



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA CHARTER AUTHORIZING PANEL

February 19, 2016

Arkansas Department of Education

ADE Auditorium

8:30 AM

Back Print

Action Agenda

A-1 Open-Enrollment Public Charter School Academic Performance Hearing AND Request for Amendment: Quest Middle School of Pine Bluff

The State Board of Education approved the application for Quest Middle School of Pine Bluff on November 1, 2012. The charter is approved to serve students in grades 5-12 with a maximum enrollment of 460. Representatives of Quest Pine Bluff are appearing before the Charter Authorizing Panel to request an amendment to the charter. Also, the Charter Authorizing Panel has required representatives of Quest Pine Bluff to appear for a hearing, pursuant to Ark. Code Ann. § 6-23-105, to discuss academic performance. Representatives of the charter agreed to combine the two hearings and approved combining the hearing procedures to be followed. Possible actions to be taken by the Charter Authorizing Panel include approving or denying the amendment request, but due to its priority status, possible actions include modification, probation, and/or revocation of the charter.

Presenter: Alexandra Boyd

A-2 Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of West Little Rock

The State Board of Education approved the application for Quest Middle School of West Little Rock on January 10, 2014. The charter is approved to serve students in grades 6-12 with a maximum enrollment of 490. Representatives of Quest West Little Rock are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

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

On December 10, 2007, the State Board of Education approved the applications for eStem Elementary, eStem Middle School, and eStem High School that merged into one charter, as approved by the Board during the renewal process on March 14, 2011. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,462. Representatives of eStem are appearing before the Charter Authorizing Panel to request amendments to the current charter.

Presenter: Alexandra Boyd

A-4 Request for Open-Enrollment Public Charter School Amendment: Future School of Fort Smith

The Charter Authorizing Panel approved the application for Future School of Fort Smith on October 14, 2015. The charter is approved to serve students in grades 10-12 with a maximum enrollment of 450, beginning in the 2016-2017 school year. Representatives of Future School are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

A-5 Request for Open-Enrollment Public Charter School Amendment: Haas Hall Academy, Fayetteville

The State Board of Education approved the application for Haas Hall Academy, Fayetteville on January 12, 2004. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 400. Representatives of Haas Hall are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

A-6 Request for Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools, Blytheville

The State Board of Education approved the amendment request on November 9, 2009, for KIPP Delta Public Schools to add a Blytheville Campus. The campus is approved to serve students in grades K-12 with a maximum enrollment of 810. Representatives of KIPP Delta are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

A-7 Request for Open-Enrollment Public Charter School Amendments: LISA Academy

On January 12, 2004, the State Board of Education approved the application for LISA Academy, and on November 5, 2007, the State Board of Education approved the application for LISA Academy-North Little Rock. On January 15, 2014, the authorizer approved the merger of the two charters through the amendment process. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,500. Representatives of LISA Academy are appearing before the Charter Authorizing Panel to request amendments to the current charter.

Presenter: Alexandra Boyd

Quest Middle School of Pine Bluff Summary

Quest Middle School of Pine Bluff

CURRENT DATA

Maximum Enrollment	460
Approved Grade Levels	5-12
Grades Served 2015-2016	5-9

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	78
Hispanic	5
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	5
Total	89

2015-2016 Enrollment by Grade

5th Grade	15
6th Grade	15
7th Grade	22
8th Grade	20
9th Grade	17
10th Grade	0
11th Grade	0
12th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	15
Title I	36
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
52.58	42.75	43.47	43.06

BACKGROUND

Authorized November 1, 2012
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

November 13, 2013

Waiver of:

Ark. Code Ann.

6-15-902(a)	Grading Scale
6-16-102	School day hours
6-17-111	Duty-free lunch period
6-17-201	Requirements - Written personnel policies - teacher salary schedule
6-17-201 et. seq.	Teachers' Minimum Sick Leave Law
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-18-706	School nurse
6-21-203	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)

6-25-101 et. seq. Public School Library and Media Technology Act
Standards for Accreditation
15.02 Principals
16 Support services
19.04 Requirement to provide summer school and adult education programs
21 Auxillary services

Other Rules

ADE Rules Governing Educator Licensure
ADE Rules Governing School Board Zones and Rezoning
ADE Rules Governing School Election Expense Reimbursement
Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and
Documents Posted to District Websites

Amendment Request Considered and APPROVED

March 21, 2014

Waiver of:

Ark. Code Ann.
6-13-619 Monthly meetings

Academic Performance Response

Quest Middle School of Pine Bluff

308 South Blake Street
Pine Bluff, AR 71601

OVERVIEW

Opening its doors in the fall of 2013, the mission of Quest Middle School of Pine Bluff is to develop knowledge and wisdom through an unyielding commitment to excellence in academics, recognizing the unique potential of each student, while integrating the student's gifts intellectually, socially, culturally, and physically into all aspects of learning and leadership. The School currently serves students in grades 5-9 (and is approved to serve students in grades 5-12).

After only two years of operation, Quest has met each and every one of the academic growth goals set forth in its charter and has either met or is on track to meet all other goals set forth in its charter. Quest has achieved significant student academic growth. Quest students who sat for the Northwest Evaluation Association ("NWEA") Measures of Academic Progress® ("MAP") assessment in both fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language, 76% in Math, and 145% in Reading. In addition, according to the 2014-2015 NWEA Virtual Comparison Group ("VCG") report, 54% of the students at Quest met or exceeded the growth of their virtual comparison group in Language, 50% did so in Math, and 63% did so in Reading. After reviewing diagnostic data, students who arrived at Quest in the fall of 2013 and remained in attendance through the fall of 2015 initially ranked in the bottom 9.5% among their peers in Language, the bottom 10.4% in Math, and the bottom 11.9% in Reading. Even so, as Quest has already demonstrated, these students are capable of achieving great academic growth when placed in the correct academic environment.

Because of the positive academic growth that has been experienced by students attending the school, Quest is requesting that the Charter Authorizing Panel amend its charter so that the School may serve students in grades K-4. This amendment will allow Quest the opportunity to implement its proven academic program earlier, so that students don't fall behind.

What follows is a concise and thorough explanation of why Quest should be entrusted to serve additional students.

ACADEMIC PERFORMANCE

I. Please provide “[a]n explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann. § 6-23-102.”

As outlined in Section 6-23-102 of the Arkansas Code, “[i]t is the intent of the General Assembly . . . to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

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

Quest maintains and promotes this legislative intent in the following manner:

A. Quest improves student learning.

After only two years of operation, Quest has achieved significant student academic growth. Quest students who sat for the MAP assessment in both fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language, 76% in Math, and 145% in Reading. See Chart 1 on the following page.

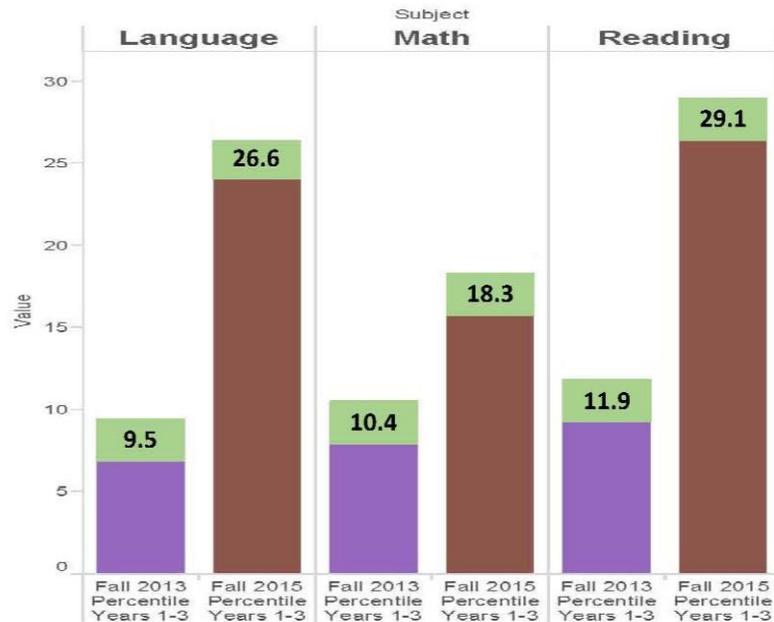
Another indicator of academic growth achieved by Quest’s students may be found by referencing the 2014-2015 NWEA VCG report. The VCG report allows Quest to compare the growth of its students relative to student achievement and growth norms that represent similar students educated in similar schools from across the country. This provides Quest with a valid comparison.

During the fall 2014 to spring 2015 growth period—the same time period analyzed by the PARCC—54% of the students at Quest met or exceeded

the growth of their virtual comparison group in Language, 50% did so in Math, and 63% did so in Reading.

