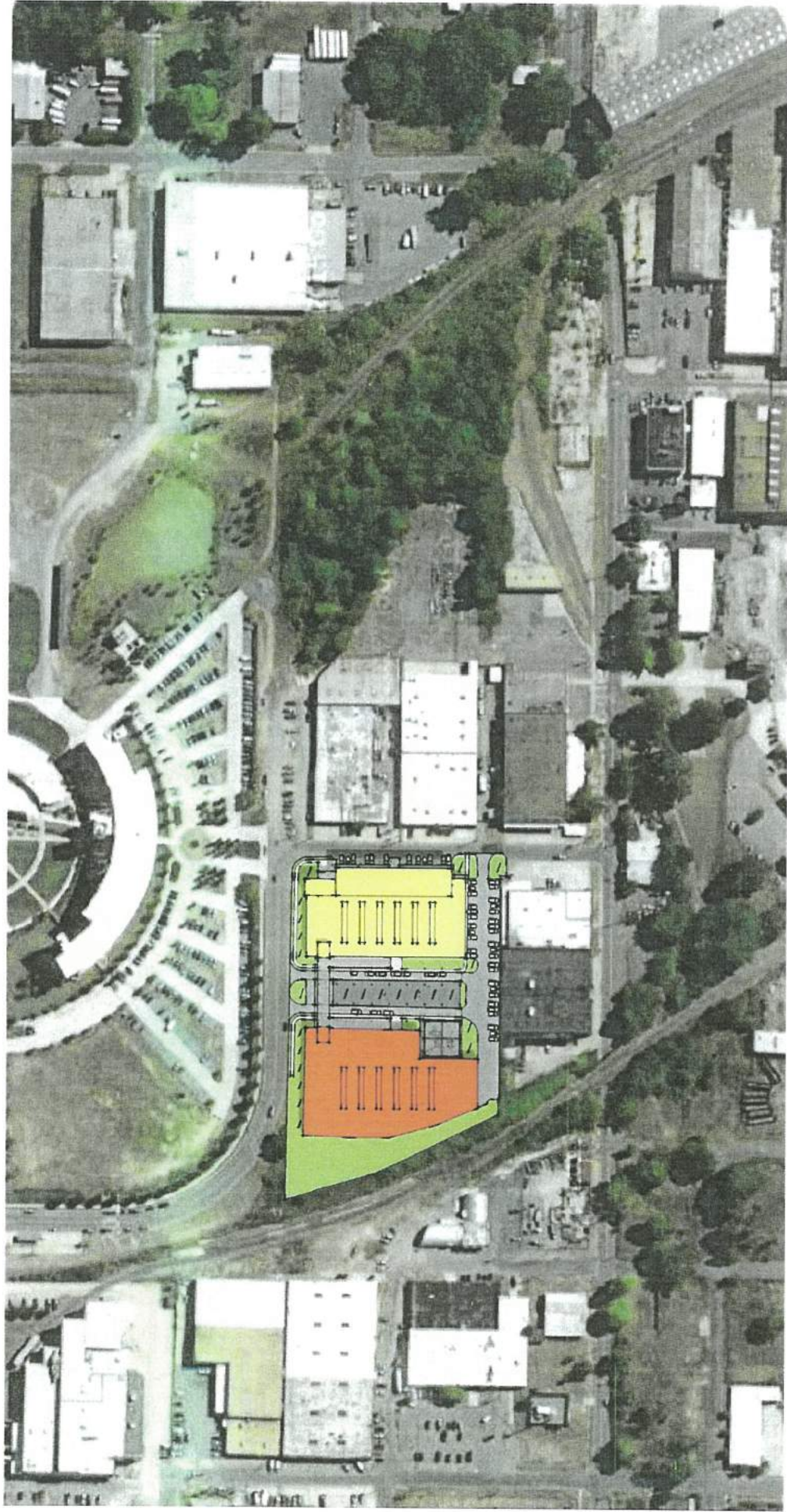
The University of Arkansas at Little Rock is fully committed to see the success of this partnership through dedication of staff, facilities, and needed funding. We know what this can mean for our students and our institutions, and look forward to reporting back to you the impact we will have on the great state of Arkansas.

With Great Respect,

A handwritten signature in blue ink, appearing to read 'Zulma Toro', is positioned above the printed name.

Zulma Toro, Ph.D.

Executive Vice Chancellor and Provost



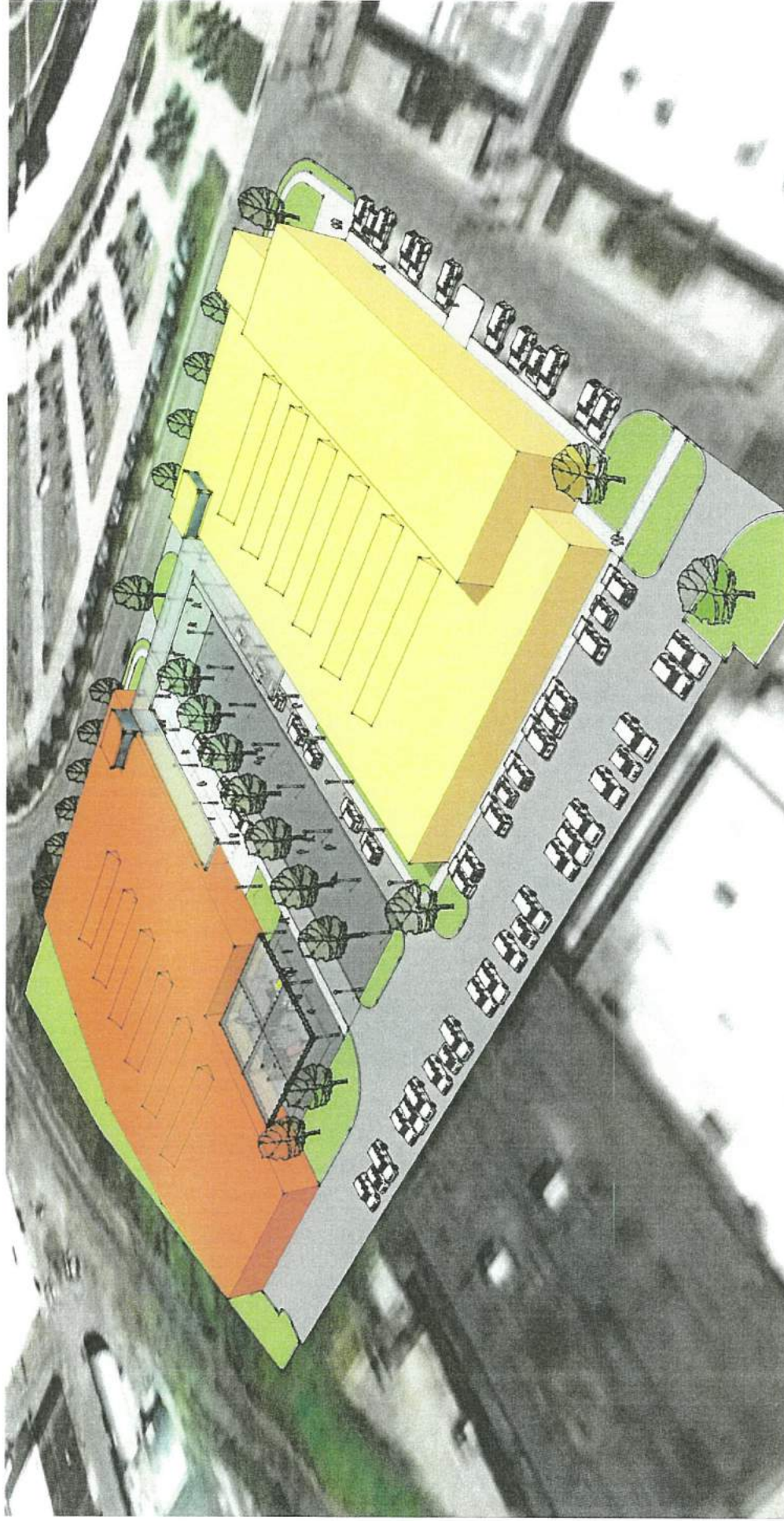
400 Shall Street
K-9 Campus
1245 Students



eStem Charter Schools
Little Rock, AR



WER Architects/Planners
Little Rock, AR



400 Shall Street
K-9 Campus
1245 Students



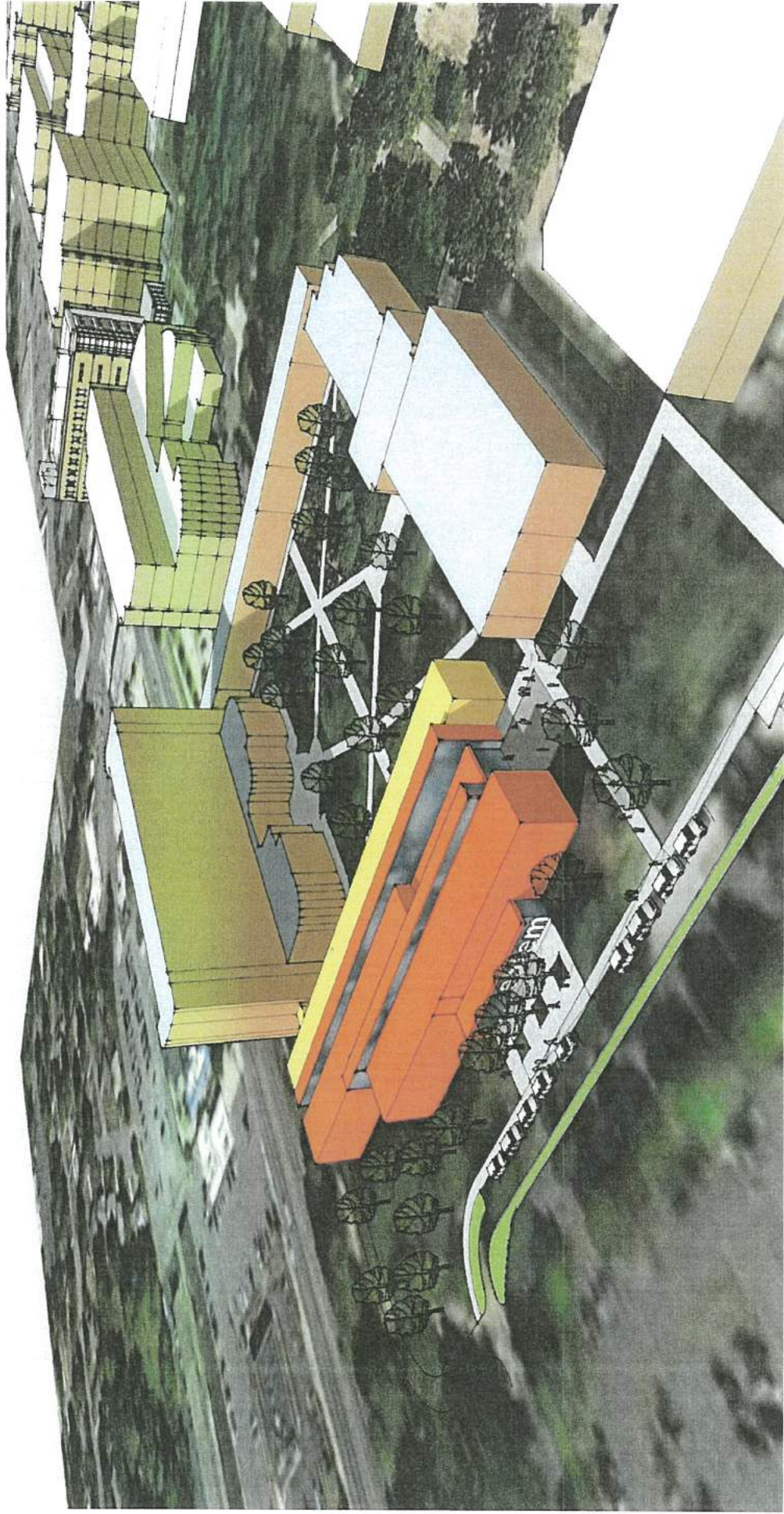
UALR Campus
High School 10-12
1,125 Students



eStem Charter Schools
Little Rock, AR



WER Architects/Planners
Little Rock, AR



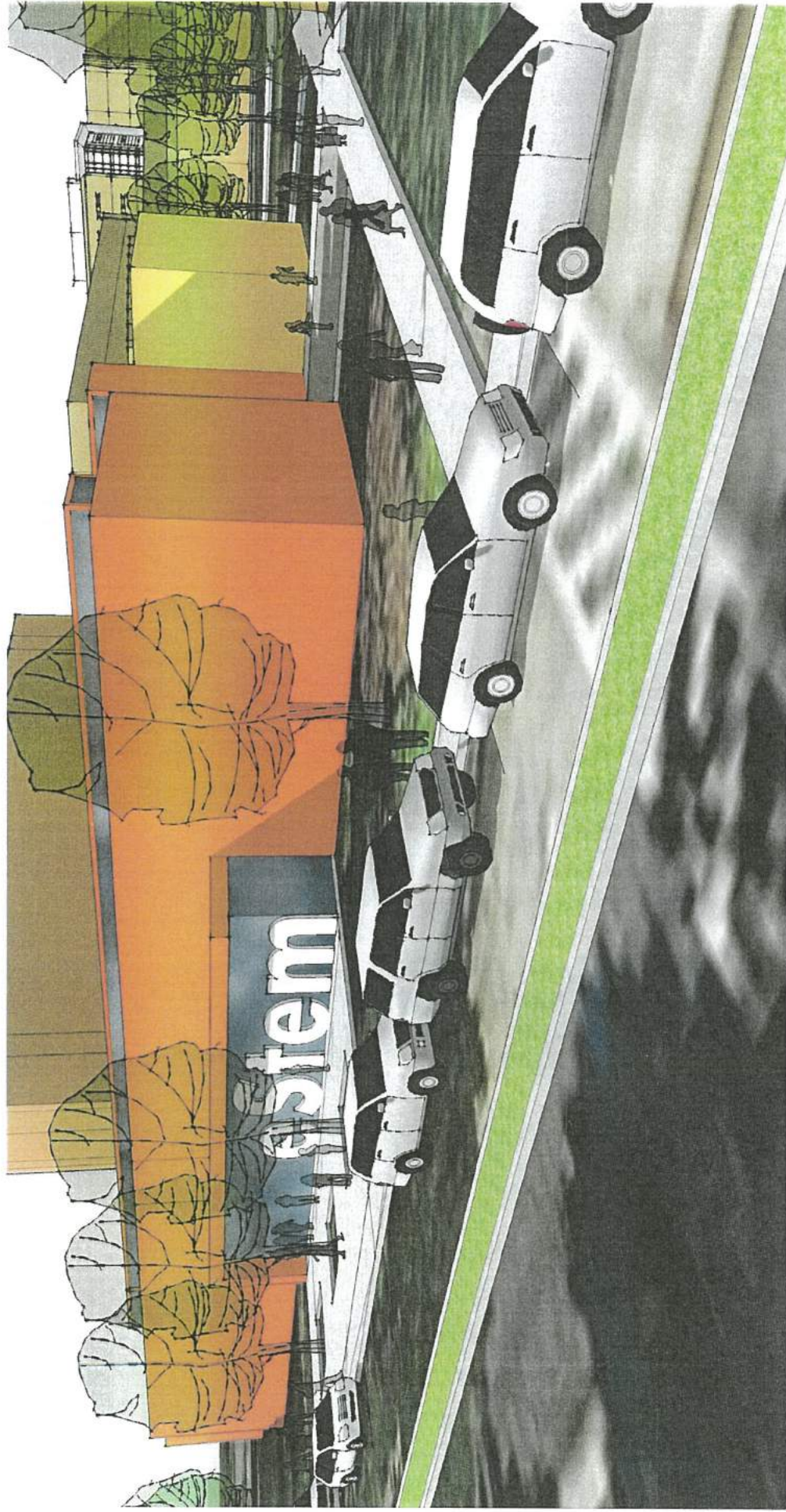
UALR Campus
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Little Rock, AR



eStem Charter Schools
Little Rock, AR



UALR Campus
High School 10-12
1,125 Students



WER Architects/Planners
Little Rock, AR



eStem Charter Schools
Little Rock, AR

Memorandum

To: Arkansas Department of Education Charter Authorizing Panel
 From: Baker Kurrus, Superintendent, Little Rock School District
 Date: February 2, 2016
 Re: Charter Amendment Requests for eStem Public Charter School (“eStem”) and LISA Academy (“LISA”), and Desegregation Analysis

INTRODUCTION. LRSD is under control of the Arkansas Department of Education (“ADE”). ADE also controls Pulaski County Special School District, and all of the 21 or so charter schools in Pulaski County. ADE also controls the Virtual Academy, headquartered here. Jacksonville is likewise under some degree of State control, until at least July 1, 2016. In short, ADE controls all of the school districts in Pulaski County except North Little Rock. It is relatively easy for me to assess the conditions that exist in LRSD today with respect to academic performance, facilities, staffing, budgeting, transportation and the like. If only current conditions are considered, the options in LRSD are becoming more clear.