As will be discussed in Section VI below, this academic growth has resulted in Quest meeting academic growth goals set forth in its charter.

Chart 1: Academic Growth – MAP Assessment (Fall 2013 and Fall 2015)



B. Quest increases learning opportunities for students who are identified as low-achieving.

Many students arriving at Quest, are severely behind academically, having already struggled for multiple years. For example, students who arrived at Quest in the fall of 2013 and remained in attendance through the fall of 2015 initially ranked in the bottom 9.5% among their national peers in Language, the bottom 10.4% in Math, and the bottom 11.9% in Reading. Even so, as Quest has already demonstrated, these students are capable of achieving great academic growth.

C. Quest encourages the use of different and innovative teaching methods, creates new professional opportunities for teachers, and provides parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Quest has provided a distinctly different learning environment to parents and students seeking a traditional core education with special attention paid to personalized learning, blended learning, technology/teacher integration

and character building. The School has provided learning opportunities for students through personalized attention and individually developed learning paths. Quest combines traditional curriculum and blended learning techniques with emphasis on values and character development.

NOTE: For a detailed description of the School’s academic program, see “Quest Charter Application, Standard 6: Educational Program, Appendix A.

D. Quest is accountable for meeting measurable student achievement standards.

As demonstrated by this review of Quest’s academic program by the Charter Authorizing Panel, Quest is accountable for meeting measurable student achievement standards as described in its charter. As discussed in Section VI below, Quest has met each and every one of the academic growth goals set forth in its charter.

II. Please provide “[a]n explanation of the ways in which the charter remains innovative while struggling academically.”

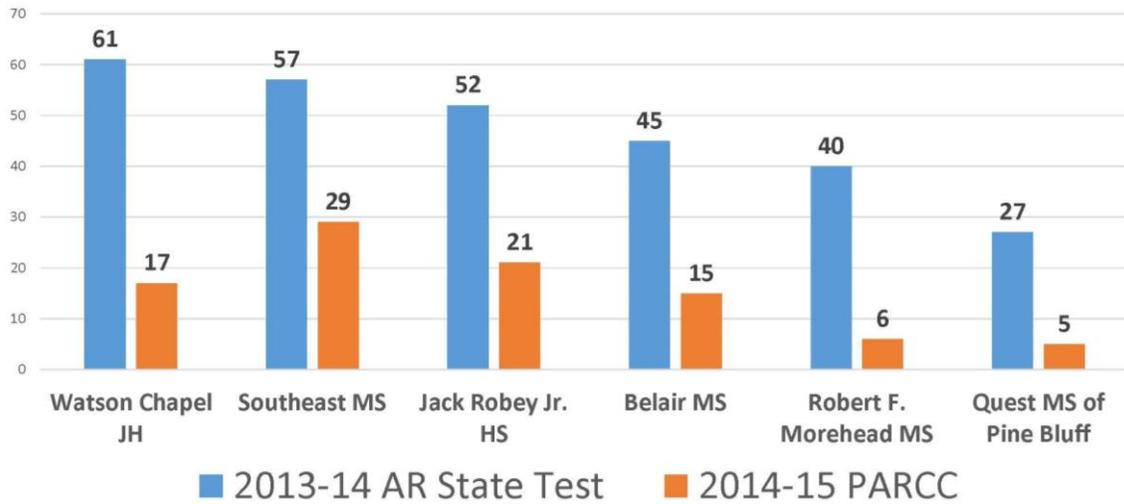
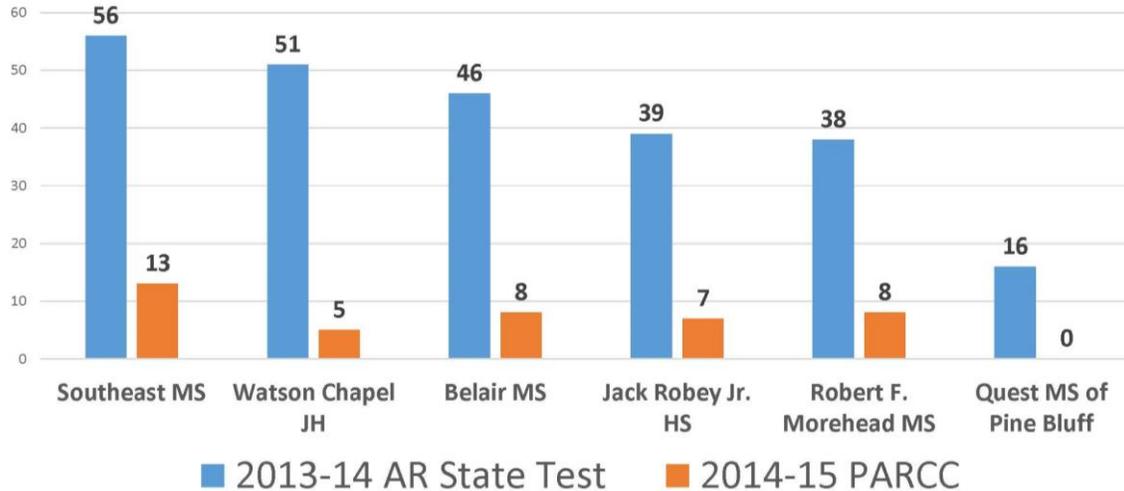
As discussed in Section I. A. above, after only two years of operation, Quest has significantly improved student learning, with the majority of its students meeting or exceeding the growth of their virtual comparison group in Language, Math, and Reading. As Quest continues to achieve similar academic growth each year, students who have struggled academically will reach their appropriate grade level and meet state performance expectations.

To provide innovative support, SMART boards have been installed this year to build an avenue of innovative instruction thus complimenting student learning styles. Additionally, Chrome Books have been ordered to upgrade hands on student learning through the use of technology. Online instructional programs such as Math Buddies and Power My Learning are being utilized to increase and support student growth. A Virtual Comparison Group analysis by NWEA was initiated to better analyze Quest student achievement growth with those students of comparable demographics.

III. Please provide a “brief analysis of the 2015 PARCC data.”

The PARCC assessment was implemented in Arkansas during the 2014-2015 school year and replaced in favor of the ACT Aspire assessment. As was the case with the vast majority of schools across the state, all the schools in Pine Bluff experienced a

decrease in their passing rates when compared to the 2013-2014 Arkansas benchmark exam. See Chart 2 and Chart 3 on the following page.

Chart 2: Literacy Comparison – Passing Rates**Chart 3: Math Comparison – Passing Rates**

Despite Quest’s significant student academic growth, the School’s poor performance on the PARCC assessment was not unexpected. This is because of four specific factors, i.e.: (1) the newness of PARCC, (2) the minimum academic performance required to pass PARCC, (3) the academic starting point of the students arriving at Quest, and (4) the fact that the School was only in its second year of operation when PARCC was implemented.

Generally it’s been our experience that it may take a student two or more years to become accustomed to a new assessment. It is likely that this learning curve may explain at least in part, the decrease in passing rates experienced by the vast majority of students whenever a new assessment is implemented. To “pass” the PARCC, a student was required to score at Level 4 or above. Level 4, according to the PARCC Performance Level Descriptions, means that “student performance met the academic

expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.” Unfortunately, as noted in Section I. B. above, students who arrived at Quest were performing significantly below their grade level. As such, it’s unlikely that students would meet the academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level.

Further, because the PARCC was not utilized in 2013-2014, Quest was unable to utilize the assessment to measure student improvement from one year to the next (a situation it will face again this year with the new ACT Aspire assessment).

Until Quest has multiple years of data from the same state assessment, it will continue to look to the MAP assessment as a significant tool to determine the efficacy of its educational program and inform its instructional practices.

IV. Please provide “[a]n explanation of plans to improve academic achievement.”

A. Please provide a description of “[s]pecific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth.”

During the first two years of operation, the School has implemented the academic program described in its charter application, which has resulted in the student performance and growth described in Sections I and II above.

NOTE: For a detailed description of the School’s academic program, see “Quest Charter Application, Standard 6: Educational Program, Appendix A.

B. Please provide a description of “[s]pecific plans for the future that include methods of assessing success.”

Quest will assess its success in relation to the performance goals set forth in the School’s charter. Until Quest has multiple years of data from the same state assessment, it will continue to look to the MAP assessment to determine the efficacy of its educational program and inform its instructional practices. This is because the MAP assessment is designed to make the measurement error as small as possible. As an adaptive test, MAP assessment scores are substantially more precise and reliable than non-adaptive tests of similar length. MAP data is especially useful for teachers in identifying students who are entering or progressing through the school year materially below or above grade level. The MAP assessment provides Quest with valuable information about each student’s academic status and growth. By measuring

and monitoring the growth that does occur, teachers can become much more effective at designing individualized instruction implementing academic strategies/interventions, and assessing the impact of instructional interventions.

In addition to the successful strategies that have already resulted in significant academic growth, Quest plans to improve academic achievement by implementing a multi-tier approach to early identify and support students with learning and behavior needs through the Response to Intervention (“RTI”). RTI at Quest will consist of high-quality, scientifically based, classroom instruction, ongoing student assessments, tiered instruction, and parent involvement.

The RTI process will begin with high-quality instruction and universal screening of all students in the general education classroom. Quest will use classroom assessments, state mandated assessments, and MAP interim assessment to measure the level of intervention needed in the learning environment of each student.

Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special education teachers, and specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction and interim assessments. Quest students in Tier 1 are all taught using instructional methods that research has shown to be effective. Each Math and English Language Arts classroom at Quest has an Instructional Aide in the classroom to provide additional support for students not performing on grade level.

Examples of Tier 1 ELA classroom interventions used at Quest include:

1. Fluency Interventions
 - a. Repeated readings (Timed and Untimed)
 - b. Shared reading/Echo reading
 - c. Practice reading poetry
 - d. Letter/sound association

2. Comprehension Interventions
 - a. Summarizing text
 - b. Think aloud
 - c. Read aloud with discussion about text meaning
 - d. Rephrasing
 - e. Making connections: text-to-self, text-to-text, text-to-world

3. Vocabulary Interventions
 - a. Help students generate definitions to take ownership of new words
 - b. Enriched reading opportunities
 - c. Use content vocabulary in discussions so students can practice words in context

4. Writing Interventions
 - a. Verbalize writing ideas to a partner before writing
 - b. Teach students to restate the question
 - c. Provide pictures/photos to stimulate ideas
 - d. Engage student conversation and talk through the pre-writing process
 - e. Teach use of key phrases such as "the author states, the text says, etc..." to encourage text referencing

5. Spelling Interventions
 - a. Flashcards
 - b. Utilize spelling vocabulary in written form within definitions and context
 - c. Spelling aloud

Examples of Tier 1 Math classroom interventions used at Quest include:

1. Mnemonics (ex. Please Excuse My Dear Aunt Sally)
2. Flashcards
3. Provide an illustration when defining math vocabulary
4. Daily review of basic facts
5. Analyze math concepts within written text
6. Study Island
7. Power My Learning

Students not making adequate progress in the regular classroom in Tier 1 will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Such instruction is considered Tier 2. Students in Tier 2 will receive additional support in small groups two to three times a week, as well as the regular, class wide instruction. Teachers incorporate many of the Tier 1 classroom interventions in the Tier 2 small group settings. Skill assessments are conducted every other week to monitor the progress of the student. These assessments will be done using STAR Reading, Study Island, Power My Learning, Math Buddies and online instructional programs.

Students not making adequate progress in Tier 2 will be identified as Tier 3. Tier 3 students will receive intensive instruction in specific skills. These students will spend part of their day in general education classes, then they will break off into small groups to receive targeted instruction. Eligible students can receive special education services across all three tiers based on the need of the individual student and their IEP. Quest intervention strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing.

In addition to RTI, Quest will implement other Student-Centered, Faculty-Centered, and Parent-Centered intervention strategies with the goal of improving academic achievement.

1. Student-Centered
 - a. Peer mentors
 - b. Incentive based techniques
 - c. Extended the school day
 - d. Install Smartboards in every classroom
 - e. Provide a Chromebook to every student
 - f. Provide additional Instructional Aides in each Literacy and Math classroom
2. Faculty-Centered
 - a. Professional Development
 - b. Team meetings for data disaggregation and best practices
 - c. Guided book studies
3. Parent-Centered
 - a. Parent Observations
 - b. Parent communications (i.e. Facebook, phone calls, home visits, newsletters etc.)
 - c. Three-week progress reports
 - d. Weekly parenting classes

V. Please provide a “discussion of current year-to-date student demographics, discipline, and attendance data.”

- Students: 89
- Ethnicity: Black, 78; Hispanic, 5; Native American/Native Alaskan, 1; White, 5
- ADA: 80
- ADT: 62
- ADM: 84

- First Semester Suspensions (In-School/Out-of-School): 21
- EconDis: 96.6%
- Special Education: 17%
- Parole, Probation, Deferred Prosecution, or Other Conditional Release: 16%
- Custody of the Department of Health and Human Services: 3%
- Homeless: 4%
- Reside or Have Previously Resided in a Residential Placement Facility: 4%
- Previously Retained: 6%
- Pregnant or a Parent: 1%

VI. Please provide a “discussion of the achievement of or progress toward the current charter goals.”

A. Goal 1: State Assessments

1. Math

a. Goals

- 1) “Quest Middle School of Pine Bluff will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.”
- 2) “Annually, Quest Middle School of Pine Bluff will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO.”
- 3) “In Mathematics, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.”

- b. Response: Having a separate state assessment for each of Quest’s first two years of operation, academic growth has been assessed using MAP. Quest students who sat for the MAP assessment in both fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 76% in Math. In addition, during the fall 2014 to spring 2015 growth period—the same time period analyzed by the PARCC—50% of the

students at Quest met or exceeded the growth of their virtual comparison group in Math.

2. Literacy

a. Goals:

- 1) “Quest Middle School of Pine Bluff will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.”
- 2) “Students at Quest Middle School of Pine Bluff will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.”
- 3) “In Literacy, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps on over 80% of state assessments over a three year time period.”
- 4) “Annually, Quest Middle School of Pine Bluff will increase academic achievement in Literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO.”

- b. Response: Having a separate state assessment for each of Quest’s first two years of operation, academic growth has been assessed using MAP. Quest students who sat for the MAP assessment in both fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language and 145% in Reading. In addition, during the fall 2014 to spring 2015 growth period—the same time period analyzed by the PARCC—54% of the students at Quest met or exceeded the growth of their virtual comparison group in Language and 63% did so in Reading.

3. Other Content Areas

a. Goals

- 1) “Students will complete 90% of curricular lesson in literacy and mathematics.”
 - 2) “Students will demonstrate mastery at 80% or above in every completed lesson and unit objectives as measured by the assessments designed to support the Quest Middle School of Pine Bluff curriculum.”
 - 3) “On average, students participating for two years or more will meet or exceed the state or national average on the complete battery (percentage) as measures on state approved norm referenced assessments.”
- b. Response: Students were instructed using a blended learning instructional model and a mastery based curriculum designed to individualize learning. Students demonstrated mastery at 65 percent or above on the initial try and greater than 80 percent or above with multiple tries in every completed lesson for 2014-2015 school year and unit objectives as measured by the assessments designed to support the campus curriculum. Students at Quest are on pace to complete more than 90 percent of the curricular lessons for the 2015-2016 school year.

B. Goal 2: College Readiness

1. Goal: “Upon completion of middle school grades at Quest Middle School of Pine Bluff, a student will have a solid foundation of preparation for high school as evidenced by EXPLORE results. These students, having attained proficiency on state testing, will also show evidence of successful preparation for High School courses that will lead to college readiness.”
2. Response: Quest is currently in its third year of operation with students enrolled in grades 5-9. The first graduating class of Quest’s middle school students will not occur until the conclusion of the 2016-2017 school year.

C. Goal 3: Dual Credit Enrollment and/or Advanced Placement Course Enrollment

1. Goal: “100% of students enrolled for two or more years will be counseled and prepared for dual credit opportunities by enrolling in mathematics, other higher level subjects that lead to participation in college preparation in later years. As grade levels are added, students will be required, during their senior year to enroll in a minimum of one dual credit course.”
2. Response: Quest has begun preliminary explorations of partnerships with local area educational institutions of higher learning such as Southeast Arkansas College and the University of Arkansas at Pine Bluff to provide dual credit enrollment courses for high school students.

D. Goal 4: Career Connections

1. Goal: “100% of students will learn about the path to college and learn about different types of careers. In the first years, college readiness and career opportunity will be major themes for students. Each succeeding year will increase this emphasis. As Quest adds grade levels each year, 100% of the first senior class and each subsequent senior class will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.”
2. Response: Quest is currently in its third year of operation. It will not have a senior class until the 2018-2019 school year. Even so, Quest has started building partnerships with local higher education institutions in Southeast Arkansas. These partnerships will help develop internships that will ultimately lead to higher education scholarships and career apprenticeships for our students

E. Goal 5: Student Growth and Progress

1. Goal: “All students enrolled for one or more years will show effective growth and progress in their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning. Effective growth is defined as evidence of increasing growth of skills as documented by the completion of skill proficiencies by meeting the benchmarking standards established for each skill proficiency area.”
2. Response: After only two years of operation, Quest has already achieved significant student academic growth. Quest students who sat for the

Northwest Evaluation Association (“NWEA”) Measures of Academic Progress® (“MAP”) assessment in both the fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language, 76% in Math, and 145% in Reading. In addition, according to the 2014-2015 NWEA Virtual Comparison Group (“VCG”) report, 54% of the students at Quest met or exceeded the growth of their virtual comparison group in Language, 50% did so in Math, and 63% did so in Reading.