It is much more challenging to address the potential problems that are on the horizon for LRSD. LRSD needs to make decisions today that meet the challenges of the future. If current decisions fail to take into account dynamic long range changes, the solutions for today’s problems will not meet future needs. Good leaders solve problems by anticipating them, and having solutions in place when the issues materialize.

I. A COMPREHENSIVE PLAN IS NEEDED FOR EDUCATION IN PULASKI COUNTY.

As I try to meet both the daily demands of this position and try to address the problems of the future, I am challenged by the fact that there is no comprehensive plan for the provision of public education in Pulaski County. This makes planning for LRSD almost impossible. If the ADE expects to continue to approve new charters, LRSD needs to plan for this. Without a comprehensive longer range plan, or at least some idea of the future plans that the ADE has for the school districts it controls, it is nearly impossible for LRSD to formulate a sensible plan.

Response: For almost thirty years, LRSD has supported school choice for families through the existence of magnet programs, specialty school programs, conversion charters, and school-choice/TNT (transfer no transportation) transfers, as well as other options. eStem believes that open enrollment charter schools (along with these various choice options) must be part of any comprehensive plan for education in our community. The eStem Board of Directors has engaged in a strategic planning process, tabbed eStem 2025, to develop detailed explanations of proposed student enrollment, facility utilization, and financial considerations over the next ten years.

Before I put forward more specific and detailed ideas, I think it would be helpful to describe a few of the principles which influence my current thinking.

It will be very difficult to sustain LRSD, or any school district, unless the district is broadly supported in its community.

A school district which fails to attract and retain a broad base of students will have an increasingly difficult challenge meeting test score requirements which do not take poverty into account. School districts grow much more efficiently than they shrink.

The State Board of Education has studied the configuration of school districts in our county. The State Board found that one district south of the Arkansas River would be the preferred configuration. There is, however, no apparent timetable for this development, and no clear plan to fund this. LRSD needs to know what else ADE has planned with respect to charter expansion, charter closure, and the coordination of the districts it controls.

Response: eStem applauds LRSD's efforts to address a need for community support for its operations. eStem also believes that the now more than 6,400 students who have applied for admission to eStem schools and are currently on wait lists represent an expression of community support for its efforts. The needs and desires of these children and their families should not be ignored.

Little Rock School District has excess capacity in schools in some areas, and very little capacity in others. Little Rock has many serviceable but aging facilities which need to be considered for replacement or refurbishing.

We must remember that LRSD is in academic distress. Today's pressing problem is student failure in some classrooms. Despite all of the issues that exist, the foremost concern for our students must be the urgent need to impart knowledge in the classroom today.

II. CURRENT CHARTER ENVIRONMENT.

There are now 13 charter schools within the boundaries of LRSD. Pulaski County has 21 open enrollment charter schools, not including the Arkansas Virtual Academy which is based in Pulaski County. These schools comprise 53% of total number of charter schools (Exhibit A). More importantly, these charter school districts enroll about 53% of the total number of charter school students in Arkansas. With the proposed increases, these charter schools within Pulaski County would enroll about 62% of the total number of charter school students in Arkansas.

Several of these charter organizations have, in essence, become competing school districts. LISA states that it requires the amendments to its charter to "complete the missing piece in a unified school system for K-12 education in West Little Rock." The eStem and LISA charter organizations are, by Arkansas standards, fairly large schools districts. For example, eStem has a current enrollment of 1,462, and is larger than 178 Arkansas school districts. LISA has 1,525 students, and is larger than 179 other school districts. The four schools operated by Responsive Education Solutions have a combined enrollment of 958. These pending amendments would raise the number of students at LISA and eStem by 2,957. eStem would then be larger than 233 school districts in Arkansas. If eStem meets its growth objective to enroll 5,000 students, it

would be the 17th largest school district in Arkansas. I am not aware of any of its waivers that have been so effective as to cause a change in ADE policy or practice.

Response: Enrollment capacity for charters is not written in legislation but is left to the Charter Authorizing Panel to determine on an individual charter basis. The current enrollment capacity for eStem schools is 1,462, and the organization is proposing a capacity increase of 2,382 students in its current charter amendment request. If eStem meets its requested capacity, this will represent slightly more than 1/3 (37%) of the more than 6,400 students currently on a wait list. If eStem meets its growth objective of enrolling 5,000 students by 2025, the maximum enrollment of students from the current wait list would be approximately 55%, thus leaving well over 2,800 students still on the list waiting for an opportunity to enroll in an eStem school.

Since opening in 2008, eStem has impacted the education landscape in the area and state through a variety of initiatives. A sample of these includes:

- **STEM Residency Program** – This program was approved by ADE as an alternative pathway to teacher licensure in the areas of mathematics and science.
- **Noble Impact Program** – In partnership with Noble Impact and the Clinton School of Public Service, this course of study incorporates public service and entrepreneurship into a sequence of experiences beginning in Kindergarten and culminating with a three-course sequence for high school students. The program is being developed in consultation with ACE for anticipated approval as a career/tech program of study.
- **Forest Heights STEM Academy** – The restructuring of Forest Heights Middle School in the LRSD into a K-8 school focused on STEM disciplines in 2014 closely followed the strategies discussed in the eStem charters.
- **NWEA interim assessments** – When eStem began using the NWEA assessment as a tool for assessing growth based on state standards in 2008, few districts in the state were implementing the tool. As eStem faculty and students became more experienced with using the assessment tool, work was done with other districts and through the Arkansas Public School Resource Center to share the value of the data. Today, more than 74 districts are using the NWEA assessments.
- **Economics as a graduation requirement** – When eStem began in 2008, a semester course in economics was made a requirement for all students to graduate from eStem High School. Subsequently, in 2009, a semester course in economics was made a requirement for all students in Arkansas to graduate (beginning with the class of 2014).
- **School calendar** – Since 2008, eStem has developed a school calendar each year that reflects the ending of the first semester prior to winter vacation, much like the calendars used by most colleges and universities. When eStem opened, other local school districts ended their first semesters in the second week after returning from winter vacation in January. Many have since adjusted their school calendars to reflect a semester ending prior to winter vacation. Additionally, due to the extended school year, eStem has developed breaks in the calendar including a full week at

Thanksgiving and a Fall Break. Other districts in the area have since adopted similar scheduling options for their faculty/staff, as well.

- **Waivers (Act 1240 of 2015) – eStem supported the passage of this act which allows “a school district to be granted the same waivers that are granted to an open-enrollment public charter school that draws students from the school district.” Shortly after passage of the act, eStem was contacted by high-level LRSD administrators who requested a list of waivers held by eStem in order to determine whether these waivers would be sought by LRSD as well.**

The general population in Little Rock School District is not growing in any substantial way. Much of the western part of the city of Little Rock is not located in the LRSD. Metroplan has provided me with very helpful data that shows estimated population trends. Metroplan estimates that the population within LRSD grew by an estimated .7percent per year (.007) over the period from 2010 to 2015. Growth of charter enrollment will reduce the size of LRSD, and will dramatically change the demographics of LRSD.

Response: Discussing the extent to which the population of Little Rock is growing deflects attention from the critical task of determining how best to serve the students and families who currently reside in the city. Many of these families have indicated a desire to attend eStem charter schools by submitting enrollment applications, and primary attention should be paid to meeting the needs of these existing students.

III. IMPACT ON LRSD.

As a simple matter of mathematics, if LISA and eStem are successful with their announced plans, LRSD has to plan for a much smaller enrollment. Not only will LRSD’s enrollment be much smaller, it will be different demographically. If the pending expansion applications of eStem and LISA are granted, and if these schools continue to enroll students who are similar to the ones those schools currently enroll, the racial balance in LRSD changes, the percentage of students in poverty increases, and the percentage of special education students increases. These important considerations are shown on Exhibit B. If the charter expansions of eStem and LISA are approved, and those schools enroll 75% of their new students from LRSD in the same percentages as they currently do, LRSD’s white population goes down by 22%. If all the students come from LRSD, the white population drops by almost 30%. Poverty and special education population percentages rise with every expansion of LISA and eStem, because they do not enroll these students at the same levels as LRSD.

In summary, if eStem and LISA continue to enroll students with their current demographics, LRSD becomes more segregated by race and income, and has a higher percentage of students with special needs.

It will be much more difficult to exit from academic distress in this environment. As more of the higher achieving students are lost, a greater number of non-proficient students must be raised to proficiency in order to meet the exit threshold percentage.

Response: The percentage of students enrolled in eStem schools from the Little Rock School District has been in decline for several years. At present, just over 55% of students enrolled at eStem came from the LRSD. This is far smaller than the 75% figure presented in the LRSD letter, thus any discussion of the impact of an eStem expansion on LRSD should be conducted using accurate expectations. Further, the demographic breakdown of eStem's current population closely reflects the demographic breakdown of the population of the city of Little Rock, according to 2014 census data. The random, anonymous lottery process for admission to eStem works well. (See Exhibit I.)

IV. COMPETITION AND CHOICE.

Competition and choice have been a part of the landscape in Little Rock for many years. Policies which promote fair competition and informed choice are beneficial to all concerned, especially if there is a plan which minimizes the expense of massive duplication. Actions which do not promote fair competition or informed choice, or actions which result in negative segregative impacts, should be avoided. Actions which result in huge public and private investment, and which ultimately strand much of that investment in the form of excess capacity, should be avoided.

Response: Certainly, eStem agrees that actions which result in huge public investment should be discussed. An analysis of per pupil spending in the 2014-2015 school year reflects the following: LRSD (\$13,704.459 per child), NLRSD (\$10,304.709 per child), PCSSD (\$11,283.710 per child), eStem (\$7,907.245 per child). Thus, eStem spends roughly 57% of the funding that the LRSD spends per child. Given historical patterns of performance, the investment in eStem seems to be a reasonable investment in the children and families served. (See Exhibit II.)

Additionally, the implication that the amendments proposed by eStem represent “massive duplication” can simply not be supported by evidence. The partnership proposed between eStem and UALR represents a unique K-12/higher education collaboration that is unlike any that currently exist in the state and region.

Attached as Exhibit C is a chart showing the relative poverty rankings, based on free and reduced-price lunch qualification (“FRPL”), and the percentages of students who are proficient and advanced, from the public elementary schools. This chart shows that eStem and LISA are amongst the most wealthy schools in the area. By itself, and without State action, the existence of a relatively wealthy school is not indicative of anything other than demographics and housing patterns. However, the creation of school systems which result in economic segregation should be considered very carefully. eStem and LISA have a lower percentage of FRPL students than all but three of LRSD's elementary schools. They are slightly more affluent than Fulbright, which serves a relatively wealthy school zone.

Little Rock Preparatory Academy is in the upper income range when compared to LRSD schools. The surrounding LRSD schools have higher FRPL percentages. LRSD schools with similar populations achieve at higher levels than the charters.

Response: LRSD is making a false comparison in Exhibit C. The concept developed by LRSD of an “Academic Rank” is not valid. All schools do not have the same opportunity to obtain “Difference” points, thus the ranking used is not reflective of a valid comparison of schools. For example, had eStem achieved its highest ranking in both math and literacy, according to the LRSD scale, its “Average Difference” would have been a “4” which would have placed it approximately 8th in the rankings. (See Exhibit III.)

Further, LRSD is only using data from the 2015 PARCC assessment to make its comparisons. An analysis of PARCC data by *Education Week*, published on Feb. 3, 2016, found that “Students who took the 2014-2015 PARCC exams via computer tended to score lower than those who took the exams with paper and pencil – a revelation that prompts questions about the validity of the test results and poses potentially big problems for state and district leaders. Officials from the multistate Partnership for Assessment of Readiness for College and Careers acknowledged the discrepancies in scores across different formats of its exams in response to questions from *Education Week*.” Students in LRSD took the 2015 PARCC assessment via paper and pencil while eStem, NLRSD, and PCSSD were among the majority of districts that took the exams using computers. While an analysis of scores in Arkansas was not included in the article, scores from a variety of states were examined and sizable gaps were often found. For example, among Illinois high school students who took PARCC English/language arts exams online, only 32% scored proficient while more than 50% who took the paper version of the exam reached the proficiency level. (See Exhibit IV.)

The causes of the economic segregation, which tends in Little Rock to follow racial lines, are apparent in both current practice and in the plans outlined in the pending applications. eStem and LISA are located where parents must drop their students off or arrange transportation for their students. This lowers the poverty percentages to about half of the LRSD average. It is appropriate to note that the eStem and LISA expansions are planned for areas which have expensive real estate. If the purpose is to educate students of greatest need who otherwise are not achieving (as the charter statute states), then the appropriate location would be in a higher poverty area, where real estate tends to be less expensive. The proposed location of the eStem on Shall Street, at an annual rental of \$1,040,000 is especially perplexing. LRSD already has a large surplus of available seats in the area, as shown on Exhibit D. LRSD has approximately 1,994 excess seats when measured by the students who actually reside in the surrounding zones. LRSD buses over 1,000 students a day to the area and still has almost 1,000 open seats available now. LRSD does not wish to fill these seats with policies that promote segregation, by race, economics or physical condition.

Response: The areas selected by eStem for proposed school locations (University District neighborhoods, East End, Hanger Hill) could hardly be described as having “expensive real estate.” The figure cited for the Shall Street location includes an amount necessary to cover debt service on the purchase and renovation of the facility. eStem has analyzed the data from the wait list by zip code and determined that a large majority of families reside in the area around UALR (72204 = 797 students, 72209 = 690 students, 72206 = 496 students, 72205 = 373 students). The 6,400 plus students currently on the wait list have indicated a previous desire to attend the eStem schools currently located at 3rd and

the Financial District of downtown Little Rock. The proposed location at 400 Shall Street is within approximately 8 blocks of the current location. (See Exhibit V.)

eStem has announced a partnership with the University of Arkansas to house a high school on the UALR campus.

The chart attached as Exhibit B shows the current populations of special education students enrolled at LRSD, LISA and eStem. The chart speaks for itself, but it simply must be noted that LRSD has almost twice the percentage of students with special needs as does LISA or eStem. The comparative levels of disability of all of these students needs further study.

Response: According to December 2015 Child Count data, eStem's population consists of 112 special needs students (7.7% of the total population). LRSD's population consists of 11.73% students with special needs. Simple math tells us that the assertion that LRSD has "almost twice the percentage of students with special needs" as does eStem would be a gross exaggeration of the facts. (See Exhibit VI.)

Competition is certainly valuable in many ways, but it must be fair. LISA and/or eStem seek waivers of class size limits, licensure and related disclosure, basic employee protections afforded to teachers in Arkansas, and the like. The request to waive class size limits proves the point that the students who are enrolled are much different fundamentally from the average students who attend public schools in Arkansas.

Response: Under Act 1240 of the 2015 Regular Session, a school district can "be granted the same waivers that are granted to an open-enrollment public charter school that draws students from the district." LRSD has every right to pursue the waivers currently held by eStem (and any new waivers approved through the amendment request process). In fact, senior level administrators in LRSD contacted eStem administration shortly after Act 1240 was passed requesting a copy of the waivers granted to eStem in its original charter application. These documents were shared with LRSD.