F. Goal 6: Establishment of Accreditation Status with the Southern Association of Colleges and Schools (“AdvancEd”) for a charter school in Arkansas

1. Goal: “Quest Middle School of Pine Bluff will immediately seek and establish a highly effective and noteworthy relationship with AdvancEd in Arkansas. The goal will be to have the campus recognized and listed as an accredited campus with the Southern Association of Colleges and Schools.”
2. Response: Quest has been in communication with AdvancEd representatives regarding the process to earn accreditation. Quest has progressed to the external review stage of the accreditation process. The site review for Quest is February 2016.

VII. Please provide “[a]n explanation, with supporting data, of the utilization of approved waivers and how those waivers assist in meeting current charter goals.”

The waivers granted to Quest have provided the campus the flexibility to be creative in its academic learning strategies and also the ability to be creative in the daily operations of the school. Academic waivers have been utilized in the advancement of knowledge for our students by being used as a tool that provides creativity in the learning environment. Administration has been able to put individuals in the classroom with firsthand expertise in the course content and also individuals who have a diverse knowledge of the subject including real world experience. This provides our students with the necessary knowledge to learn the content but also provides our students with firsthand experience from an instructor who has been in the particular subject field. Having teachers who have held jobs in their field of instruction has been very valuable in Quest preparations for meeting charter goals two through four. Operational waivers provide the administration the ability to better support by allocating resources in area of greater need for the campus.

With the freedom provided through the waivers, Quest has been able to provide a unique and nurturing environment as previously highlighted. With this said, Quest has met each and every one of the academic growth goals set forth in its charter and

has either met or is on track to meet all other goals set forth in its charter. Quest has achieved significant student academic growth. Quest students who sat for the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress® (“MAP”) assessment in both the fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language, 76% in Math, and 145% in Reading. In addition, according to the 2014-2015 NWEA Virtual Comparison Group (“VCG”) report, 54% of the students at Quest met or exceeded the growth of their virtual comparison group in Language, 50% did so in Math, and 63% did so in Reading.

VIII. Please provide a “summary of the overall effectiveness of the charter school.”

After only two years of operation, Quest has met each and every one of the academic growth goals set forth in its charter and has either met or is on track to meet all other goals set forth in its charter. Quest has achieved significant student academic growth. Quest students who sat for the MAP assessment in both fall of 2013 and remained in attendance through the fall of 2015 experienced an overall percentile increase of 180% in Language, 76% in Math, and 145% in Reading. In addition, according to the 2014-2015 NWEA VCG report, 54% of the students at Quest met or exceeded the growth of their virtual comparison group in Language, 50% did so in Math, and 63% did so in Reading.

In addition, students are being taught to be successful learners in an encouraging learning environment. This environment has been developed by Quest administrators and teachers who create a climate for effective instruction. Quest has been successful in creating learning strategies that are focused on understanding the student, consistently measuring the student’s progress, and creating a safe, supportive environment for learning. Teachers monitor learning habits and character development—which is essential to personalizing student learning. Quest has been very flexible in its ability to provide personalized learning and will continue to make gains in educating the whole student.

Unfortunately, by the time they arrive at Quest, students are severely behind, having already struggled for multiple years. For example, students who arrived at Quest in the fall of 2013 and remained in attendance through the fall of 2015 initially ranked in the bottom 9.5% among their peers in Language, the bottom 10.4% in Math, and the bottom 11.9% in Reading. Even so, as Quest has already demonstrated, these students are capable of achieving great academic growth when placed in the correct academic environment.

The positive academic growth experienced by students attending Quest, provides students with an opportunity to succeed in a personalized learning environment. Therefore, Quest is requesting that the Charter Authorizing Panel amend Quest’s charter so that the School may serve students in grades K-4.

APPENDIX A

back on the right path immediately but also allow them to succeed in advanced grades equipped with the tools for learning.

Past and present success proves that the Quest model works for all students, regardless of nationality or socioeconomic status. In Texas, students in the valley, one of the highest poverty regions of the state, as well as an almost exclusive Limited English Proficiency (LEP) Hispanic population, have consistently proven successful at ResponsiveEd campuses. In 2011, as a district, 81% of Hispanic students met state standards on the TAKS test, compared to the state average of only 74%. The same study shows that 78% of African-American students at ResponsiveEd campuses met the state standard, compared to the Texas average of just 67%. Students are finding hope and success at ResponsiveEd schools.

STANDARD 6: EDUCATIONAL PROGRAM

Quest Middle School, the proven system for adolescent learners in a Responsive Education Solutions school, is a distinct blend of effective teacher-directed instruction with emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest Middle School understands the need for the "middle" learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

INNOVATIVE AND PERSONALIZED

The educational system will be "student-centric," making the learning process of the student the primary centerpiece of the system. The focus of Quest, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Quest unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student.

DIAGNOSTICS

In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic "location" (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized

before the student's placement and plan are determined. Consequently, Quest will address the following diagnostic testing concerns through the use of an effective battery of diagnostic tests:

- A. Grade Equivalency
- B. Credit or Grade Achievement
- C. Literacy Usage and Content
- D. Math Competency
- E. Learning Style Inventories

In so doing, the Quest diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

It is important to have a blend of delivery choices when addressing the individual learning for each student. Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Quest teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information);
- B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator); and
- C. Connected Instruction (i.e., a style of instruction centered on a project-based environment).

As demonstrated by the following chart, each of these styles is defined by seven characteristics:

- A. Who (or what) directs the instruction?
- B. Who paces the learning process?
- C. Who is central to the process?
- D. How much structure is needed?
- E. What level of content is typical?
- F. How much differentiation (or individualization) is possible?
- G. What are the specific transfer modes?
- H. What type of learning occurs?

	Direct Instruction	Independent Instruction	Connected Instruction
Directs	Teacher	Student	Student
Paces	Teacher	Student	Student
Central	Teacher	Learner	Learner
Structure	High	Moderate	Low
Content Level	Rich	Rich	Complex
Mode	Classroom	Paper	Project

schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar. Gathering data is only the first step in decision making. Once the data has been gathered, Quest will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

INTERVENTIONS

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

TEAM MEETINGS

Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the following tasks:

- A. Identify and map objectives
- B. Create schedules for learning
- C. Develop formative assessments
- D. Establish criteria for success
- E. Assess student progress
- F. Assign interventions

INTERVENTION STRATEGIES

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

- A. Student-Centered
 - a. Two co-curricular activities
 - b. Peer mentors
 - c. Student council watch
 - d. Privilege systems
- B. Faculty-Centered
 - a. Faculty advisors (cohorts)
 - b. Team attendance meetings
 - c. Good Friend advisors
 - d. Guided study
- C. Parent-Centered
 - a. Parent Monitoring
 - b. Parent communications
 - c. Three-week progress reports

d. Daily progress reports

Students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. They have the capacity to lead in their school and communities now. Quest utilizes the "Seven Habits" concept first documented by Stephen Covey to train, guide, and teach students to lead.¹ These "Seven Habits for Effective Students" include:

- A. Be proactive.
- B. Begin with the end in mind.
- C. Put first things first.
- D. Think win-win.
- E. First understand, then be understood.
- F. Synergize.
- G. Sharpen the saw.

Quest will be rich in visual reminders of the Seven Habits. Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student's growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily lives.

INDEPENDENT

The learning experience at Quest will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Quest will utilize strategies focused on a student's unique learning style and ability to develop personalized learning that becomes a natural part of the student's life. Students will learn to work on a portion of courses independently, while receiving focused assistance with their studies and high-stakes testing.

ENCOURAGING

Many of the students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation and students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who "get it." For that reason, Quest will provide students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

LEARNERS

At Quest, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Quest teachers will be continually learning. Quest will utilize the dimensions of "Professional Learning Communities" to develop the whole-school concept of campus culture. These Professional Learning Community dimensions include:

- A. Supportive and shared leadership
- B. Shared values and vision
- C. Collective learning and application of learning

¹ See Stephen R. Covey, *The Seven Habits of Highly Effective People* (1989).

- D. Supportive conditions
- E. Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Quest will focus on the learning process rather than the teaching process.