It is hard to argue against competition and choice. However, the competition needs to be fair, and people need to make informed choices based on permissible discriminators.

In addition, the competition is not being held under similar rules. Charters simply do not enroll poor kids or disabled kids at a rate which approaches the rates in most schools in LRSD.

Response: The population of eStem students closely reflects the demographic composition of the population of the city of Little Rock in terms of race, economic status, and special needs. This should be seen as a positive result of school choice in the community.

Charters which enroll lower numbers of poor and disabled students have higher average test scores than schools with high number of low-income students. That is certainly the case almost everywhere. Public charters in Little Rock that enroll low income students struggle. One of the most poignant aspects of my planning analysis is that the closure of a failing charter will further compound LRSD's challenge, because these students in failing charters will probably come back

to LRSD. In the meantime, if some charters continue to under-enroll students of greatest need, the challenge faced by LRSD becomes monumental. The obligation to provide a free and adequate education for all students ultimately falls on the State of Arkansas, so the issues in question are tremendously important.

Response: The counter argument could be made here that charters enroll large numbers of students from local districts who are not performing at grade level when they arrive at the charter school. When analyzing data for students at eStem, a discrepancy regularly exists between students who have been enrolled at eStem for three or more years in comparison to those who have been in the school for two years or less.

V. CONCLUSION.

No matter how anyone feels about competition and choice, we still need to make the best planning decisions possible.

Until there is a comprehensive plan for the provision of public education in Little Rock and Pulaski County, it will be almost impossible to formulate a long-range plan for LRSD's staffing and facilities needs. It is clear that a new southwest Little Rock high school is needed, and the west Little Rock middle school will be in high demand. In other areas, the decisions depend on the State's actions with respect to charterization and privatization. I suggest we take a step back, and form a comprehensive plan for education children in our county. As the controlling entity for most of the county's districts, the ADE should take the lead role.

If you celebrated the life of Dr. Martin Luther King, Jr. recently, I urge you to re-read the letter from a Birmingham jail, especially the part where he said, "Whatever affects one directly, affects all indirectly." He was right, especially when it comes to Pulaski County public education. Before actions are taken which result in huge expenditures of public money, there should be a plan drawn by the controlling and funding entity, with the collaboration of those impacted.

Response: As previously stated, open enrollment charter schools are part of the fabric of public education in the Little Rock community. Any discussion of comprehensive planning must take into account the needs of the 1,462 students currently attending eStem schools, as well as the desires of the more than 6,400 students currently on wait lists to attend an eStem school.

eStem Impact on LRSD

Enrollment Year	LRSD Enrollment	LRSD Free and Reduced	LRSD Poverty Rate	State Enrollment	State Free and Reduced	State Poverty Rate
04/05	24,424	14,329	58.67%	455,515	240,470	52.79%
05/06	25,095	15,352	61.18%	463,890	250,663	54.04%
06/07	25,500	15,869	62.23%	465,613	254,561	54.67%
07/08	25,738	16,458	63.94%	466,391	258,816	55.49%
08/09	24,660	15,995	64.86%	465,801	264,032	56.68%
09/10	24,380	17,066	70.00%	467,061	276,206	59.14%
10/11	24,226	16,975	70.07%	468,066	280,914	60.02%
11/12	24,049	17,100	71.10%	468,656	283,503	60.49%
12/13	23,594	16,955	71.86%	471,867	287,775	60.99%
13/14	23,676	14,841	62.68%	474,995	289,215	60.89%
14/15	23,363	17,499	74.90%	476,083	294,339	61.83%
15/16	23,164	18,746	80.93%	476,049	299,579	62.93%

Enrollment Year	LRSD Enrollment	Black	White	Hispanic
04/05	24,424	16,738	5,968	1,226
05/06	25,095	17,173	6,111	1,343
06/07	25,500	17,432	6,027	1,533
07/08	25,738	17,715	5,773	1,733
08/09	24,660	16,936	5,354	1,865
09/10	24,380	16,574	5,353	1,927
10/11	24,226	16,245	5,087	2,174
11/12	24,049	16,114	4,819	2,322
12/13	23,594	15,708	4,549	2,540
13/14	23,676	15,689	4,380	2,728
14/15	23,363	15,371	4,164	2,925
15/16	23,164	15,070	4,065	3,124

Enrollment Year	eStem Students from LRSD	Black	White	Hispanic
09/10	657	315	269	36
10/11	778	384	312	49
11/12	904	441	371	24
12/13	891	439	181	25
13/14	846	417	321	43
14/15	831	404	316	43
15/16	808	407	298	41

eStem Public Charter Schools, Inc											
Projected Demographic Impact On LRSD By Year											
eStem Public Charter School											
Current Enrollment					1,462						
Proposed Enrollment Increase 17/18--26/27					2,382						
Revised Enrollment					3,844						
Current % enrollment to come from LRSD	2,382 X 55.27%=				1,317	(See Exhibit V)					
Current % of Projected Increase for F & R	2,382 x 32.63=		777			(See Exhibit III)					
Current % of F&R from LRSD	777 X 59.75=				464	(See Exhibit III)					
Current % of Projected Increase for Special Ed	2,382 X 7.66=		182			(See Exhibit VI)					
Current % of Special Ed from LRSD	182 X 54.46=				99	(See Exhibit VI)					
	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	Total
Increase By Year	462	1,026	172	207	165	75	50	100	75	50	2,382
% Increase Per Year	19.40%	43.07%	7.22%	8.69%	6.93%	3.15%	2.10%	4.20%	3.15%	2.10%	100.00%
Total Projected students from LRSD= 1,317	255	567	95	114	91	41	28	55	41	28	1,317
Projected Free & Reduced from LRSD= 464	90	200	34	40	32	15	10	19	15	10	464
Projected Special Ed from LRSD= 99	19	43	7	9	7	3	2	4	3	2	99

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EDUCATION WEEK

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PARCC Scores Lower for Students Who Took Exams on Computers

Discrepancy Raises Questions About Fairness

By Benjamin Herold

Students who took the 2014-15 PARCC exams via computer tended to score lower than those who took the exams with paper and pencil—a revelation that prompts questions about the validity of the test results and poses potentially big problems for state and district leaders. [Back to Story](#)

Officials from the multistate **Partnership for Assessment of Readiness for College and Careers** acknowledged the discrepancies in scores across different formats of its exams in response to questions from *Education Week*.

"It is true that this [pattern exists] on average, but that doesn't mean it occurred in every state, school, and district on every one of the tests," Jeffrey Nellhaus, PARCC's chief of assessment, said in an interview.

"There is some evidence that, in part, the [score] differences we're seeing may be explained by students' familiarity with the computer-delivery system," Nellhaus said.

In general, the pattern of lower scores for students who took PARCC exams by computer is the most pronounced in English/language arts and middle- and upper-grades math.

Hard numbers from across the consortium are not yet available. But the advantage for paper-and-pencil test-takers appears in some cases to be substantial, based on independent analyses conducted by one prominent PARCC state and a high-profile school district that administered the exams.

In December, the Illinois state board of education found that 43 percent of students there who took the PARCC English/language arts exam on paper scored proficient or above, compared with 36 percent of students who took the exam online. The state board has not sought to determine the cause of those score differences.

Meanwhile, in Maryland's 111,000-student Baltimore County schools, district officials found similar differences, then used statistical techniques to isolate the impact of the test format.

They found a strong "mode effect" in numerous grade-subject combinations: Baltimore County middle-grades students who took the paper-based version of the PARCC English/language arts exam, for example, scored almost 14 points higher than students who had equivalent demographic and academic backgrounds but took the computer-based test.

"The differences are significant enough that it makes it hard to make meaningful comparisons between students and [schools] at some grade levels," said Russell Brown, the district's chief accountability and performance-management officer. "I think it draws into question the validity of the first year's results for PARCC."

4 of 5 PARCC Exams Taken Online

Last school year, roughly 5 million students across **10 states and the District of Columbia** sat for the first official administration of the PARCC exams, which are intended to align with the Common Core State Standards. Nearly 81 percent of those students took the exams by computer.

Scores on the exams are meant to be used for federal and state accountability purposes, to make instructional decisions at the district and school levels, and, in some cases, as an eventual graduation requirement for students and an eventual evaluation measure for teachers and principals.

Several states have since dropped all or part of the PARCC exams, which are being given again this year.

PARCC officials are still working to determine the full scope and causes of last year's score discrepancies, which may partly result from demographic and academic differences between the students who took the tests on computers and those who took it on paper, rather than the testing format itself.

Assessment experts consulted by *Education Week* said the remedy for a "mode effect" is typically to adjust the scores of all students who took the exam in a particular format, to ensure that no student is disadvantaged by the mode of administration.

PARCC officials, however, said they are not considering such a solution. It will be up to district and state officials to determine the scope of any problem in their schools' test results, as well as what to do about it, Nellhaus said.

Such uncertainty is bound to create headaches for education leaders, said Michael D. Casserly, the executive director of the **Council of the Great City Schools**, which represents 67 of the country's largest urban school systems.

"The onus should be on PARCC to make people aware of what these effects are and what the guidelines are for state and local school districts to adjust their data," Casserly said.

Comparing Online and Paper Tests a Longstanding Challenge

The challenges associated with comparing scores across traditional and technology-based modes of test administration are not unique to PARCC.

The **Smarter Balanced Assessment Consortium**, for example, told *Education Week* that it is still investigating possible mode effects in the results from its 2014-15 tests, taken by roughly 6 million students in 18 states. That consortium—which, like PARCC, offers exams aligned with the common core—has yet to determine how many students took the SBAC exam online, although the proportion is expected to be significantly higher than in PARCC states.

Officials with Smarter Balanced are in the early stages of preparing technical reports on that and other matters.

"We'll analyze the operational data. I can't speculate in advance what that implies," Tony Alpert, the executive director of Smarter Balanced, said in an interview. "We don't believe that differences in scores, if there are any, will result in different decisions that [states and districts] might make based on the test."

States that administer their own standardized exams, meanwhile, have for years conducted comparability studies while making the transition from paper-

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A student at Marshall Simonds Middle School in Burlington, Mass., reviews a question on a PARCC practice test before 2014 field-testing of the computer-based assessments.
—Gretchen Ertl for Education Week-File

to computer-based tests. Past studies in Minnesota, Oregon, Texas, and Utah, for example, have returned mixed results, generally showing either a slight advantage for students who take the tests with paper and pencil, or no statistically significant differences in scores based on mode of administration.

The National Center for Education Statistics, meanwhile, is studying similar dynamics as it moves the National Assessment of Educational Progress, or NAEP, **from paper to digital-administration platforms**.

An **NCES working paper released in December** found that high-performing 4th graders who took NAEP's computer-based pilot writing exam in 2012 scored "substantively higher on the computer" than similar students who had taken the exam on paper in 2010. Low- and middle-performing students did not similarly benefit from taking the exam on computers, raising concerns that computer-based exams might widen achievement gaps.

A still-in-process analysis of data from a study of **2015 NAEP pilot test items** (that were used only for research purposes) has also found some signs of a mode effect, the acting NCES commissioner, Peggy G. Carr, told *Education Week*.

"The differences we see across the distribution of students who got one format or another is minimal, but we do see some differences for some subgroups of students, by race or socioeconomic status," she said.

One key factor, according to Carr: students' prior exposure to and experience with computers.

"If you are a white male and I am a black female, and we both have familiarity with technology, we're going to do better [on digitally based assessment items] than our counterparts who don't," she said.

The NCES is conducting multiple years of pilot studies with digitally based items before making them live, in order to ensure that score results can be compared from year to year.

A PARCC spokesman said the consortium did analyze data from a 2014 field test of the exam to look for a possible mode effect, but only on an item-by-item basis, rather than by analyzing the exam taken as a whole. The analysis found no significant differences attributable to the mode of administration.

When asked why 2014-15 test scores were released to the public before a comprehensive analysis of possible mode effects was conducted, Nellhaus, PARCC's chief of assessment, said responsibility rests with the states in the consortium. "People were very anxious to see the results of the assessments, and the [state education] chiefs wanted to move forward with reporting them," Nellhaus said. "There was no definitive evidence at that point that any [score] differences were attributable to the platform."

Illinois, Baltimore County Find Differences in PARCC Scores By Testing Format

The Illinois state school board made its PARCC results public in mid-December. In a press release, it made indirect mention of a possible mode effect, writing that the board "expects proficiency levels to increase as both students and teachers become more familiar with the higher standards and the test's technology."

A **comparison of online and paper-and-pencil scores** done by the state board's data-analysis division was also posted on the board's website, but does not appear to have been reported on publicly.

That analysis shows often-stark differences by testing format in the percentages of Illinois students who demonstrated proficiency (by scoring a 4 or 5) on PARCC English/language arts exams across all tested grades. Of the 107,067 high school students who took the test online, for example, 32 percent scored proficient. That's compared with 50 percent for the 17,726 high school students who took the paper version of the exam.

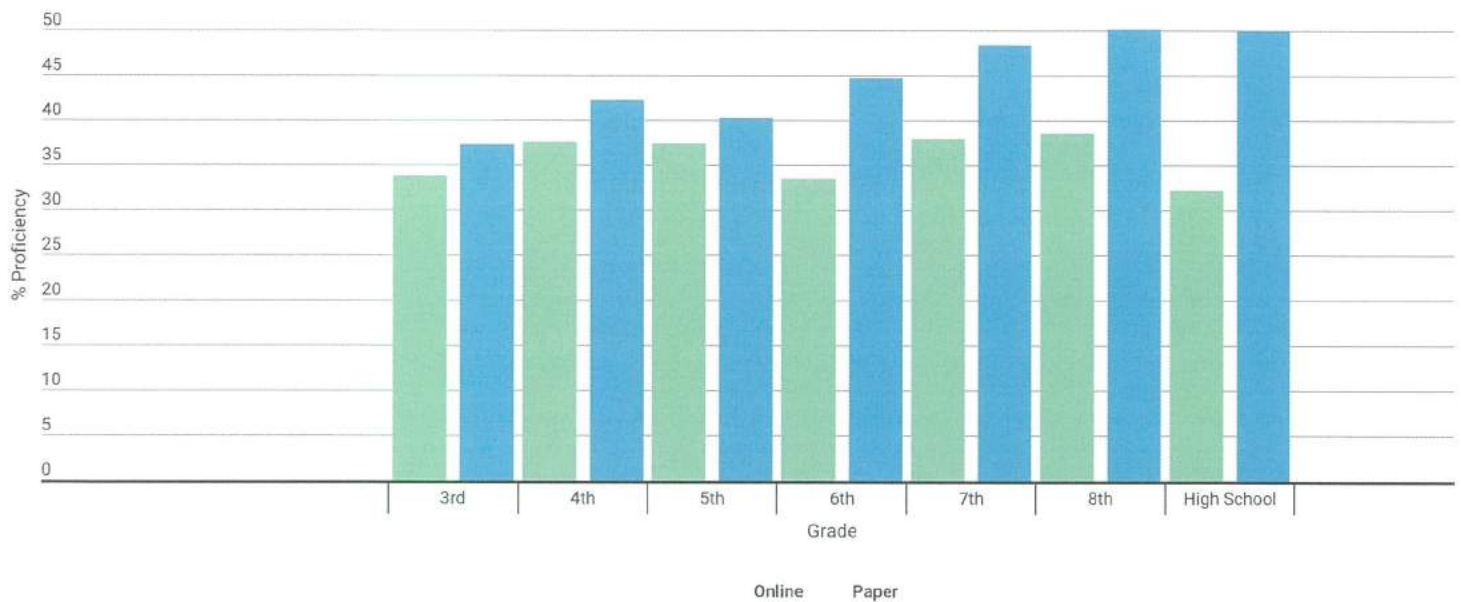
The differences by format are not so pronounced in elementary-grades math; in grades 3-5, in fact, slightly higher percentages of students scored proficient on the online version of the PARCC exam than on the paper version.

But proficiency rates among paper-and-pencil test-takers were 7 to 9 points higher on the 8th grade and high school math exams.