CLIMATE

Quest will utilize “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

- A. Practicing quality choices
- B. Knowing each student
- C. Shepherding students
- D. Blending professional and personal interactions
- E. Providing honest, valuable and significant feedback
- F. Practicing the art of blessing students (praise + belief)
- G. Training and teaching positive habits and characteristics
- H. Doing the “extra” to encourage students

EFFECTIVE INSTRUCTION

The learning experience at Quest will be created to allow teachers to know the student. Quest will utilize strategies focused on knowing a student, consistently measuring the student’s progress, and creating environments for learning based on that knowledge. Teachers use research-based diagnostics, including Learning Style Inventories, content measurements, and equivalency tests. All teachers develop differentiated instruction for all students using directive, independent, accelerated, and advanced models. Students receive differentiated instruction through technology and self-directed learning experiences.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of Pine Bluff School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods and vacation days. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day. Schools days customarily begin at 7:45 am to 4:30 pm for staff members with a duty free lunch period of 30 minutes. Student schedules for the day will include, at a minimum, the required six hours of instructional time. (Required Attachment 3: School Calendar and Schedule)

STANDARD 7: ACADEMIC ACHIEVEMENT GOALS

GOAL 1: STATE ASSESSMENTS

Performance Goal	Quest Middle School of Pine Bluff will achieve measurable growth for
Math	students as demonstrated by state testing. Each of the following sub

Amendment Request



Amendment Request

Quest Middle School of Pine Bluff

January 11, 2016

RESPONSIVE ED

TABLE OF CONTENTS

1. Cover Letter
2. Charter Amendment Request Form
3. Proposal of the Amendment Request
4. Current year to date enrollment by race and grade
5. Current year to date percent free and reduced lunch
6. Quest Middle School of Pine Bluff Budget Projections
7. Desegregation Analysis

RESPONSIVE ED

Ms. Alexandra Boyd, Program Coordinator
 Charter and Home Schools Office
 Arkansas Department of Education
 Four Capitol Mall
 Little Rock, AR 72201

RE: Quest Middle School of Pine Bluff

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 with attachments for the purpose of requesting the following change:

1. Request permission to add grade levels beginning with the 2016-2017 school year.

In order to aggressively meet the educational needs of the students in the Pine Bluff, AR community, Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. The campus would then add an additional grade level each year to the elementary grades and retain all of the current students by adding grades at the upper level until reaching full grade level capacity.

2016-2017 – Kindergarten – 2nd Grade and 6th Grade -10th Grade
 2017-2018 - Kindergarten – 3rd Grade and 7th Grade -11th Grade
 2018-2019 - Kindergarten – 4th Grade and 8th Grade -12th Grade
 2019-2020 - Kindergarten – 5th Grade and 9th Grade -12th Grade
 2020-2021 - Kindergarten – 6th Grade and 10th Grade -12th Grade
 2021-2022 - Kindergarten – 7th Grade and 11th Grade -12th Grade
 2022-2023 - Kindergarten – 8th Grade and 12th Grade

I am requesting that this amendment request be placed on the February agenda of the Charter Authorizing Panel for consideration.

Thank you for your assistance in this matter.

Sincerely,

Alan Wimberley
 Superintendent
 Quest Middle School of West Little Rock

Cc: Superintendent Warren, Pine Bluff Dollarway School District
 Curtis Shack Arkansas Program Manager
 Arnold Robertson, Campus Director



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchools.com VistaAcademies.com TXVA.com



**ARKANSAS
DEPARTMENT
OF EDUCATION**

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of Pine Bluff

LEA Number 3542700

Type of Amendment Requested:

Change grade levels served

Current grade levels served 05-09

Proposed grade levels KF - 02 06-10

Other

In order to aggressively meet the educational needs of the students in the Pine Bluff, AR community, Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. The campus would then add a grade level each year to the elementary grades and retain all of the current students by adding grades at the upper level until reaching full grade level capacity.

2016-2017: Kindergarten - 2nd Grade and 6th-10th grade
 2017-2018: Kindergarten - 3rd Grade and 7th-11th grade
 2018-2019: Kindergarten - 4nd Grade and 8th-12th grade
 2019-2020: Kindergarten - 5th Grade and 9th - 12th grade
 2020-2021: Kindergarten - 6th grade and 10th -12th grade
 2021-2022: Kindergarten - 7th Grade and 11th - 12th grade
 2022-2023: Kindergarten - 8th Grade and 12th grade

Charter Leader Dr. Alan Wimberley

Email Address AWimberley@responsived.com

Phone Number (214) 418-1893

**A CHARTER SCHOOL PROPOSAL
FOR AN EARLY LEARNER COMPONENT
BY
RESPONSIVE EDUCATION SOLUTIONS-ARKANSAS
ON BEHALF OF QUEST MIDDLE SCHOOL OF PINE BLUFF**

Prepared by:

**Dr. Alan Wimberley
Superintendent
Responsive Education Solutions – Arkansas**

**Curtis Shack, M.A.
Arkansas Program Manager
Responsive Education Solutions – Arkansas**

**Arnold Robertson
Campus Director, Quest Middle School of Pine Bluff
Responsive Education Solutions - Arkansas**

Submitted: September 2015

**A CHARTER SCHOOL PROPOSAL
FOR AN EARLY LEARNER COMPONENT
BY
RESPONSIVE EDUCATION SOLUTIONS-ARKANSAS
ON BEHALF OF QUEST MIDDLE SCHOOL OF PINE BLUFF**

I. EDUCATIONAL PROGRAM

A. Curricular Plan

1. Overview

The elementary component of Quest Middle School of Pine Bluff will offer a distinctly different learning environment to parents and students seeking a traditional core education with special attention paid to personalized learning, blended learning, technology/teacher integration and character building. We believe parents and the community should be involved in this learning process, which is both rigorous and stimulating, typically conducted in smaller learning environments and framed within a civic context. The campus will provide earlier education opportunities for young learners with one-on-one quality attention and individually developed learning paths, best realized through classical content. The school's programs, utilizing a blend of proven academically successful and character-based education will additionally combine traditional curriculum and advanced learning techniques with emphasis on moral values and character development. The elementary component will remain small by design, within the framework of the full charter, focusing on experienced, caring instruction, emergent technology and advanced educational techniques.

2. Alignment

The elementary component of the charter curriculum will continue with the Arkansas Frameworks and Common Core Standards.

Over the past fourteen years, ResponsiveEd's team of 30+ writers, editors, proofreaders and graphic artists have developed an innovative paper-based and computer-based curriculum for use in ResponsiveEd's schools. Curriculum mapping and revisions will be conducted to ensure that the curriculum is fully aligned with Arkansas standards. Furthermore, each year, ResponsiveEd engages in a complete curriculum review in order to maintain continued alignment with all academic standards.

3. Curriculum

The reading program is a phonics-based, guided reading program. The reading program components are: Shared Writing, Guided Reading, Shared Reading, Phonics, Oral Language, and Paired Reading. To meet the needs of the higher reading level students, we will also incorporate Literature Circles. This reading meets each student at their instructional levels.

Math is a tactile, manipulative-based, multiple strategy curriculum. Student needs are met through the formative and summative testing. Hands-on activities are built in everyday for the students through calendar math and the unit lessons. A supplemental problem-solving program is also used to help with everyday math connections.

Science lessons are based on the 5E model. The learner can build or construct new ideas on top of their old ideas. Students begin by making connections between past and present learning experiences and become mentally engaged in the concept, process, or skill to be learned. Throughout the 5E model students explore and then explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills. Students develop a deeper and broader understanding of major concepts, obtain more information, and refine their skills. The 5E model encourages learners to assess their understanding and abilities and allows the teacher to evaluate their students' understanding of key concepts and skill development.

Social Studies provide a broad and thorough journey through world, ancient, and American history with a concentration on specific civilizations, explorers, and great moments in history. Geography of hemispheres, countries, continents, and regions are discussed in context with historical events and locations. Family groups, cultural heritage, and descriptions of events and people groups are discussed.

4. Achievement & Growth Measurements

Traditionally, student achievement is measured from baseline assessment to end of year assessments. Adequate growth is required for promotion or progression. Simplifying the measurement of tests, quizzes, and homework truly measures the teacher effectiveness, not the student's actual growth. Consequently, student gaps are created because of a lack of teacher accountability prior to the student's arrival to our campus. In the elementary component, the teacher is held accountable for each student's personalized academic growth and will discuss that growth on a weekly basis with campus administration. Through assessments (formal and informal), teachers are able to zero in on their student's progress.

Reading is the gateway to all learning. Therefore, it is of high importance that all students master reading comprehension and fluency. Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use their various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Students are grouped through assessments every six weeks with 90% accuracy in their reading level. This enables the students to enjoy reading without overwhelming them and this helps them with their

comprehension. Students can focus on the application of various reading strategies. Guided reading proves the framework to ensure that students are successful. Their success in reading carries over into other subjects.

We know achievement is measured by growth on assessment. We look beyond that by looking at the closing of the gaps. In the elementary component at Pine Bluff, after administering the battery of assessments and determining the baseline, it is our objective to set the personalized adequate yearly progress for each child.

5. Differentiation

Educational systems must be, or become, "student-centric," making the learning process of the student the primary centerpiece of the system. The focus of the elementary component in Pine Bluff, from the first day students walk through the door, is differentiation (i.e., individualization). Each student who attends the campus is unique. Learning styles, strengths, weaknesses, and personal skill sets are all part of each student. Recognizing these differences and creating differentiated approaches for each is the heart of the learning system.

The unique quality of the elementary campus will be the distinct focus on the learning process rather than the teaching process. The elementary campus of Pine Bluff accomplishes this through:

- a. **Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a students' academic journey);**
- b. **Multiple strategies (i.e., the belief that there are many learning styles and paths to success which vary by student); and**
- c. **On-going assessments (i.e., the process of formal and informal assessments and charting the personalized learning plan for each student).**

The process of transferring or replicating information is known as "delivery." There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse, differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Teachers at Quest Middle School of Pine Bluff are trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- a. **Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information**

b. Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary

c. Accelerated Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary, and defined by technology-based instruction.

While the distribution will vary slightly according to the needs of the individual student, the elementary campus of Pine Bluff will implement the following differentiated styles of instruction:

There will be an intelligent blend of teacher and technology. The curriculum, classical and liberal arts-focused in nature, will be delivered by diagnosing students as to strengths and needs. Students with higher proficiencies in math will have an innovative blend of delivery for content through a blended learning system, allowing those with lower proficiencies to receive more direct instruction from teachers. Those with lower proficiencies in reading will receive innovative blends through technology, specifically providing personalized and individualized opportunities, and higher proficient learners will be in advanced literacy groupings. This blend of technology and teacher will occur for all subject areas.

Core Knowledge will serve as a foundation for much of the instruction as well. Classical education, anchored in character and reliable content, provides a broad capacity for student efficacy. The elementary students will receive much of this opportunity through the utilization of Core Knowledge, a proven and systemic application of "basic to proficient" growth plan for students incorporating best practice.

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- a. Students will be in a traditional classroom.**
- b. Students will use a combination of direct instruction from highly engaged teachers, emergent technology, workbooks, primary sources, and hands-on activities.**
- c. Students will be involved in small group guided instruction.**
- d. Guided reading groups will be utilized for independent and accelerated instruction.**
- e. Students will be involved in state testing preparation.**
- f. Students will be involved in project-based learning experiences.**
- g. Students' informal and formal assessments are diagnosed and integrated by educators.**

B. Instructional Practices

1. Instructional Strategies and Practices

a. Guided Reading

Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Although guided reading has been traditionally associated with primary grades, it has been modified and we use it successfully in all grade levels. For example, older students may need to learn new strategies to understand how to read an information book in a way that is going to give them access to the information they are seeking.

b. Math

The math program is a comprehensive standards-based curriculum. All the teaching materials promote strategies that emphasize conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions.

The math curriculum is based on the following goals for students and teachers:

- 1) Provide opportunities for all students to be successful in math through the use of research-based teaching methods and visual models.
- 2) Help students master both essential skills and mathematical concepts so that they can solve a wide range of mathematical problems, from basic calculations to complex problems in real-world situations.
- 3) Foster all students' interest in and enjoyment of mathematics.
- 4) Help students develop the skills and confidence they need to be successful in middle-school math and beyond.
- 5) Help teachers improve their knowledge of mathematics and their ability to teach it.

c. Science

The SE Model is used for all lessons in science.

1) Engage: This phase of the instructional model initiates the learning task. The activity should make connections between past and present learning experiences, anticipate activities, and focus students' thinking on the learning outcomes of current activities. The student should become mentally engaged in the concept, process, or skill to be explored

2) Explore: This phase of the teaching model provides students with a common base of experiences within which they identify and develop current concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.

3) Explain: This phase of the instructional model focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities for them to verbalize their conceptual understanding, or demonstrate their skills or behaviors. This phase also provides opportunities for teachers to introduce a formal label or definition for a concept, process, skill, or behavior.

4) Elaborate: This phase of the teaching model challenges and extends students' conceptual understanding and allows further opportunity for students to practice desired skills and behaviors. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.

5) Evaluate: This phase of the teaching model encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

d. History & Geography

Project-based learning is an approach to teaching in which students use prior knowledge and newly discovered information to explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

2. Pedagogy Monitoring and Support

We believe in educating the child, not the classroom. We believe in a purposeful education that motivates the student to become actively involved and take ownership of the learning process. In a 21st century world, teaching self-efficacy and student ownership of learning is crucial. The area of Pine Bluff, additionally, has experienced significant difficulty in student success. The elementary campus for the charter is propose as an aggressive effort to start engaging with learners at a much earlier age to begin teaching components for success before deficiencies develop and increase.

The single greatest element for pedagogy is a highly engaged, professionally trained, yet innovative teacher in a classroom. While the concept of the teacher as the possessor of content, delivering this content systematically whether students learn or not, it is our intent to train our instructional staff to be heavily engaged with each student in a personal and effective manner. By encouraging our teachers to use technology in an intelligent way, leveraging all it can do for us, while balancing the direct and non-direct instructional strategies, our goal will be to personalize the educational plan for each child. Along

with the multiple strategies we incorporate into our daily lessons, the student has a better chance of being successful, which will keep the student motivated and involved in their academic career.

Academic Features for the blended learning classical program:

- * Blended learning**
- * Blended delivery systems**
- * Emergent technology**
- * Diagnostic testing and student placement based in results**
- * Character education**
- * Classical content education**
- * Core Knowledge**
- * Engaged, highly trained instructional staff**

Our greatest hope is that, by intervening in the process at a much younger age, we can instill the best in our students and use our resources to increase the learning capacity for each student in the community, and surrounding region, of Pine Bluff, Arkansas.

Quest Middle School of Pine Bluff Student Demographic Percentages

Excludes PK Students

96 Total Active Students On 12/28/2015

Building Gender Percentages

Gender	Count	Percentage
Females	48	50.00%
Males	48	50.00%
Gender - Total	96	100.00%

Building Primary Race Percentages

Race	Count	Percentage
Black	83	86.46%
Hispanic or Latino	6	6.25%
Native American/Alaskan Native	1	1.04%
White	6	6.25%
Primary Race - Total	96	100.00%

Building Special Ed Percentages

Special Ed	Count	Percentage
Active	15	15.62%
Inactive	2	2.08%
No	79	82.29%
Special Education - Total	96	100.00%

Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	35	36.46%
02	5	5.21%
03	5	5.21%
04	50	52.08%
Unassigned	1	1.04%
Meal Status - Total	96	100.00%

**Quest Middle School of Pine Bluff
ENROLLMENT REPORT**

Enrollment Date: Dec 28, 2015

Enrollment Count		05	06	07	08	09	Race Totals
Black	Females	6	6	12	9	10	43
	Males	9	6	7	10	8	40
	Gender Totals	15	12	19	19	18	83
Hispanic	Females				1		1
	Males	1	2		2		5
	Gender Totals	1	2		3		6
Native American	Females		1				1
	Gender Totals		1				1
White	Females		1	1	1		3
	Males			2		1	3
	Gender Totals		1	3	1	1	6
Grade Totals		16	16	22	23	19	96

Run Date of Report: Dec 28, 2015

Responsive Education Solutions - Arkansas
Quest Middle School of Pine Bluff - LEA# 3542702
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
Revenues							
Local and Other External Funding	-						
State Foundation Funding	1,163,050						1,163,050
Professional Development	4,638						4,638
NSLA	230,293						230,293
ESL							
APSRC Charter Leadership Grant							
Federal Funding		107,901	13,993	36,200	89,721	247,815	247,815
Total Revenue	1,397,981	107,901	13,993	36,200	89,721	247,815	1,645,796
Expenses							
61110 - Salaries- Teachers & Professional	479,878	84,297		17,332		101,629	581,507
61120 - Salaries-Support Staff	66,058						66,058
61710 - Salaries-Substitutes	4,438						4,438
62100 - Group Insurance	17,337	2,655		546		3,201	20,538
62200 - Social Security	32,197	4,931		1,014		5,945	38,142
62200 - Medicare	7,980	1,222		251		1,473	9,453
62300 - Retirement	77,051	11,802		2,426		14,228	91,279
62500 - Unemployment Insurance	10,182	1,559		321		1,880	12,062
62600 - Worker's Compensation	2,751	423		88		511	3,262
62700 - Health Benefits	6,604	1,012		208		1,220	7,824
Total Salaries and Employee Benefits	704,476	107,901	-	22,186	-	130,087	834,563
63190 - Administrative Overhead	209,697					-	209,697
63210 - Prof. Ed. - Instruction Services	500			8,759		8,759	9,259
63240 - Student Assessment	840			5,255		5,255	6,095
63310 - Prof. Empl. Train/Dvmt.Svcs-Cert	4,638		13,993			13,993	18,631
63410 - Professional Svcs-Social Work	1,000					-	1,000
63431 - Professional Svcs-Audit	15,000					-	15,000
63450 - Other Professional - Medical	3,360					-	3,360
63480 - Security Services	5,000					-	5,000
63490 - Other Professional Services	13,000					-	13,000
63492 - Other Professional Services - Marketing	5,000					-	5,000
Total Purchased Professional and Technical Services	258,035	-	13,993	14,014	-	28,007	286,042