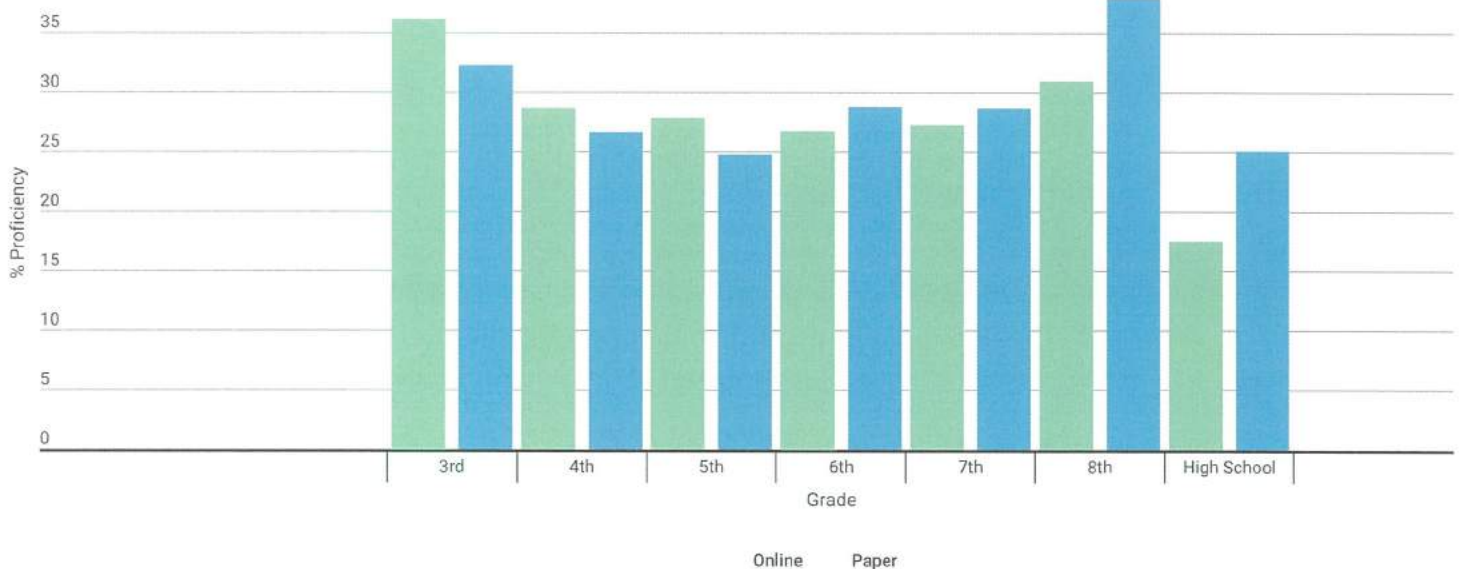
The Illinois board has not conducted any further analysis of the results to determine the cause of those discrepancies. Board officials declined to be interviewed.

"The statewide results in Illinois suggest some differences in performance between the online and paper administrations of the assessment," according to a statement provided by the board. "There is no consistent relationship from district to district. ... Both versions of the test provide reliable and valid information that teachers and parents can use to identify student strengths and areas needing improvement."

PARCC 2014 - 2015
Online vs. Pencil and Paper
ELA Scores, Statewide Results in Illinois



PARCC 2014 - 2015
Online vs. Pencil and Paper
Math Scores, Statewide Results in Illinois



Source: Analysis by the Illinois State Board of Education Data Analysis Division in September 2015.

Share

In Maryland, meanwhile, more than 41,000 Baltimore County students in grades 3-8 took the PARCC exams in 2014-15. Fifty-three percent of students took the math exam online, while 29 percent took the English/language arts exam online. The mode of test administration was decided on a school-by-school basis, based on the ratio of computers to students in each building's largest grade.

Like Illinois, Baltimore County found big score differences by mode of test administration. Among 7th graders, for example, the percentage of students scoring proficient on the ELA test was 35 points lower among those who took the test online than among those who took the test on paper.

To identify the cause of such discrepancies, district officials compared how students and schools with similar academic and demographic backgrounds did on each version of the exams.

They found that after controlling for student and school characteristics, students were between 3 percent and 9 percent more likely to score proficient on the paper-and-pencil version of the math exam, depending on their grade levels. Students were 11 percent to 14 percent more likely to score proficient on the paper version of the ELA exam.

"It will make drawing comparisons within the first year's results difficult, and it will make drawing comparisons between the first- and second-year [PARCC results] difficult as well," said Brown, the accountability chief for the Baltimore County district.

"This really underscores the need to move forward" with the district's plan to move to an all-digital testing environment, he said.

A Big 'Bug in the System'

In the meantime, what should state and district leaders, educators, and parents make of such differences?

The test results still have value, said Nellhaus of PARCC.

"This is still useful and important information providing a wealth of information for schools to improve instruction and identify students who need assistance or enrichment," he said.

But possible mode effects on multistate-consortia exams should be taken seriously, at least in the short term, and especially if they have not been accounted for before test results are reported publicly, said assessment experts consulted by *Education Week*.

"Because we're in a transition stage, where some kids are still taking paper-and-pencil tests, and some are taking them on computer, and there are still connections to high stakes and accountability, it's a big deal," said **Derek Briggs**, a professor of research and evaluation methodology at the University of Colorado at Boulder.

"In the short term, on policy grounds, you need to come up with an adjustment, so that if a [student] is taking a computer version of the test, it will never be held against [him or her]," said Briggs, who serves on the technical-advisory committees for both PARCC and Smarter Balanced.

Such a remedy is not on the table within PARCC, however.

"At this point, PARCC is not considering that," Nellhaus said. "This needs to be handled very locally. There is no one-size-fits-all remedy."

But putting that burden on states and school districts will likely have significant implications on the ground, said Casserly of the Council of the Great City Schools.

"I think it will heighten uncertainty, and maybe even encourage districts to hold back on how vigorously they apply the results to their decisionmaking," he said.

"One reason many people wanted to delay the use [of PARCC scores for accountability purposes] was to give everybody a chance to shake out the bugs in the system," Casserly added. "This is a big one."

Associate Editor Catherine Gewertz contributed to this article.

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34L0030200500 405 FLETCHER ST	MAYWEATHER SHAWN D & KATRINA FLETCHER MEADOWS PH I	42 0	0.00 Pulaski	6/9/1999 31,000	1	RES Std Frame	1987	816	1F	99 46730
34L0230001200 917 WELCH ST	MCDOWELL JAMES MASONIC	14 1	0.00 Pulaski	10/24/2000 9,000	1	RES Std Frame	1930	1,226	1F	00 075256
34L0230001600 909 & 907 WELCH ST	BUREL NIKEITA MASONIC	17 1	0.00 Pulaski	8/4/2005 20,000	1	RES Low Frame	1920	1,517	2F	05 065568
34L0230001700 905 & 903 WELCH ST	BARTON LAFONZA & DOROTHY MASONIC	18 1	0.00 Pulaski	7/15/2002 17,000	1	RES Masonry	1930	1,460	2F	02 160217
34L0230002200 910 WELCH ST	THOMEY JEFF W & KIM MASONIC	3 2	0.48 Pulaski	3/24/2015 117,000	1	RES Masonry	1929	1,835	1F	2015 017480
34L0230002400 916 WELCH ST	HEARNE ARCHIE/GARBO MASONIC	6 2	0.00 Pulaski	2/10/2006 78,000	0	RES				2006 013297
34L0230002500 918 WELCH ST	HEARNE ARCHIE/GARBO MASONIC	7 2	0.00 Pulaski	2/10/2006 1	1	RES				2006 013298
34L0230002600 920 WELCH ST	MCCOLLUM MONICA L MASONIC	8 2	0.00 Pulaski	7/13/2015 92,000	1	RES Std Frame	1930	1,329	1F	2015 043299
34L0230002900 915 E 9TH ST	MATTAX AMANDA MASONIC	10 2	0.48 Pulaski	11/1/2011 158,000	1	COM		4,600		2011 067449
34L0230004400 923 MCMATH AVE	HOLCOMBE JIM/MCCARTNEY CHARITY MASONIC	11 4	0.18 Pulaski	10/21/2015 70,000	2	RES Std Frame	1929	1,719	2F	2015 068552
34L0230005100 1007 MCALMONT ST	PAGE PAUL DWELLINGS LLC MASONIC	10 5	0.00 Pulaski	10/13/2006 160,000	1	RES Std Frame	1900	2,869	2F	2006 084796
34L0230005200 1001 MCMATH ST	PAGE PAUL DWELLINGS LLC MASONIC	11 5	0.00 Pulaski	3/8/2006 55,000	0	COM				2006 019684
34L0230005400 1026 WELCH ST	SMITH MICHAEL A SR MASONIC	A 7	0.00 Pulaski	11/1/1994 1	0	RES				94 79646
34L0230006000 1022 WELCH ST	HENDERSON ANTHONY S MASONIC	5 7	0.00 Pulaski	3/1/1984 8,000	0	RES				84 15349
34L0230006500 1003 BARBER ST	BOWERS STERLING L MASONIC	11 7	0.16 Pulaski	6/29/2015 208,000	1	RES Std Frame	2014	1,614	2F	2015 039642
34L0230006600 1001 BARBER ST	HAUSER BRADLEY MASONIC	12 7	0.00 Pulaski	8/20/2014 211,000	1	RES Std Frame	2014	1,908	2F 1H	2014 049113
34L0230007200 1010 COLLEGE ST	HILL MICHAEL MASONIC	3 8	0.00 Pulaski	4/29/2013 5,000	1	RES Std Frame	1925	1,046	1F	2013 032739
34L0230007400 1012 COLLEGE ST	HAYBAR PROPERTIES LLC MASONIC	4 8	0.00 Pulaski	5/1/1991 1	0	RES				91 23834
34L0230007500 1016 COLLEGE ST	SMITH EDWARD/BERNICE MASONIC	5 8	0.00 Pulaski	3/7/2012 4,000	1	RES	1950			2012 014672
34L0230007900 1011 WELCH ST	MCCRAY BRAD MASONIC	9 8	0.00 Pulaski	9/27/2006 120,000	1	RES Std Frame	1935	2,689	3F	2006 078517
34L0230008300 1003 E 10TH ST	WALKER LUNZELL & LILLIE MAE MASONIC	12 8	0.00 Pulaski	12/1/1994 24,000	1	RES Masonry	1935	1,176	1F	94 87168
34L0230012400 1219 WELCH ST	FELLS CEDRIC MASONIC	8R 16	0.36 Pulaski	6/13/2005 5,000	1	RES Std Frame	2011	1,791	2F	05 049726
34L0230012600 1201 WELCH ST	DIAZ THOMAS/LAKRESHA MASONIC	10 16	0.00 Pulaski	6/12/2007 185,000	1	RES Std Frame	1890	4,180	2F 1H	2007 046829
34L0230014300 1524 COLLEGE ST	BEENE JOSEPH DEWAYNE/BEENE LATOYA	6 25	0.00 Pulaski	9/5/2012 10,000	1	RES Masonry	1930	1,518	2F	2012 057418

Sales Report

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Parcel # Site Address	Owner Name Subdivision / Legal Desc	Lot Block	Acres County	Sale Date Sale Price	# of Imps	Type	Year Age	Area	Baths	Book Page
34L1250002100 1219 S TAYLOR ST	WEEMS VANESSA M OAK FOREST	14 3	0.00 Pulaski	8/29/2000 47,000	1	RES Std Frame	1955	1,360	1F	00 060583
34L1250003300 1213 S FILLMORE ST	K & H PROPERTIES LLC OAK FOREST	9 4	0.00 Pulaski	5/20/2004 65,000	1	RES Masonry	1955	1,148	1F	04 040996
34L1250003500 1205 S FILLMORE ST	WRIGHT G GRADY JR & GERALDYNE OAK FOREST	11 4	0.00 Pulaski	7/12/1999 25,000	1	RES Masonry	1942	1,230	1F	99 055990
34L1250003600 1201 S FILLMORE ST	HENRY LAUREN OAK FOREST	12 4	0.00 Pulaski	10/21/2015 73,000	1	RES Masonry	1955	1,152	1F	2015 069292
34L1250004500 1313 S FILLMORE ST	MATLOCK LESTER P/IRICO CARL M OAK FOREST	9 5	0.00 Pulaski	9/12/2005 61,000	1	RES Masonry	1950	955	1F	05 076999
34L1250004600 1309 S FILLMORE ST	LOVETT LANE/ANGELA OAK FOREST	10 5	0.00 Pulaski	12/3/2001 40,000	1	RES Masonry	1955	972	1F	01 095413
34L1250004800 1301 S FILLMORE ST	HEARNSBERGER KEITH OAK FOREST	12 5	0.00 Pulaski	5/6/2008 75,000	1	RES Masonry	1955	1,060	1F	2008 031068
34L1250005400 1324 FAIR PARK BLVD	BOLDT, BOLDT & HAALAND, LLC/BOLDT GARY P & KATHY L OAK FOREST	5 6	0.00 Pulaski	4/11/2011 121,000	1	RES Masonry	1951	2,378	2F	2011 027036
34L1250005700 1315 S TAYLOR ST	DEISLINGER DANNY OAK FOREST	9 6	0.00 Pulaski	9/10/2013 65,000	1	RES Masonry	1955	1,118	1F	2013 069675
34L1250006600 1309 FAIR PARK BLVD	HENDERSON JERRY D OAK FOREST	9 7	0.00 Pulaski	10/24/2008 80,000	1	RES Masonry	1949	1,100	1F	2008 072884
34L1250007400 1323 S TYLER ST	NEAL KELLYE D OAK FOREST	7 8	0.00 Pulaski	5/24/2010 124,000	1	RES Masonry	1936	1,459	2F	2010 031184
34L1250007500 1319 S TYLER ST	MILAM WILLIAM S OAK FOREST	8 8	0.00 Pulaski	6/25/2002 62,000	1	RES Masonry	1955	1,252	2F	02 155089
34L1250008300 1412 S HARRISON ST	WOOD CHAD L OAK FOREST	4 9	0.00 Pulaski	11/29/2005 73,000	1	RES Masonry	1955	1,160	2F	2005 102325
34L1250008500 1418 S HARRISON ST	DOKE CAROLYN M OAK FOREST	6 9	0.00 Pulaski	2/1/1990 42,000	1	RES Masonry	1958	1,161	2F	90 7158
34L1250008800 1516 S HARRISON ST	RUSSELL ELLEN NATASHA OAK FOREST	9 9	0.00 Pulaski	5/31/2011 97,000	1	RES Masonry	1941	1,212	2F	2011 033295
34L1250009400 1515 S TYLER ST	ALEXANDER LATARA OAK FOREST	16 9	0.00 Pulaski	10/24/2007 85,000	1	RES Masonry	1938	1,440	2F	2007 083885
34L1250009500 1505 S TYLER ST	DAVIS VERONICA L OAK FOREST	17 9	0.00 Pulaski	10/24/2014 76,000	1	RES Masonry	1955	1,144	2F	2014 063710
34L1250009600 1501 S TYLER ST	FROST MARIA MICHELLE OAK FOREST	18 9	0.00 Pulaski	8/24/2012 95,000	1	RES Masonry	1956	1,460	2F	2012 056737
34L1250009900 1411 S TYLER ST	FERNANDEZ CAROLINA/OLVERA FERNANDO F OAK FOREST	21 9	0.00 Pulaski	8/26/2013 126,000	1	RES Masonry	1955	1,626	2F	2013 064543
34L1250010100 1405 S TYLER ST	SIMS LOLITA C OAK FOREST	23 9	0.00 Pulaski	6/23/1999 53,000	1	RES Masonry	1955	1,208	2F	99 051667
34L1250010300 1400 S TYLER ST	DALEY ANGELA OAK FOREST	1 10	0.00 Pulaski	4/2/2015 115,000	1	RES Masonry	1946	1,514	2F	2015 019690
34L1250010400 1406 S TYLER ST	UTTER JOSEPH P/MOLLY K OAK FOREST	2 10	0.00 Pulaski	10/28/2011 100,000	1	RES Masonry	1955	1,409	2F	2011 064577
34L1250010700 1420 S TYLER ST	SALAAM TAUHEED OAK FOREST	6 10	0.00 Pulaski	8/30/2006 72,000	1	RES Masonry	1955	1,272	2F	2006 073379
34L1250011200 1519 FAIR PARK BLVD	ATINSON LEGOLIA II OAK FOREST	14 10	0.00 Pulaski	1/1/1994 59,000	2	RES Masonry	1950	1,580	2F	94 6711

eStem Public Charter Schools, Inc.						
Special Education December 1 Child Count Data Cycle 4						
	12-01-2010	12/1/2011	12-01-2012	12-01-2013	12-01-2014	12-01-2015
Students	47	94	99	115	116	112
Count By Resident District						
Benton	1	3	1	1		
Bryant		2	6	4	1	
Cabot						1
England		1				
Little Rock	30	64	65	72	68	61
Lonoke					1	
North Little Rock	5	10	11	18	16	16
Pine Bluff	1	1				
Pulaski County	8	11	15	19	29	33
Sheridan	2	2	1	1	1	1
Total	47	94	99	115	116	112
Percent By Resident District						
Benton	2.13%	3.19%	1.01%	0.87%		
Bryant		2.13%	6.06%	3.48%	0.86%	
Cabot						0.89%
England		1.06%				
Little Rock	63.83%	68.09%	65.66%	62.61%	58.62%	54.46%
Lonoke					0.86%	
North Little Rock	10.64%	10.64%	11.11%	15.65%	13.79%	14.29%
Pine Bluff	2.13%	1.06%				
Pulaski County	17.02%	11.70%	15.15%	16.52%	25.00%	29.46%
Sheridan	4.26%	2.13%	1.01%	0.87%	0.86%	0.89%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
eStem Rate	3.82%	6.45%	6.67%	7.87%	7.93%	7.66%
Source: eStem Cycle 4 data submitted to ADE						

Materials Submitted in Support

FRENCH HILL
2ND DISTRICT, ARKANSAS

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON CAPITAL MARKETS AND
GOVERNMENT SPONSORED ENTERPRISES
SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS



Congress of the United States
House of Representatives
Washington, DC 20515
March 10, 2016

C: Charter
Coffman

WASHINGTON, DC OFFICE
1229 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

CONWAY DISTRICT OFFICE
1105 DEER STREET, SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE
1501 NORTH UNIVERSITY AVENUE, SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

RECEIVED
COMMISSIONER'S OFFICE

MAR 15 2016

DEPARTMENT OF EDUCATION

The Honorable Johnny Key
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Commissioner Key:

It has come to my attention that charter schools in Little Rock have applied for the expansion of their programs. I believe that, if implemented properly, charter schools can supplement our public school system to effectively serve our communities and the education of all Arkansas students.

It is essential that we invest in our children's education, and I am committed to a strong educational system that prepares children for success and allows local school districts, students, teachers, and parents to encourage innovation in the classroom. Charter schools have done important work in Arkansas and throughout the country to help children succeed in their education and provide communities with a positive alternative to traditional public schools.

Last year, through the passage of the Every Student Succeeds Act (ESSA), Congress provided our states and local school districts with important tools to expand high-quality, successful charter school programs and invest in new charter school models. The omnibus appropriations bill also provided technical assistance and grants to authorized public chartering agencies to increase the number of high-performing charter schools throughout the country.

These new tools and programs allow our states and local school districts to further pursue and explore the expansion of charter schools. I encourage your effective review of Arkansas's charter school programs and these new tools and provisions authorized by the federal government to ensure that parents in Arkansas are provided with high-quality education choices for their children.

I am committed to providing an effective education for all students in Arkansas, and I look forward to working with you on the important issues facing our education system.

Sincerely,

French Hill
Member of Congress

Materials Submitted in Opposition

March 28, 2016

To the members of the Arkansas State Board of Education (SBE):

On behalf of the Little Rock School District (LRSD) Civic Advisory Committee (CAC), we are writing to express concerns about the proposed expansions of eStem and LISA Academy charter school systems. Our previously expressed concerns for the potential negative impacts of these expansions on the efforts of the LRSD to reform itself into a district with broad and sustainable academic success remain. These concerns were reported to you at past SBE meetings and through documentation provided both by the CAC and the LRSD when these proposals were being considered by the Charter Authorizing Panel. The more we have learned about these proposals and considered their possible consequences, the greater our worry for the welfare the LRSD and our students has become.

We submit that the LRSD already faces more competition in the education environment with more choices for families than any other school district in Arkansas. If competition and choice by themselves led to improved quality of education all-around, then the LRSD would not have been takeover for academic distress. The consequences of choice and competition for existing school districts are clearly complex. Considering this complexity and that the SBE is essentially the governing body for the LRSD and every charter school operating within the LRSD, we ask that the SBE first develop an expressed consensus on the following questions before approving any charter school expansion in the LRSD:

- What is the vision for public education in Little Rock, including the LRSD and charter schools?
- What is the plan for achieving this vision?
- How will this plan be implemented?
- How will possible expansion of charter schools impact the improvement efforts of the LRSD?
- How will possible expansion of charter schools impact students who remain in the LRSD?
- How can the negative effects of possible expansion of charter schools on LRSD improvement efforts and remaining LRSD students be minimized?
- How will possible expansion of charter schools be helpful to the over 20,000 students who will remain in the LRSD?

We believe that until these questions are fully considered and answered, it would be irresponsible to approve charter school expansions. All parties, supporters and stakeholders in public education in Little Rock deserve to understand the answers to these questions as they will directly impact our children, neighborhoods and community for years to come. Because of the state takeover, we have no local representation in these matters and can only look to you on the SBE for answers and guidance. With the stakes so high for all involved, especially for our children, we ask that the time and effort to address these questions be provided.

Sincerely,

Greg Adams and Dionne Jackson

CAC Co-Chairs

Notification of Additional Information Request



ARKANSAS DEPARTMENT OF EDUCATION

March 20, 2016

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Baker Kurrus, Superintendent
Little Rock School District
810 West Markham
Little Rock, AR 72201

**RE: State Board Review-LISA Academy and eStem Amendment Requests and
Covenant Keepers College Preparatory Charter School Renewal
Application AND Priority Status**

Dear Mr. Kurrus:

On February 17, 2016, the Charter Authorizing Panel met and approved the renewal application for Covenant Keepers College Preparatory Charter School, granting the charter a 3 year renewal and taking no action regarding the school's priority status designation. On February 19, 2016, the Charter Authorizing Panel met and approved the amendment requests of eStem Public Charter Schools and LISA Academy, contingent on the availability of the proposed location, and granted flexibility to open the new elementary campus at the proposed location for either the 2016-2017 school year or the 2017-2018 school year. On March 10, 2016, the State Board of Education voted to review these decisions made by the Panel. **The reviews will occur at the Board's special meeting scheduled for Thursday, March 31, 2016. The meeting will begin at 5:00 p.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.**

At a special meeting held on March 18, 2016, the Board requested that Little Rock School District submit the following information by 4:00 p.m. on Tuesday, March 29, 2016.

- Provide per pupil expenditures, including public and private funds.
- Provide the anticipated district income loss if the expansions are approved, including an explanation of how the district estimated the number of students leaving the district to enroll at eStem or LISA.
- Explain the anticipated plan of action to deal with the loss of funding, including possible collaboration with charter schools.
- Provide demographic (race, FRL, ELL, SPED) and academic characteristics of students retained by the district compared to those of students who are not retained by the district.
- Provide the number of available seats in the proposed expansion areas for eStem and LISA.
- Provide the teacher absentee rate for the district, by school.
- Describe the RTI plans implemented at each school.
- Describe the after school and extended year programming available at each school.
- Describe the progress of the dyslexia programs at each school.
- Provide the number of students referred, by year, to ALE programs, both in-school ALE's and the ALE program with an LEA number for 2013-2014, 2014-2015, and 2015-2016.
- Provide the number of students who returned to LRSD from private or homeschool.
- Provide the graduation rate for 2013-2014 and 2014-2015.
- Provide the number of vacant seats in the district, by school, by zip code.

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

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)":

<http://www.arkansased.org/divisions/legal/rules/current>.

Please keep in mind that the State Board will conduct a full hearing on eStem's and LISA's amendment requests and Covenant Keeper's renewal application and priority status. The State Board's discussion while conducting these reviews may not be limited to the areas of concern addressed by the State Board and/or the Panel at previous hearings. Any modifications to the requests and/or applications that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony February 17-19, 2016, are considered part of the requests and/or applications. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the March 31, 2016, hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 4:00 p.m. on March 29, 2016.**

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

Sincerely,



Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Ekin, LISA Academy
Chief Executive Officer Bacon, eStem Public Charter Schools
Director Tatum, Covenant Keepers College Preparatory Charter School

Response to Additional Information Request

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%

LITTLE ROCK SCHOOL DISTRICT: DYSLEXIA PROGRAMS

DYSLEXIA PROGRAMS: PROGRESS OF IMPLEMENTATION

LRSD contracted the Institute for Multi-Sensory Education (IMSE) to provide training for over 70 LRSD teachers in successful intervention methods for students with characteristics of dyslexia. Teachers received hands-on, personalized training to equip them with assessments and lessons for implementing IMSE's enhanced Orton-Gillingham methods in intervention sessions. Every elementary, middle, and high school has at least one teacher trained in Orton-Gillingham based intervention methods, which are highly successful for students demonstrating characteristics of dyslexia. In most schools, there have been two people trained in these methods including one general education interventionist and a special education teacher.

This intervention can be used as a tier II or tier III intervention depending on the level of need determined by assessments. This intervention is conducted by a skilled, certified teacher in small group settings. LRSD is committed to providing the highest quality intervention possible to ensure student success.

To provide intervention for students in grades K-3 with characteristics of dyslexia, teachers provide instruction in:

- Phonemic awareness
- Multi-sensory strategies for reading, writing, and spelling
- Syllabication patterns for encoding/decoding
- Reciprocal strategies for reading comprehension
- Multi-sensory techniques for learning sight words

Materials used for intervention lessons:

- *Recipe for Reading*, Frances Bloom and Nina Traub
- *Syllable Division Word Book* (IMSE)
- *How to Teach Spelling*, Laura Toby Rudginsky and Elizabeth C. Haskell
- IMSE Teacher Training and Assessment Manuals
- Phoneme/Grapheme Cards and Syllable Division Cards (IMSE)

Teachers providing dyslexia intervention for students in grades 3-12 have been trained in multi-sensory strategies for teaching higher-level concepts, including:

- Advanced encoding and decoding with morphemes
- Greek and Latin roots
- Vocabulary
- Writing and grammar

Materials Provided:

- *Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure*, Marcia K. Henry
- *Vocabulary Handbook*, Linda Diamond and Linda Gutlohn
- *Instant Vocabulary*, Ida Ehrlich
- IMSE Advanced Continuum Training Manual and Card Pack
- IMSE Advanced Continuum Encoding/Decoding Teacher Guide and Student Workbook

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			
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
Meadowliff
Romine
Wakefield
Western Hills
Wilson

Zone 7
Chicot Primary
Cloverdale
Mabelvale E
Mabelvale M
McClellan
Otter Creek
Watson

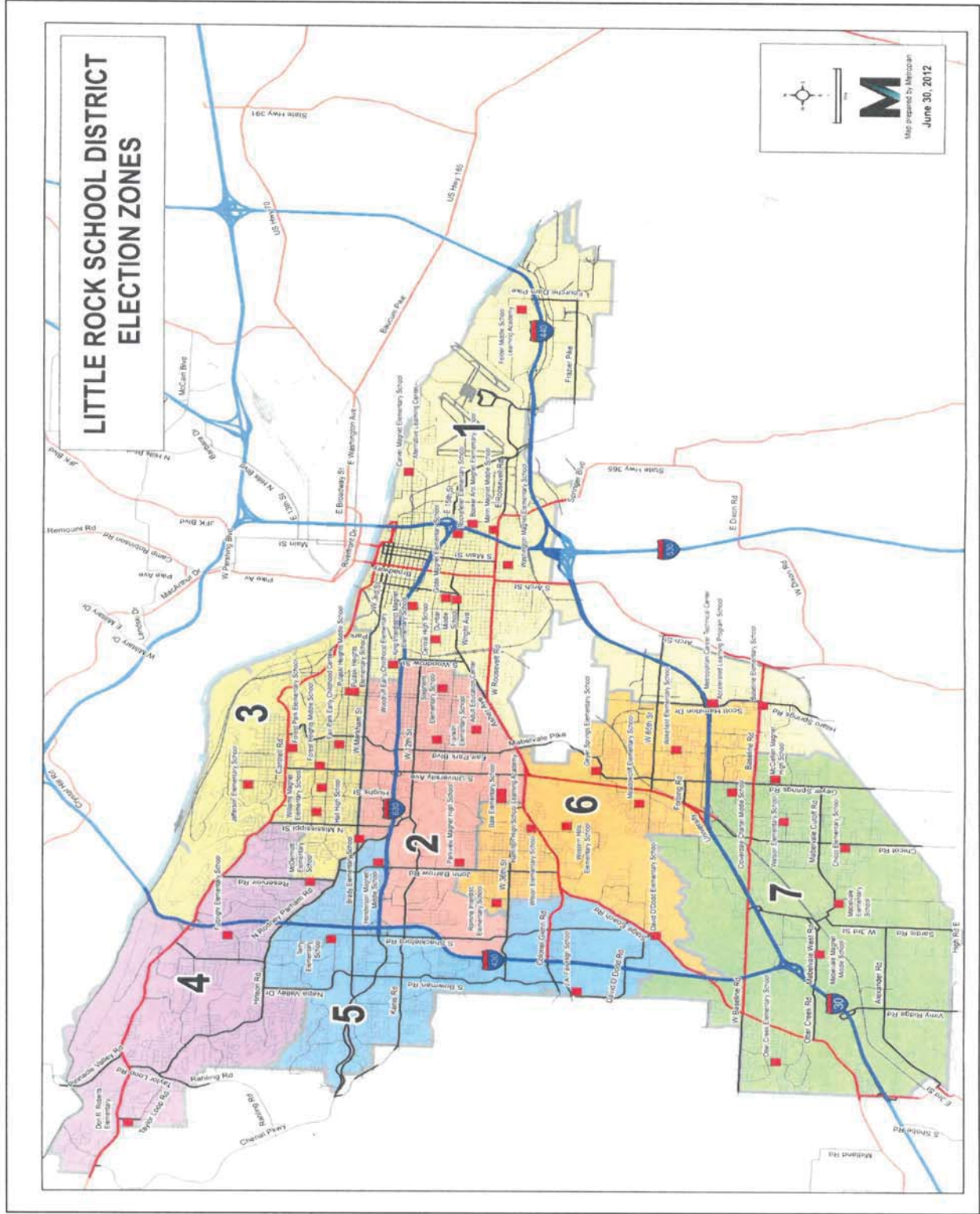
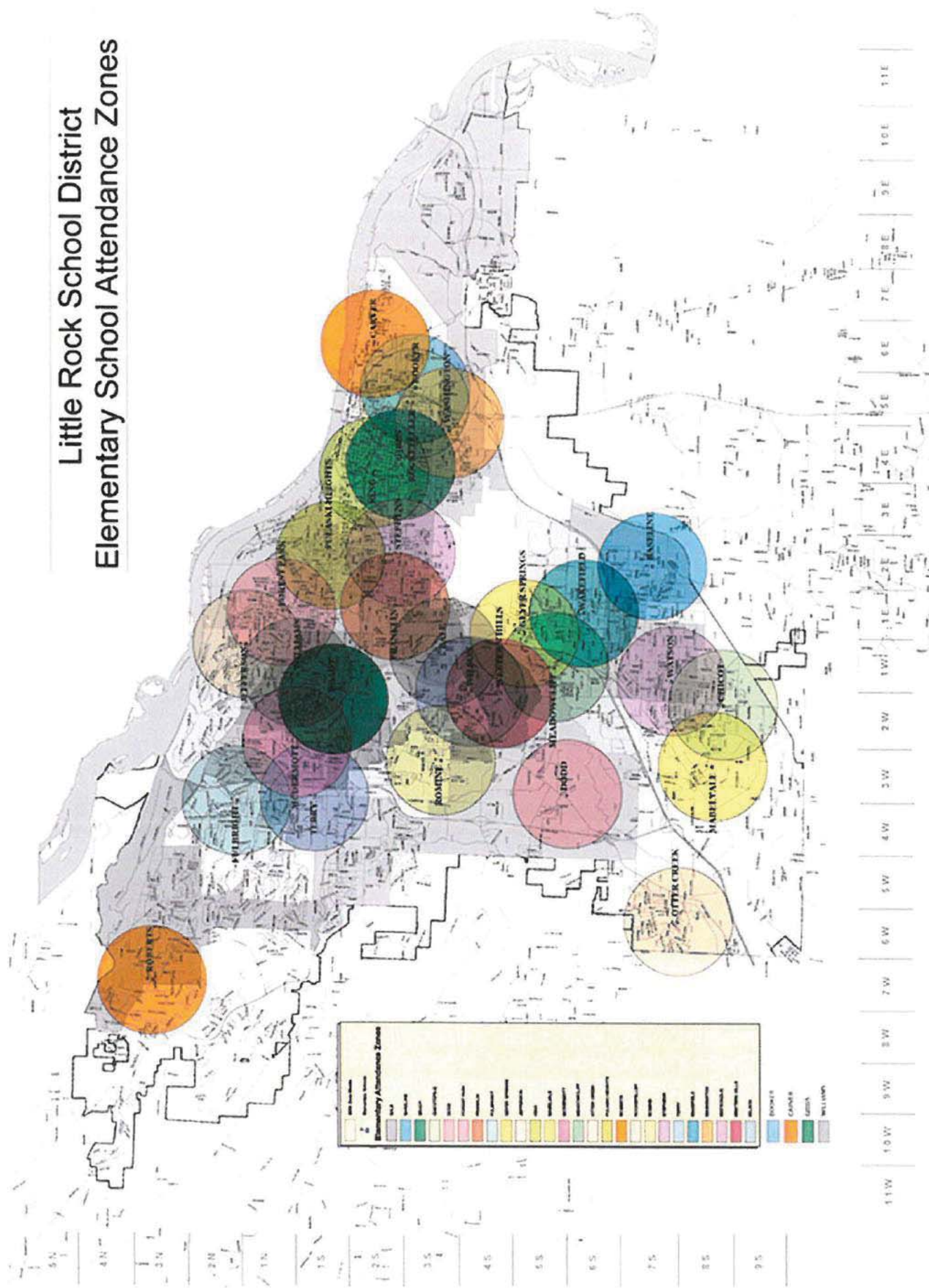