Responsive Education Solutions - Arkansas
Quest Middle School of Pine Bluff - LEA# 3542702
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
64110 - Utilities - Water/Sewer	955						955
64210 - Disposal/Sanitation	2,465						2,465
64230 - Contract Maint - Custodian	15,000						15,000
64310 - Non Tech Repairs/Maintenance	28,800						28,800
64410 - Rental of Land and Buildings	134,208						134,208
64420 - Rental of Equipment & Vehicles	780						780
64500 - Contracted Repair and Maintenance	1,000						1,000
64900 - Other Purchased Property Services	1,000					-	1,000
Total Purchased Property Services	184,208	-	-	-	-	-	184,208
65190 - Misc Contract Svcs - Transport							
65210 - Property Insurance	1,000						1,000
65220 - Liability Insurance							
65310 - Telephone	7,000						7,000
65320 - Gen Supp - Postage & Shipping	1,000						1,000
65330 - Data Services, Internet, etc	5,000						5,000
65400 - Advertising - Marketing	2,000						2,000
65500 - Printing and Binding	3,600						3,600
65810 - Travel - Certified	6,000						6,000
65880 - Travel Meals	1,000						1,000
65890 - Travel Lodging	3,000						3,000
65910 - Services fr LEA w/in the State							
Total Other Purchased Services	29,600	-	-	-	-	-	29,600
66100 - Gen Supplies and Materials							
66101 - Janitorial/Cleaning Supplies	3,000						3,000
66102 - Supplies for Facilities Dept.	3,000						3,000
66104 - Supplies - Front Office	3,360						3,360
66105 - Supplies - Instructional	8,400						8,400
66107 - Minor Furn/Fxt & Equip <\$1,000							
66110 - Other General Supplies-Testing							
66120 - End of Yr Graduation Awards	3,360						3,360
66140 - Student Attendance Incentives	1,008						1,008
66210 - Natural Gas	2,845						2,845
66220 - Electricity	11,735						11,735
66260 - Gasoline and Other Fuels	3,000						3,000
66300 - Food					89,721	89,721	89,721
66410 - Curriculum-Textbooks	25,200						25,200
66420 - Library Books	504						504
66500 - General Supplies-IT-Hdwr							
66510 - Technology Supplies-Software							
Total Supplies and Materials	65,412	-	-	-	89,721	89,721	155,133
67330 - Furn., Fixtrs,& Equip. >\$1,000	15,806						15,806
67340 - Technology Hardware, >\$1,000	10,000						10,000
Total Property	25,806	-	-	-	-	-	25,806

Responsive Education Solutions - Arkansas
Quest Middle School of Pine Bluff - LEA# 3542702
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
68100 - Dues, Fees, & Penalties	4,190						4,190
68900 - Miscellaneous Expenditures	2,000						2,000
Total Other Operating Costs	6,190	-	-	-	-	-	6,190
Total Expenses	1,273,727	107,901	13,993	36,200	89,721	247,815	1,521,542
Revenues Over (Under) Expenses	124,254	-	-	-	-	-	124,254

Projected Enrollment: 175

Desegregation Analysis Quest Middle School of Pine Bluff

This desegregation analysis is in support of the charter amendment request for Quest Middle School of Pine Bluff to modify its current charter agreement with the Arkansas Department of Education. To the extent that Ark. Code Ann. §6-23-106 applies, Quest Middle School of Pine Bluff is required to carefully review the potential impact its operations would have upon the efforts of the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest Middle School of Pine Bluff is located within the boundaries of the Pine Bluff Dollarway School District. Quest Middle School of Pine Bluff currently draw students from the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District. The charter school currently provides instruction to students in fifth grade through eighth grade. Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. Quest Middle School of Pine Bluff would then add a grade every year until it serves grades Kindergarten through Eighth Grade.

“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 chart below is the 2015-2016 enrollment for the public school districts and open enrollment charter schools affected by the Quest Middle School of Pine Bluff charter school, as maintained by the Arkansas Department of Education Data Center, and the charter school itself.

District Name	2 or more	Asian	Black	Hispanic	Native American	Native Hawaiian	White	Total
Pine Bluff Dollarway	9	1	1098	17	0	3	64	1192
Pine Bluff	28	16	3857	35	6	7	71	4016
Watson Chapel	13	21	1951	60	0	1	559	2605
White Hall	47	88	541	86	13	13	2092	2880
Pine Bluff Lighthouse	3	0	331	5	0	0	4	343
Quest Pine Bluff	0	0	78	5	1	0	5	89

In carefully reviewing the potential impact that Quest Middle School of Pine Bluff would have upon the efforts of the Pine Bluff Dollarway School District and its contiguous districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Pine Bluff School District, Pine Bluff Dollarway School District,

and Watson Chapel School District have been in the past subject to federal court orders to create and maintain a unitary system of desegregated public schools. The White Hall School District is not currently, nor has it ever been, under a federal District Court desegregation court order. As an open-enrollment public charter school, Quest Middle School of Pine Bluff must be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state of Arkansas.

In conclusion, Quest Middle School of Pine Bluff submits that upon the basis of its review, no court orders or statutory obligations affecting the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District that requires the State's Charter School Authorizer to deny the charter amendment request of Quest Middle School of Pine Bluff.

Waivers

**QUEST MIDDLE SCHOOL OF PINE BLUFF
APPROVED WAIVERS**

District LEA:	35-42-700	Elementary School LEA:	N/A
City:	Pine Bluff	Middle School LEA:	35-42-702
Opening Date:	Fall 2013	High School LEA:	N/A
Grades Approved:	5-12	Expiration Date:	6/30/2018
CAP:	460	Grades Served 2015-16:	5-9

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
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)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)

6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

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

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

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

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Minimum Qualifications for General Business Managers

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Educator Licensure

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

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

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subjects are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District: RESPONSIVE ED SOLUTIONS QUEST MI **Superintendent:** CHARLES COOK **LEA:** 3542702
School: QUEST MIDDLE SCHOOL OF PINE BLUF **Principal:** DEBBIE FOSTER **Address:** 308 S Blake St.
Grade: 05 - 08 **Attendance:** 89.59 **Address:** PINE BLUFF, AR 71601
Enrollment: 57 **Poverty Rate:** 96.49 **Phone:** (870) 536-1063

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	51	51	100.00	51	51	100.00	
Targeted Achievement Gap Group	49	49	100.00	49	49	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	51	51	100.00	51	51	100.00	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Economically Disadvantaged	49	49	100.00	49	49	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 -- ENGLISH LANGUAGE ARTS

ELA STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	2	43	4.65	21.47	
Targeted Achievement Gap Group	1	42	2.38	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	2	43	4.65	10.44	
Hispanic	n < 10	n < 10	n < 10	15.49	
White	n < 10	n < 10	n < 10	26.68	
Economically Disadvantaged	1	42	2.38	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	0	43	0.00	12.09	
Targeted Achievement Gap Group	0	42	0.00	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	0	43	0.00	4.17	
Hispanic	n < 10	n < 10	n < 10	10.85	
White	n < 10	n < 10	n < 10	16.34	
Economically Disadvantaged	0	42	0.00	8.85	
English Language Learners	n < 10	n < 10	n < 10	5.08	
Students with Disabilities	n < 10	n < 10	n < 10	3.23	

2015 ESEA SCHOOL REPORT

District: RESPONSIVE ED SOLUTIONS QUEST MI	Superintendent: CHARLES COOK	LEA: 3542702
School: QUEST MIDDLE SCHOOL OF PINE BLUF	Principal: DEBBIE FOSTER	Address: 308 S Blake St.
Grade: 05 - 08	Attendance: 89.59	Address: PINE BLUFF, AR 71601
Enrollment: 57	Poverty Rate: 96.49	Phone: (870) 536-1063

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

District: RESPONSIVE ED SOLUTIONS QUEST M	Superintendent: CHARLES COOK	Report created on: 10/29/2014
School: QUEST MIDDLE SCHOOL OF PINE BLUFF	Principal: KASEY PORCHIA	
LEA: 3542702	Grade: 05 - 08	% Prof/Adv.
Address: 308 SOUTH BLAKE	Enrollment: 92	2014 Math + Literacy 21.3
Address: PINE BLUFF, AR 71601	Attendance: 93.48	2013 Math + Literacy
Phone: 870-536-1009	Poverty Rate: 89.13	2012 Math + Literacy