EXHIBIT I

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



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%
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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 decrease	F&R% New	#F&R New	ELL Decrease	#ELL New	ELL % New	# Sped Decrease	#Sped New	%Sped New	White decrease	#White new	%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	3659	16.64%	602	14478	65.86%
LRSD - Current	23164			80.90%				12.33%			11.73%			17.5%			65.10%

LRSD ANNUAL REPORT DATA 2014-15

Revenue		% of total
Local/County	149,137,561	46.7%
State	139,539,321	43.7%
Federal	22,671,243	7.1%
Dedicated Maintenance & Operations	7,624,352	2.4%
Other	421,839	0.1%
Total	\$ 319,394,316	100.0%

Expenses		
Student Instruction	234,603,806	73.8%
Support	46,187,714	14.5%
Transportation	16,927,381	5.3%
Support - Facilities	5,667,544	1.8%
Debt Service	14,340,442	4.5%
Total	\$ 317,726,887	100.0%

3 Qtr Avg ADM (All Students)	24,709
Total Exp. P/P	\$12,859
Tax Rate (Mills)	46.4
Avg Teacher Salary	57,727
First Yr Teacher Salary	35,232

LRSD 2015-16 REPORT AS OF 3/25/2016

Total Budgeted Expenditures	\$317,626,125
October 1 Student Count	25,056
Estimated Exp. P/P	\$12,677

EXHIBIT M**Students Not Retained by LRSD**

Race_category	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
Asian	74	86	72	88	62
Black	1799	1813	1545	1609	1553
Hispanic	214	208	226	298	271
Native American/Alaskan Native	5	6	6	12	5
Native Hawaiiin/Pacific Islander	1	1	1	1	1
Two or More Races	32	44	64	62	54
White	712	732	664	628	620
	2837	2890	2578	2698	2566

MEAL	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
FREE	1744	1773	1759	1834	1836
FULLPAY	864	887	702	706	624
REDUCED	229	230	117	158	106
	2837	2890	2578	2698	2566

ELL	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
N	2634	2692	2364	2430	2330
Y	203	198	214	268	236
	2837	2890	2578	2698	2566

Special Ed	SY 2011	SY 2012	SY 2013	SY 2014	SY 2015
N	2519	2557	2271	2380	2282
Y	318	333	307	318	284
	2837	2890	2578	2698	2566

EXHIBIT N

VACANT LITTLE ROCK SCHOOL DISTRICT SEATS IN EXPANSION AREAS

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	BASILINE 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 O**2015-2016 LRSD Teacher Sick Days**

SCHOOL	SICK	TOTAL DAYS	RATE
000001-CENTRAL	1063.5	30337	3.51%
000002-HALL	813.5	21520	3.78%
000003-MANN	450.5	12590	3.58%
000004-METROPOLITAN	97	3818	2.54%
000005-PARKVIEW	524.5	16019	3.27%
000006-BOOKER	200	6927	2.89%
000007-DUNBAR MIDDLE	491	13408	3.66%
000008-FAIR	554.5	14386	3.85%
000009-FOREST HEIGHTS STEM	179	6391	2.80%
000010-PULASKI HEIGHTS MIDDLE	465.5	12019	3.87%
000012-MCCLELLAN COMMUNITY HIGH SCH	523.5	14209	3.68%
000013-HENDERSON MIDDLE	524.5	13565	3.87%
000015-CLOVERDALE MIDDLE SCHOOL	468	11069	4.23%
000016-MABELVALE MIDDLE SCHOOL	373	11620	3.21%
000017-BALE	120.5	4825	2.50%
000018-BRADY	134.5	5593	2.40%
000020-MCDERMOTT	202.5	5401	3.75%
000021-CARVER	143	5416	2.64%
000022-BASELINE	183.5	6785	2.70%
000023-FAIR PARK ECC	39	1728	2.26%
000024-FOREST PARK	165	5199	3.17%
000025-FRANKLIN	142	5623	2.53%
000027-GIBBS	165.5	5229	3.17%
000028-CHICOT PRIMARY SCHOOL	413.5	11797	3.51%
000029-WESTERN HILLS	118.5	3865	3.07%
000030-JEFFERSON	163	5785	2.82%
000032-DODD	250.5	5032	4.98%
000033-MEADOWCLIFF	128.5	4441	2.89%
000035-M.L. KING	257	6543	3.93%
000036-ROCKEFELLER	162	6184	2.62%
000037-GEYER SPRINGS	95.5	3885	2.46%
000038-PULASKI HEIGHTS ELEM	125.5	4431	2.83%
000039-FOREST HEIGHTS STEM	126	5613	2.24%
000040-ROMINE	177.5	5431	3.27%
000041-STEPHENS	201.5	5401	3.73%
000042-WASHINGTON	254	8473	3.00%
000043-WILLIAMS	231	5997	3.85%
000044-WILSON	126.5	4825	2.62%
000045-WOODRUFF	69.5	1728	4.02%
000046-MABELVALE ELEMENTARY	152.5	6937	2.20%
000047-TERRY	182	5401	3.37%
000048-FULBRIGHT	200.5	8079	2.48%
000049-ROBERTS	378.5	10974	3.45%
000050-OTTER CREEK	245.5	7119	3.45%
000051-WAKEFIELD	233	6937	3.36%
000052-WATSON INTERMEDIATE SCHOOL	213	5785	3.68%
000703-HAMILTON MIDDLE	96	1920	5.00%
000711-HAMILTON LEARNING ACADEMY	201	3880	5.18%
000767-ACCELERATED LEARNING PROGRAM - METRO	9.5	576	1.65%

LITTLE ROCK SCHOOL DISTRICT: RESPONSE TO INTERVENTION

Every school has a School-Based Intervention Team (SBIT) that meets to discuss next steps and review progress of students who have been determined to be at-risk of not reaching grade level academic goals. Students may be referred to the SBIT team for academic review based on the outcomes of screening, diagnostic, classroom-based, or summative assessments. Students may also be referred based on behavioral needs or observed changes in behavior. The team determines possible options for these students, which include adjustments in differentiation within tier 1 instruction or initiation of tier 2 interventions. After a student has received interventions for a period of time, the SBIT team reviews the progress of the student. The interventionist provides updates regarding progress and recommendations about next steps based on data from formal and informal progress monitoring assessments. If a student is not making adequate progress, the interventionist may recommend a change in the intervention method or options for increasing the intensity of the intervention.

RESPONSE TO INTERVENTION PROCESS

ASSESSMENTS: Screening, diagnostic, progress monitoring, and/or summative assessment data can be used to determine if a student is at-risk of not meeting reaching grade-level proficiency in literacy or math.

TIERS OF INSTRUCTION

TIER 1 Core Instruction: Provided by General Education Teachers

This is provided for all students daily and includes whole group instruction and differentiation. This is the foundation of the tiered intervention process. Instruction for tier 1 is planned using LRSD Core Curricula. Differentiation for students is an integral part of instructional planning and delivery. Tier 1 instruction also includes disciplinary literacy concepts and strategies for the purpose of supporting and developing literacy and math skills within specific disciplines.

TIER 2 Intervention: Provided by General Education Teachers or Interventionists

This is provided in groups of up to six students, 3-4 times per week for 20-40 minutes. This is the first level of *additional* support provided to accelerate learning for students not yet on grade level.

TIER 3 Intervention: Provided by Interventionists or Other Training School Personnel

This is provided daily in groups of up to three students for 20-40 minutes. Tier 3 intervention is provided if a student does not make adequate progress in Tier 2 intervention. This individualized, intensive level of support is in addition to core instruction.

Referral Process for Special Education Services

If a student does not make adequate progress after receiving intensive intervention for an acceptable period of time (determine by the intervention provided and student needs) and other factors are not interfering with progress, e.g. attendance or scheduling conflicts, the student may be referred for additional testing to determine if special services are required.

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Bale	PK	40			5 staff members
Bale	After School Tutoring	125		21st Century Grant	15 staff members
Bale	Love Your School	340 K-5		City of Little Rock	10 volunteers
Baseline Elementary	City Year after school program	25 volunteer		volunteer	volunteer
Baseline Elementary	Dayspring Behavioral Health Services after school program	15 outside agency		outside agency	outside agency
Baseline Elementary	AR Kids Read	26 volunteer		volunteer	volunteer
Baseline Elementary	Breakfast in the Classroom	300 LRSD		LRSD	LRSD
Baseline Elementary	Afternoon Snack	300 LRSD		LRSD	LRSD
Baseline Elementary	Ladies Club	20 staff		staff	staff
Baseline Elementary	Boys to Men Club	20 staff		staff	staff
Baseline Elementary	Transition classrooms for LEP Students	12 staff		staff	staff
Baseline Elementary	City Year Math and Literacy Intervention	112 volunteer		volunteer	volunteer
Baseline Elementary	Home School Advisors	available to all staff		staff	staff
Baseline Elementary	Behavioral Specialist	available to all staff		staff	staff
Baseline Elementary	Full Time translator	available to all staff		staff	staff
Baseline Elementary	Dayspring Behavioral Health Services	30 outside agency		outside agency	outside agency
Booker	Pre-Kindergarten	18 \$72,839.47		LRSD	2
Booker	Camp Jaguar	130 \$28,000.00		LRSD-Title 1	20
Booker	AR Kids Read	6 Outside Provider		AR Kids Read	3
Booker	Love Your School-Nutrition & Wellness	492 Outside Provider		City of Little Rock	20
Booker	Fresh Fruits & Vegetables Grant-Healthy Snacks	474 Outside Provider		Fresh Foods & Veg Grant	1
Booker	Reading Teacher Interventionist	36 \$65,903.68 Plus Benefits		LRSD-NSLA	1
Booker	UALR Summer Laureate Program	350 Outside Provider-Tuition		UALR	35
Booker	Centers for Youth & Families	5 Outside Provider		Centers for Youth & Families	1
Booker	Day Springs	2 Outside Provider		Day Springs	1
Booker	Life Strategies	3 Outside Provider		Life Strategies	1
Booker	Living Hope	24 Outside Provider		Living Hope	2
Booker	New Beginnings	3 Outside Provider		New Beginnings	1
Brady	Pre-K	40		LRSD	4 (2 teachers/2 paras)

Brady	After School Enrichment	72	\$30,000.00	LRSD	9 (6 teachers/3paras)	35
Brady	Tutoring/Bulldog Buddies	100		Trinity UMC		27
Brady	Food/Nutrition Breakfast in the Classroom	450		LRSD		27
Brady	Food/Nutrition Healthful Snack Tues & Th	450		LRSD		5
Brady	Big Brothers & Big Sisters	5		Big Brothers/Big Sisters		3
Brady	Job Shadowing for 5th grade	54		LRSD		
Carver	After School Tutoring	K-5 - 66	\$20,310.63	LRSD		3
Chicot	Prekindergarten (P3 and P4)	240		LRSD		28
Chicot	After School Tutoring Program	75	28,000	Title 1		12
Chicot	Reading Teacher Intervention	84		LRSD		2
Chicot	AR Kids Tutoring	12		0 Volunteer		6
Chicot	Living Hope	70		Outside		3
Chicot	The P.A.T.Center			Outside		3
Chicot	S.N.A.P. Education	180		U of A Extension		2
Chicot	English Class for Parents	12		0 Adult Education Center		1
Chicot	Parenting Classes	15		0 Zocalo		1
Chicot	Taekwondo classes	10		0 Bland's Martial Arts		1
Chicot	Ronald McDonald Dental Outreach ACH	47		Arkansas Children's Hospital		3
Chicot	Breakfast in the Classroom	800		LRSD		9
Chicot	Gentlemen's Club	27	500	Staff Volunteers		1
Chicot	SOS (Save one Student)	30		0 Staff Volunteers		30
Chicot	Backpack Program - Rock Creek Church	23		Rock Creek Church		1
Chicot	Clothing Closet			St. Paul UMC		2
Chicot	Girls of Elegance	20		0		1
Dodd	Dodd's After School Program	K-5				2
Dodd	Breakfast in the Classroom	P3-5	\$25,000	LRSD		
Dodd	Rosetta Stone	K-5		LRSD		
Dodd	Myon Reading Program- Technology	K-5		LRSD- Technology		
Dodd	LEXIA Program- Emphasis ELL /Whole school	K-5	8,000	LRSD		
Dodd	First in Math Technology Program	K-5		LRSD		
Dodd	AR Reading Program	10		Outside Provider- VIPS		
Dodd	City of Little Rock Summer Program	150		City of Little Rock		
Dodd	Love My School Program	K-5		City of Little Rock		
Dodd	Life Skills for Youth Program	K-5		21 Century Grant		
Dodd	Flu Clinic Program	K-5		Outside Provider		
Dodd	Career Day Program- Shadowing	5th		LRSD		
Dodd	Vision & Hearing Screening	Prek-5		LRSD		
Dodd	Basketball Team	3rd-5th		Parent Volunteers		
				Parent Volunteers		

Dodd	Cheer & Pep Squad	2nd-5th	Parent Volunteers	Parent Volunteers	Parent Volunteers
Dodd	Fuel Up to Play	4th-5th	Outside Provider	National Dairi Council	Parent Volunteers
Forest Park Elem.	Pre-K		40 LRSD	LRSD	2
Forest Park Elem.	After School Tutoring		42 15,000 (LRSD)	LRSD	
Forest Park Elem.	Chess Club		72 Volunteer	PTA	1 teacher 1 aide
Forest Park Elem.	Flu Clinic		326 AR Dept. Health	Ar Dept. Health	3 teachers 1 aide
Forest Park Elem.	Nutrition		10 Feed Arkansas Kids	Feed Arkansas Kids	4 teachers 1 aide
Forest Park Elem.	Therapist		5 Mental Health Services	Mental Health Services	5 teachers 3 aides
Forest Park Elem.	Kids Marathon Training		70 PTA	PTA	1 counselor
Forest Park Elem.	After School Piano		27 Outside Provider	PTA	
Franklin	Pre-K	50 students pre-k students	267,570.00	LRSD	8
Franklin	After School Tutoring	57 students (2nd-5th)	\$79,477.63	LRSD	12
Franklin	AR Kids Read	16 students (1st-4th)	\$0/Volunteer		8
Franklin	First United Methodist Church (AR)	15 students (4th/5th grade	/Vol. \$0/Volunteer		12
Franklin	The Pointe	6 students (K-5)	Outside Provider		2
Franklin	Reading Teacher	43 students (1st-3rd)	\$63,994.89	LRSD	1
Franklin	New Beginnings Mental Health Agency	12 students (K-5)	Outside Provider		2
Franklin	DaySprings	2 students (K-5)	Outside Provider		2
Franklin	Encouragers	25 students (2nd-5th)	Outside Provider		16
Franklin	Mt Saint Mary	33 students (PreK-3)	Outside Provider		10
Franklin	Love Your School	297 students (K-5)	Outside Provider		1
Fulbright	Pre-K	59 students pre-k students	\$268,331	LRSD	7
Fulbright	After School Tutoring	46 students (3rd-5th)	\$15,000.00	LRSD	12
Fulbright	AR Kids Read	14 students (2nd grade)	\$0/Volunteer		7
Fulbright	St. James Methodist Church	15 students (Kind. & 1st)	\$0/Volunteer		12
Fulbright	Bridges Mental Health Agency	8 students	Outside Provider		2
Fulbright	Reading Teacher	43 students (1st-3rd)	\$68,827.54	LRSD	1
Fulbright	New Beginnings Mental Health Agency	2 students	Outside Provider		1
Fulbright	Centers for Youth and Families	2 students	Outside Provider		1
Geyer Springs	Pre-K	57		LRSD/Federal Funds	7
Geyer Springs	Weekend Food bags	8		Rice Depot	1
Geyer Springs	Love Your School Gardening/Nutrition	Grades 2-5, 167 students	aprox. 15	City of Little Rock /Ameri Corp	aprox. 15
Geyer Springs	After School Tutoring	Grades 2-5, 60 students		0 LRSD/Federal Funds	9
Geyer Springs	Mental Health Services	Grades 2-5, 22 students		0 Path Finders	1
Geyer Springs	District Summer School	Grades 2-5 as needed		0 LRSD/Federal Funds	District sites
Geyer Springs	AR Kids Read	11			5
Geyer Springs	STEM classes	Grades 2-5 167 students	UALR-Javitz Grant		0

Program	Staff	Volunteers	Other	Notes
Pre-K	20		ABC	
After-school tutoring - Literacy	26		LRSD	
After-school tutoring - Math	33		LRSD	
Voyager	75		Gibbs	
Career Awareness Program	300		Gibbs	
Summer School			LRSD	
Pre-K Program 2014- 15	40 students		LRSD	2 Cert. Teachers, 2 paras
After School Program 2014 - 15	26 students (gr. 3 - 5)		LRSD	6 Certified Teachers
STARS Reading Volunteers 2014-15	25 students (K-5)		VIPS	17 volunteers
New Beginnings Behavioral Health 2014 - 15			Outside provider	
Backpack Snacks 2014 - 15			Church of Rockcreek	
Myon (reading program) 20134- 15	K-5th			
United Way 2014- 15	K-5th	\$250 outside provider		
Jazz Saxophone Club 2014 -15		5	United Way	
Violin Lessons 2014 - 15			Art Porter foundation	volunteer
Summer Camp 2014 - 15	25 children 3 adults	25 PTA	PTA	
First in Math 2014 - 2015		381	PTA	
Watch Dog Dads	K-5	Outside provider	Male Volunteers	volunteers
Pre-Kindergarten				
21st CCLC After-school Tutoring Program	20	\$86,744.77	LRSD	2
City Year 3rd - 5th Grade Tutoring	110	150,000.00	LRSD - Grant	21
City Year 3rd - 5th After-school Starfish Program	78		LRSD	6
Reading Teacher Interventionist	30		LRSD	6
AR Kids	36	44,711.01	LRSD	1
New Beginning	16		Volunteer	7
Therapeutic Family Services	40		Outside Provider	5
21st CCLC Summer Enrichment	10		Outside Provider	2
Fresh Fruit and Vegetable Program	50	\$10,000.00	LRSD - Grant	10
	544	33,926.00	LRSD	3
Afterschool Program	K - 5th (144)	\$35,000		15 - 18 staff T,W,Th
MLK Reads	K - 3rd	Volunteer (grant)		38 - 40 per week
ARKids	K - 2nd	Volunteer		10 per week
Violin Instruction	K - 5th (45)	During the school day		1 staff member
Piano and Jazz Band	K- 5th (55)	During the school day		1 staff member
Fuel Up To Play	K- 5th	Outside volunteer		Volunteer
Fruit and Vegetable Grant	K - 5th (425)	Grant		1FTE
Garden Program	K - 5th	Arkansas Extension (Laura Warren)		1 FTE

Martin Luther King	Fitness Center	2nd - 5th	Grant	Volunteers
McDermott	Pre-K	40 students pre-k students		4
McDermott	After School Tutoring	35 students (3rd-5th)	\$163,116	LRSD
McDermott	AR Kids Read	20 students (1-2)	\$25,000.00	LRSD
McDermott	Encouragers	25 students (K-5th)\$0/Volunteer	\$0/Volunteer	9
McDermott	Living Hope	15 students	\$0/Volunteer	15
McDermott	Reading Teacher	42students (1st-4th)	Outside Provider	10
McDermott	P. A.T. Center	5 students	\$75,397.29	LRSD
McDermott	Centers for Youth and Families	1 students	Outside Provider	1
			Outside Provider	2
Meadowcliff	1-Pre-K Program	20	LRSD	1
Meadowcliff	after school tutoring program	55 3rd - 5th grade	LRSD	2
				8
Otter Creek	After - School Tutoring	80 students (grades 1-5)	LRSD Funded / Title I	13
Otter Creek	Encouragers (Mentoring Program) GSFBC	40 students (grades 2-5	Outside Provider	30
Otter Creek	AR Kids Read: Volunteer Reading Program	(8) Students grades 2-3	Outside Provider	4
Otter Creek	Summer School for (approximately 4-6 weeks)	approximately (120)	LRSD Funded / Title I	30
Pulaski Heights Elem.	After School Tutoring	45	\$20,000	LRSD
Pulaski Heights Elem.	AR Kids Read	5 N/A	Outside Provider	7
Pulaski Heights Elem.	Summer School	40 N/A	LRSD	5
				N/A
Roberts	After School Tutoring Program	66	\$20,000	LRSD
Roberts	Strive (Mental Health)	6	Outside provider	0.86
Roberts	Backpack Snacks	18	Outside provider	1
Roberts	United Way (\$200)	10	\$200	1
Roberts	West Little Rock Village	11-15	Volunteer	2
Roberts	Myon (reading program)	K-5th	LRSD	100+
Roberts	Project Flight	18	LRSD	0
Roberts	Brain Pop (online math program)	K-5th	\$2,300	0.24
			Roberts PTA	0
Rockefeller	PK (3 and 4 years)	154	LRSD/DHS	10
Rockefeller	21st Century Afterschool Program	100	140000	13
Rockefeller	Arkansas Reads	Volunteers		
Rockefeller	RAP- Rockefeller Achievement Program	35	4500	4
Rockefeller	21st Century Summer Program			
Rockefeller	Museum Outreach Program	Outside	Museum of Discovery	0
Romine	Two Pre-Kindergarten Classes	40 Students	LRSD	Four
Romine	Before/After School Tutoring	Grades 2-5; 60-65 Students	LRSD	

Romine	AR Kids	Grades K-3: 12 Students	Volunteers/ No Expenditures	Twelve
Romine	100 Black Men of Greater Little Rock	Grade 2; 60 Students	Volunteers/ No Expenditures	Six
Romine	Math Interventionist	Grades 4-5, 20 Students	ADE Grant	One
Romine	Love Your School Nutrition Classes	Grades PK-5, 320 Students	Americorp Volunteers	20-25 Volunteers
Stephens	21st Century	K-5 (100 students)	First Baptist	15
Stephens	Stephens After-School Program	3-5 (60 students)	LRSD	8
Stephens	Community Center	K-5 (100 students)	City of Little Rock	
Terry	Pre Kindergarten (4year olds)		60 District	
Terry	After School Tutoring		123 Title 1	
Terry	Summer School	usually about 50 spots	District	
Wakefield	Wakefield After School Tutoring	100 students grades 1-5	12,000	LRSD and UALR
Wakefield	UALR Children International Summer Program	150 students grades k-5	12,000	LRSD/UALR
Washington	Pre-K 4-year old program		40 ?	LRSD - Arkansas Better Chance
Washington	21st CCLC ECO4Kids After-school Program		80	\$125,000 ADE 21st CCLC Grant
Washington	21st CCLC ECO4Kids Summer Program		40 (part \$125,000 above)	ADE 21st CCLC Grant
Washington	LRSD Literacy/Math Enrichment Summer Program	Selected Students Grades 1-5	LRSD	??
Washington	School-Based Mental Health Therapeutic Services		35 Centers for Youth and Families CFYF	
Washington	Cub Scout		15 BSUSA Quapaw Area Council	BSUSA Quapaw Area Council
Washington	Wildcat Intermural Basketball		20	\$800 School / Parents / Community Fi
Washington	Wildcat Cheerleading		20	\$400 School / Parents / Community Fi
Washington	Classroom Readers		150	0 St. John Baptist Church Barnaba:
Washington	Gentlemen's Group		10	0 Pi Omicron Chapter, Omega Psi
Washington	Male Mentors for selected Classrooms		75	0 Pi Omicron Chapter, Omega Psi
Washington	Female Mentors for Selected 5th Grade Students		30	0 Community Volunteers
Watson	Watson's Excelling Eagles After School Tutoring Program	Grades 3-5/ 83	\$30,000.00	LRSD
Watson	AR Kids Read	Grade 3	\$0-Volunteer	
Watson	Reading Teacher/Interventionist		50	\$64,860.20 LRSD
Watson	ESL Coordinator/Interventionist		50	\$55,456.00 LRSD
Watson	PAT Center- Mental Health & Behavior Services	Grades 3-5	Outside Provider	
Watson	Life Strategies- Mental Health & Behavior Services	Grades 3-5	Outside Provider	
Watson	Highland Valley United Methodist Church-School Partner	Grades 3-5	\$0-Volunteer	
Watson	Kroger-School Partner	Grades 3-5	\$0-Volunteer	
Watson	AR Rice Depot	Grades 3-5	\$0-Volunteer	
Watson	Junior League	Grades 3-5	Outside Provider	
Western Hills	PK 3		16	LRSD

Western Hills	PK 4	20			LRSD
Western Hills	Band	25			LRSD
Western Hills	Basketball	45			LRSD
Western Hills	Choir	40			LRSD
Western Hills	Life Strategies	12	Outside Provider		
Western Hills	Extended Day	45			LRSD
Western Hills	Interventions by Staff				LRSD
Western Hills	Cheerleading	28	Parent Volunteers		
Western Hills	Fresh Fruit and Veggies Grant	230	ADE Grant		
Western Hills	Home Extension Nutrition and Garden Classes	202	Outside Provider		
Western Hills	AR Kids Reading Tutors	9	Community Volunteers		
Western Hills	Life Strategies Summer Program	12	Outside Provider		
Western Hills	Art Club	10			LRSD
Western Hills	Mathletes Tutoring	10			LRSD
Western Hills	Reading Teacher	37			LRSD
Western Hills	Breakfast and Lunch at No Charge	268			LRSD
Western Hills	Kids Marathon	25			LRSD
Western Hills	Girl's Club				LRSD
Western Hills	Literacy Facilitator				LRSD
Western Hills	Math Facilitator				LRSD
Williams	AR Reads 2014		Volunteers	None	14 Volunteers/ 2X weekly
Williams	AR Reads 2015		Volunteers	None	12 Volunteers/ 2X weekly
Williams	After School Tutoring 2014		\$22,439.09	LRSD Child Nutrition	staff
Williams	After School Tutoring/Boot Camp 2015		\$24,007.55	LRSD Child Nutrition	21 staff/7 volunteers
Wilson	Wilson After School Program		\$23,385.90		8 staff, 8 volunteers
Wilson	St. Andrews Church (Encourager)		No expenditures	LRSD	24 Volunteers

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Cloverdale Aerospace Charter	City Year	grades 6-8	\$144,000 (matching funds)	City of Little Rock	11
Cloverdale Aerospace Charter	Summer Food Program	eligible youth	See Ms. Bouie in Child Nutrition		
Cloverdale Aerospace Charter	Grab and Go Breakfast	grades 6-8	See Ms. Bouie in Child Nutrition		
Cloverdale Aerospace Charter	Fuel Up to Play 60	20	\$1000 grant	Midwest Dairy	N/A
Cloverdale Aerospace Charter	Feed Arkansas Kids (homeless students)	25	See Nina Scaife in the Homeless		
Cloverdale Aerospace Charter	Duke Scholars	10	See Lori Altschul in the GT Office		
Cloverdale Aerospace Charter	Before/After School Tutoring	grades 6-8	See Linda Young in Grants	21st Century Grant	
Cloverdale Aerospace Charter	G.E.M.S. (Girls Empowered by Mentoring Sisterhood)	70	\$0	Little Rock Police Department	2
Dunbar	Homework Help (a.m. & p.m.)	48 (22-6th; 15-7th; 11-8th)		2 LRSD	4
Dunbar	After-school Tutoring (Math & Literacy)	64 (27-6th; 21-7th; 16-8th)		4 LRSD	4
Dunbar	Child/nutrition Program	120 (45-6th; 27-7th; 48 - 8th)		1 LRSD	4
Forest Heights	Homework Help Program (Feb. 8- May 12, 2016)	Grades 3-8	Volunteer	LRSD	4 staff members a day
Henderson Middle School	Henderson Afterschool Program	150		35,000 LRSD & Outside Provider	15
Henderson Middle School	Henderson Summer Program	60		7500 LRSD & Outside Provider	7
Henderson Middle School	City of Little Rock Teen Camp	50	Outside Provider	Outside Provider	11
Henderson Middle School	Henderson Afterschool Nutrition Program	120	Outside Provider	Outside Provider	2
Henderson Middle School	Life Strategies	10	Outside Provider	Outside Provider	2
Henderson Middle School	New Beginnings	16	Outside Provider	Outside Provider	2
Henderson Middle School	Pat Center	4	Outside Provider	Outside Provider	2
Henderson Middle School	Phifer Camp	14	Outside Provider	Outside Provider	6
Henderson Middle School	Day Springs	2	Outside Provider	Outside Provider	1
Henderson Middle School	Pinnacle Point	17	Outside Provider	Outside Provider	2
Henderson Middle School	Goodwill	1	Outside Provider	Outside Provider	1
Henderson Middle School	Bridgeway	1	Outside Provider	Outside Provider	1

Henderson Middle School	Living Hope				20 Outside Provider	Outside Provider	2
Henderson Middle School	The Pointe				15 Outside Provider	Outside Provider	2
Henderson Middle School	Girls Rock				85 Outside Provider	Outside Provider	65
Henderson Middle School	Diamond Divas				36 Outside Provider	Outside Provider	6
Henderson Middle School	OK Program				130 Outside Provider	Outside Provider	6
Henderson Middle School	GEMS				40 Outside Provider	Outside Provider	7
Henderson Middle School	PARK				35 Outside Provider	Outside Provider	10
Mabelvale Middle	After-School Tutoring	6 - 8 Grade				\$70,000 LRSD/Title I	8
Mabelvale Middle	City Year	6 - 8 Grade				\$120,000 City Year	10
Mabelvale Middle	After- School Snack	6 - 8 Grade			Child Nutrition	LRSD	2
Mabelvale Middle	Before- School Tutoring	6 - 8 Grade				\$120,000 City Year	10
Mabelvale Middle	AVID Tutoring	6 - 8 Grade				\$5,000 LRSD/Title I	3
Mabelvale Middle	Living Hope	6 - 8 Grade			Outside Provider	Living Hope	3
Mabelvale Middle	The Pointe Mental Health	6 - 8 Grade			Outside Provider	The Pointe	1
Mabelvale Middle	New Beginnings Health Services	6 - 8 Grade			Outside Provider	New Beginnings	1
Mabelvale Middle	Day Springs Behavioral Health	6 - 8 Grade			Outside Provider	Day Springs	1
Mabelvale Middle	Families, Inc	6 - 8 Grade			Outside Provider	Families, Inc	1
Mabelvale Middle	PAT Center	6 - 8 Grade			Outside Provider	PAT Center	1
Mabelvale Middle	Therapeutic Family Services	6 - 8 Grade			Outside Provider	Therapeutic Family Services	1
Mabelvale Middle	Life Strategies	6 - 8 Grade			Outside Provider	Life Strategies	1
Mann	Before School Tutoring	150				\$2,635 LRSD	1
Mann	After-school Tutoring	75				\$1,800 NSLA	6
Mann	ESL Tutoring	20				\$1,800 Title III	1
Pulaski Heights Middle School	Strive				10 Outside Provider	Strive	3
Pulaski Heights Middle School	New Beginnings				3 Outside Provider	New Beginnings	3
Pulaski Heights Middle School	The Pointe				11 Outside Provider	The Pointe	2
Pulaski Heights Middle School	PARK				2 Outside Provider	PARK	1
Pulaski Heights Middle School	Pulaski County Youth Service				3 Outside Provider	Pulaski County	1
Pulaski Heights Middle School	PHMS - Behavior Interventionist				15	NSLA	2
Pulaski Heights Middle School	Math / Literacy After-School Tutoring				87	\$90,205.18 NSLA	7
Pulaski Heights Middle School	STEM After-School Tutoring				60	\$28,725.55 NSLA	7
Pulaski Heights Middle School	UALR - Student Teacher Tutors				32 Volunteer	\$21,000.00 NSLA	10
Pulaski Heights Middle School	The PAT Center				1 Outside Provider	N/A	16
Pulaski Heights Middle School	VIPS - Math Tutors				19 Volunteer	The PAT Center	1
Pulaski Heights Middle School	Goodwill				1 Outside Provider	N/A	6
Pulaski Heights Middle School	Bridge 2 Success				1 Outside Provider	Goodwill	1
Pulaski Heights Middle School	Life Strategies				3 Outside Provider	Bridge 2 Success	1
Pulaski Heights Middle School	Bridgeway				1 Outside Provider	Life Strategies	3
						Bridgeway	1

School	Student Support Program (Samples include pre-K, after-school, summer programs other than credit recovery, tutoring, food/nutrition programs, career training not including school credit classes, school health programs above basic nursing, other programs for students that are separate from school credit classes and services required by the standards of accreditation)	# Students Participating (If unknown, indicate grade levels participating)	Total Program Expenditures (If (Indicate volunteer or outside provider for services with no expenditures)	Vendor/Provider (Indicate LRSD if no outside source is involved in the program)	FTE staff/volunteers on site working with students (do not include administrative oversight)
Central	School Health: Reducing the Risk Darrell Seward-Health Dept.	608	\$7,270.64	Karen Swinton	None
Central	Super Saturdays LeQuieta Grayson – Guidance Dept	25	*\$300.00	LRSD Philander Smith	3
Central	Monthly Bag Lunch Meeting LeQuieta Grayson-Guidance Dept	50	*\$300.00	LRSD	2
Central	AVID Tutoring Stacey McAdoo, AVID Coordinator	172	*\$13,916.76	LRSD	5
Central	Tiger Academy- Heather Jenkins, Jennifer Caple and Brenda Bankston	252	*\$21,324.00	Larry's Pizza, LSC Promo, Kroger, Office Depot	15 Certified Teachers 25 Senior Mentors 7 Parent Volunteers
Central	ESL College Initiatives Heather Rainbolt, Testing Coordinator				
Central	READ 180 - Brenda Bankston, Literacy Instructional Facilitator	78	*\$5,000.00	Houghton Mifflin	2 Certified Teachers
Central	Tiger Academic Support Center Heather Jenkins, Math Instructional Facilitator	90*	*\$72,000.00	Office Depot First Student	25 Certified Teachers (rotation)
Central	Freshman Academy (Family Night and Orientation) Kimberly Burleson, Freshman Academy Coordinator	9 th Grade	*\$7,000.00	LRSD	21
Central	Science Parent Night Melissa Donham-Dept Chair	300	*\$2,000.00	Big Lot Kroger	12
Central	Science Open House Melissa Donham/Joy Thompson	335	*\$2,000.00	None	3
Central	Star Lab-Katie Anderson, Science Department Katie Anderson	500*	\$375.00	Arkansas Tech University	1
Hall High School	After-School	50	21st CCLC Grant	LRSD	10
Hall High School	Before-School	25	22nd CCLC Grant	LRSD	3
Hall High School	Summer - Art Across the Curriculum	Grades 9-12	23rd CCLC Grant	LRSD	6
Hall High School	Summer - ESL Institute	Grades 9-12	24th CCLC Grant	LRSD	5
Hall High School	Summer - Robotics	Grades 9-12	25th CCLC Grant	LRSD	2

Hall High School	Life Strategies group therapy				30 outside provider	Life Strategies	2
Hall High School	Living Hope and Life Strategies individual therapy				50 outside provider	Living Hope and LSCI	3
Hall High School	Career Coach			Grades 9-12	outside provider	Pulaski Tech	1
Hall High School	Arkansas Voices (group for children of incarcerated)				10 outside provider	Arkansas Voices	1
Hall High School	YoungLife Young mothers group				8 outside provider	YoungLife	2
Hall High School	Alumni Mentoring group			Grades 9-12	outside provider	Hall High Alumni	2 currently (plans for more)
Hall High School	Soul Gathering Ministries mentoring group				6 outside provider	Soul Gathering Ministries	6
Hall High School	Individual school-based therapy			Grades 9-12	outside providers	Various therapy agencies	unknown
J. A. Fair	Aspire after school tutoring			9th-12th	Unknown	LRSD/Title 1	20,000
J. A. Fair	Aspire morning tutoring			9th-12th	Unknown	LRSD/Title 1	10,000
J. A. Fair	Staff/Senior mentoring			12th	No extra funding	LRSD Counselors	10
J. A. Fair	City year Pull outs/Push ins			9th-12th	100 \$100,000 for the year* /NSLA funds LRSD/City Year	LRSD/City Year	9
J. A. Fair	City year dress for success			12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	City year Adopt a senior			9th-12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	City year behavior focus			9th-12th	* Includes all 4 City Year supports	LRSD/City Year	9
J. A. Fair	Math club lunch tutoring			9th-12th	No extra funding	LRSD	8
J. A. Fair	Evening Meal			9th-12th	Unknown	LRSD/ food and nutrition	4
J. A. Fair	Gentleman's club			9th-12th		LRSD Parent Facilitator (in addition to	2
J. A. Fair	Model U.N.			11th-12th	No extra funding	\$21,024 other duties)	1
						LRSD/Bettinardi	
McClellan	After School Math Intervention done by Math Teachers			Grades 9-12	Estimated 7500	LRSD	4 FTE staff
McClellan	City Year (Push in)			9th grade	see above	80,000 AmeriCorp	
McClellan	City Year (Pull Out)			9th grade	see above	AmeriCorp	
McClellan	City Year (after school)			9th grade		AmeriCorp	
McClellan	ACT Skills Training			11th-12th grade		6,000 Fetterman and Associates	Two trainers from Fetterman
McClellan	Credit Recovery (done during the day)			9th-12th grade	27, 500-salary for paraprofessional	No outside source	10 FTE Paraprofessional
Parkview	ACT Prep Summer Program			Grades 10-12		\$50,000.00 LRSD Outside Provider	
Parkview	Pulaski Tech Courses Afterschool Program					Outside Provider	
Parkview	Afterschool Nutrition Program			Grades 9-12		LRSD	
Parkview	Before/Afterschool Tutoring			Schoolwide		\$2,000.00 LRSD	
Parkview	Patriot Academy			In-coming 9th Grader		10,000.00 LRSD	
Parkview	Super Saturday AP Prep Program			Grades 11-12		937.5 LRSD	
Parkview	ACT Prep Afterschool Program			Schoolwide		17,000.00 LRSD	
Parkview	Math Department Parent Night			Schoolwide		\$4,990.00 LRSD	
Parkview	Financial Aid Workshop/Guidance Office			Grades 11-12		2,500.00 LRSD	
Parkview	Senior/Junior Parent Night Meeting			Grades 11-12		LRSD	

2016 Summer Programs

MIDDLE SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Cloverdale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Alma Ross Robin Baylark	920-0983 447-2510
Henderson	LOVE 21 st CCLC	June 6 – June 30	9:00 – 1:00	LRSD	1 School Based	None	Shelia Hayes Vicki Fletcher	516-1604
	City of Little Rock Summer Playground Teen Camp	June 6 – July 29 Closed July 4th	7:30 – 6:00	None			Darryl Marbly	371-6859
Mabelvale	Summer School	June 15 – July 13	7:30 – 3:45	LRSD	4 School Based 1 Off Duty Police Officer (3-5 days)	General	Rhonda Hall Michael Anthony	447-3002 870-692-0963
HIGH SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Accelerated Learning Center	Credit Recovery (Graduating Seniors ONLY)	June 6 – July 1	8:00 – 2:00	None	1 School Based	General	Brenda Allen Shameka Montgomery	447-1370 447-1202
Central	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month) 1 School Based	General	Nancy Rousseau	447-1402
Hall	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Larry Schleicher	447-1902
	21 st CCLC	June 6 – July 1	9:00 – 1:00	LRSD	1 School based	21 st CCLC	Marshall Sladyen	501-730-1516
Hamilton	Living Hope	June 13 – July 29	8:00 – 3:30	TBA	TBA	TBA	TBA	TBA
J. A. Fair	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month) 1 School Based	General	LaGail Biggs	447-1702
	ASPIRE 1003(a) Summer	June 6 – June 21	9:00 – 1:00	LRSD	1 School Based	Grant 1003(a)	Marion Arnett	447-1766
	Literacy Program 9th grade	August	1:00 – 4:00	LRSD		Grant 1003(a)	Marion Arnett	447-1766
McClellan	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Henry Anderson	447-2102
	Credit Recovery (9th – 11th grades)	June 15 – July 19	8:00 – 12:00 1:00 – 5:00	None	1 Supervisor (12 month)	General	Dr. Dexter Booth	447-2302
Parkview	ACT Prep	June 8 – June 29	8:00 – 1:00	None	1 Supervisor (12 month) 1 School Based	CCRPP Grant	Laureen Isom	447-2971
	Patriot Academy	TBD	TBD	LRSD	1 School Based	General	Dr. Dexter Booth	447-2302
	Smart Start	June 16 – June 30	8:00 – 1:00	None		Title 1	Dr. Vanessa Cleaver Marceline Carr	447-3376 447-3364

2016 Summer Programs

ELEMENTARY SCHOOLS	PROGRAM	DATES	HOURS	TRANSPORTATION	SECURITY	SOURCE OF FUNDING	CONTACT PERSON(S)	CONTACT NUMBER
Bale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Hazel Harris	501-563-9472
Booker	Summer Laureate Program	July 8, 2016 (Prep) July 11-15, 2016 and July 18-22, 2016	12:30 to 5:30 PM for students and from 9:00 to 6:00 for staff	No	Security and Custodial assistance needed	UALR—fees paid by parents	Krista Smith Jason Finney	501-569-3410 501-831-1207
Carver	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Charlotte Cook; Karen Banks	501-580-1886; 870-917-9124
	New Beginnings	June 13 – July 29	8:00 – 3:30					
Dodd	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Fulbright	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
King	Summer School Bale, Franklin, King, Meadowcliff, Romine, Wakefield, Western Hills & Wilson	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Mabelvale	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School Based	21 st CCLC	Karonda Fuller	501-580-0713
	Summer School Brady, FHSA Elementary, Forest Park, Fulbright, Jefferson, McDermott, Pulaski Heights Elementary, Roberts, Terry & Williams	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Meadowcliff	City of LR Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Otter Creek	Summer School Baseline, Chicot, Dodd, Geyer Springs, Mabelvale Elementary, Otter Creek & Watson	June 8 – July 8 Closed July 4th	8:00 – 2:30	LRSD	1 School Based	General	Linda Young	501-447-3372
Rockefeller	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	1 School based	21 st CCLC	Evelyn Jones	501-348-9522
	City of Little Rock Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
Romine	City of Little Rock Summer Playground	June 6 – July 29 Closed July 4th	7:30 – 6:00	None		City of LR	Darryl Marbly	371-6859
	The Pointe Living Hope- Elementary	June 13 – July 29	8:00 – 3:30					

2016 Summer Programs

Stephens	LRSD Gifted and Talented Summer Academy Grades 2-5	June 16 – July 8 No classes on (July 1 & 4)	8:00 - 2:00	LRSD	1 School Based		Lori Altschul	447-6493
	Strive	June 13 – July 29	8:00 – 3:30					
	Day Springs	June 13 – July 29	8:00 – 3:30					
Wakefield	UALR Based Program Mind Your Own Business	July 13 – July 21	7:30 – 5:30	None	None		Les Taylor	447-6600
	Summer School Booker, Carver, Gibbs, Rockefeller, Stephens, Wakefield & Washington	June 8 – July 8 Closed July 4 th	8:00 – 2:30	LRSD	1 School Based		Linda Young	501-447-3372
	Special Ed Extended Year Service	June 8 – July 8	8:00 – 12:00	LRSD Specialized			Elna Hasberry	447-1039
Western Hills	21 st CCLC	June 13 – June 30	9:00 – 1:00	LRSD	N/A		Nettie Epps	501-425-4334
	Camp Can Do 1	June 8 – July 1	8:00 – 2:30	LRSD	1 School Based		Karen Broadnax	447-3370
	Camp Can Do 2	June 8 – July 1	8:00 – 2:30	LRSD	1 School Based		Karen Broadnax	447-3370
Wilson	The P.A.T. Center	June 13 – July 29	8:00 – 3:30					

EXHIBIT T

LRSD Students Referred to ALE

MIDDLE & HIGH SCHOOL

Year	Count
2014	548
2015	440
2016	334

1322

ELEMENTARY

Year	Count
2014	33
2015	15
2016	7

55

EXHIBIT U

Incomplete List of LRSD Students who Returned from private or homeschool.

(Any student who enrolls on the 1st day of school will only have an Initial Entry code and we do not know the former school or district the student attended. This list would only contain students who came to us after the 1st day of school from home school or non-public school.)

YEAR	CODE	COUNT
14	Home School	16
14	Non Public Outside of AR	10
14	Non Public in AR	50
TOTAL		76

YEAR	CODE	COUNT
15	Home School	23
15	Non Public Outside of AR	8
15	Non Public in AR	39
TOTAL		70

YEAR	CODE	COUNT
16	Home School	22
16	Non Public Outside of AR	15
16	Non Public in AR	37
TOTAL		74

EXHIBIT V

LITTLE ROCK SCHOOL DISTRICT GRADUATION RATE

2015 Graduation Rate – Not yet determined. This will be included in the ADE 2016 ESEA District report.

2014 Graduation Rate – 78.28%

2013 Graduation Rate – 75.35%

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
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
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
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	BASELINE 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 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%