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	77	82	93.90	77	82	93.90
Targeted Achievement Gap Group	72	76	94.74	72	76	94.74
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	75	80	93.75	75	80	93.75
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	69	73	94.52	69	73	94.52
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	18	68	26.47	79.96	91.00	16	63	25.40	81.63	93.00
Targeted Achievement Gap Group	16	64	25.00	73.35	91.00	14	59	23.73	76.44	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18	68	26.47	79.96	91.00	16	63	25.40	81.63	93.00
Targeted Achievement Gap Group	16	64	25.00	73.35	91.00	14	59	23.73	76.44	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	17	66	25.76	67.07		16	61	26.23	71.83	
Hispanic	n < 10	n < 10	n < 10	76.80		n < 10	n < 10	n < 10	82.03	
White	n < 10	n < 10	n < 10	84.49		n < 10	n < 10	n < 10	84.57	
Economically Disadvantaged	15	61	24.59	74.10		13	56	23.21	76.92	
English Language Learners	n < 10	n < 10	n < 10	70.97		n < 10	n < 10	n < 10	79.02	
Students with Disabilities	n < 10	n < 10	n < 10	51.77		n < 10	n < 10	n < 10	56.92	

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	11	68	16.18	82.26	92.00	11	66	16.67	76.52	81.00
Targeted Achievement Gap Group	9	64	14.06	76.54	92.00	10	62	16.13	70.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	11	68	16.18	82.26	92.00	11	66	16.67	76.52	81.00
Targeted Achievement Gap Group	9	64	14.06	76.54	92.00	10	62	16.13	70.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	11	66	16.67	67.76		11	64	17.19	63.33	
Hispanic	n < 10	n < 10	n < 10	80.04		n < 10	n < 10	n < 10	74.37	
White	n < 10	n < 10	n < 10	87.18		n < 10	n < 10	n < 10	80.94	
Economically Disadvantaged	9	61	14.75	76.92		10	59	16.95	70.92	
English Language Learners	n < 10	n < 10	n < 10	75.24		n < 10	n < 10	n < 10	70.23	
Students with Disabilities	n < 10	n < 10	n < 10	51.77		n < 10	n < 10	n < 10	48.75	



2013-2014 School Letter Grade Detail Report

School Letter Grade

F

130 Points Earned

3542702 - QUEST MIDDLE SCHOOL OF PINE BLUFF 3542700 - RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL OF PINE BLUFF

Grade Range: 05 - 08

Superintendent: CHARLES COOK

Principal: KASEY PORCHIA

	School Statistics	District Statistics	State Statistics
Enrollment	92	92	471867
Econ. Disadvantaged	89.13%	89.13%	60.3%
Proficient/Advanced Literacy	26.47%	26.47%	76.55%
Proficient/Advanced Math	16.18%	16.18%	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)	15	37	0	52
Basic (0.25)	35	20	13.75	55
Proficient (1.0)	18	11	29	29
Advanced (1.25)	0	0	0	0
Totals			42.75	136
Weighted Performance Points Earned = (42.75/136)*100 = 31.43				

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:	19.53			
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)(Weighted Performance + Gap Adjustment) + (1.5)(Improvement Score for This School)

$$(1.5)(31.43 + 0) + (1.5)(55) = 130$$

Point Ranges for Grades

A: 270 to 300

B: 240 to 269

C: 210 to 239

D: 180 to 209

F: less than 180

Overall School Scores are rounded to the nearest whole number.

Districts with Similar Demographic Data

Quest Middle School of Pine Bluff 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
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%
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%
3542700	RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	57	55	96.49%	05	08	4.65%	2.38%	0.00%	0.00%
5602000	HARRISBURG SCHOOL DISTRICT	5602008	HARRISBURG MIDDLE SCHOOL	352	351	99.72%	05	08	16.62%	16.62%	11.08%	11.08%
1702000	CEDARVILLE SCHOOL DISTRICT	1702010	CEDARVILLE MIDDLE SCHOOL	265	265	100.00%	05	08	18.26%	18.33%	15.07%	15.14%
2604000	JESSIEVILLE SCHOOL DISTRICT	2604031	JESSIEVILLE MIDDLE SCHOOL	196	196	100.00%	06	08	24.06%	24.06%	20.86%	20.86%
0903000	LAKESIDE SCHOOL DIST(CHICOT)	0903017	LAKESIDE MIDDLE SCHOOL	208	208	100.00%	06	08	27.69%	27.69%	9.23%	9.23%
3502000	DOLLARWAY SCHOOL DISTRICT	3502009	ROBERT F MOREHEAD MIDDLE SCHOO	275	275	100.00%	06	08	6.22%	6.22%	8.26%	8.26%

Quest Middle School of Pine Bluff
Resident District Information

Resident District LEA	Resident District Description	Total Enrollment
3505000	PINE BLUFF SCHOOL DISTRICT	71
3502000	DOLLARWAY SCHOOL DISTRICT	14
3509000	WATSON CHAPEL SCHOOL DISTRICT	3
3510000	WHITE HALL SCHOOL DISTRICT	3

Quest Middle School of Pine Bluff											
2014-2015 Discipline Data											
Disciplinary Infractions						Disciplinary Actions					
Type	Total	Black	Male	Female	FRL	Type	Total	Black	Male	Female	FRL
Drugs	0	0	0	0	0	In-School Suspension	0	0	0	0	0
Alcohol	0	0	0	0	0	Out-of-School Suspension (non-injury)	2	2	1	1	2
Tobacco	0	0	0	0	0	Expelled	0	0	0	0	0
Truancy	0	0	0	0	0	Expelled for Weapons	0	0	0	0	0
Student Assault	0	0	0	0	0	Corporal Punishment	0	0	0	0	0
Staff Assault	0	0	0	0	0	Other	1	1	1	0	1
Knife	0	0	0	0	0	No Action	0	0	0	0	0
Handgun	0	0	0	0	0	Alternative Learning (full year)	0	0	0	0	0
Rifle	0	0	0	0	0	Expelled for Drugs	0	0	0	0	0
Shotgun	0	0	0	0	0	Expelled for Dangerousness (non-injury)	0	0	0	0	0
Club	0	0	0	0	0	Expelled for Dangerousness (injury)	0	0	0	0	0
Gangs	0	0	0	0	0	Out-of-School Suspension (injury)	0	0	0	0	0
Vandalism	0	0	0	0	0	Alternative Learning (less than year)	0	0	0	0	0
Insubordination	1	1	0	1	1	*Please note that some racial, ethnic, and group categories were not included in this chart because they are not represented within the student enrollment count.					
Disorderly Conduct	2	2	2	0	2						
Explosives	0	0	0	0	0						
Other	0	0	0	0	0						
Bullying	0	0	0	0	0						
Fighting	0	0	0	0	0						
TOTAL	3	3	2	1	3	TOTAL	3	3	2	1	3



MEMO

DATE: February 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Quest Middle School of Pine Bluff

I. INTRODUCTION

Quest Middle School of Pine Bluff is an open-enrollment charter school located within the boundaries of the Dollarway School District. The school is approved to serve grades five (5) through twelve (12) with an enrollment cap of 460.

Quest Middle School of Pine Bluff is requesting to change the grades it serves to grades kindergarten (K) through eight (8).

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the affected school districts and the charter schools in Jefferson County is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Dollarway School District	9 0.76%	1 0.08%	1,098 92.11%	17 1.43%	3 0.25%	64 5.37%	1,192 --
Pine Bluff School District	28 0.70%	16 0.40%	3,857 96.04%	35 0.87%	9 0.22%	71 1.77%	4,016 --
Watson Chapel School District	13 0.50%	21 0.81%	1,951 74.89%	60 2.30%	1 0.04%	559 21.46%	2,605 --
White Hall School District	47 1.63%	88 3.06%	541 18.78%	86 2.99%	26 0.90%	2,092 72.64%	2,880 --
DISTRICTS TOTAL	97 0.91%	126 1.18%	7,447 69.64%	198 1.85%	39 0.36%	2,786 26.05%	10,693 --
Open-Enrollment Public Charter Schools in Jefferson County							
Pine Bluff Lighthouse	3 0.9%	0 0.0%	331 96.5%	5 1.5%	0 0.0%	4 1.2%	343
Quest of Pine Bluff	0 0.0%	0 0.0%	78 87.6%	5 5.6%	1 1.1%	5 5.6%	89
CHARTER TOTAL	3 0.69%	0 0.00%	409 94.68%	10 2.31%	1 0.23%	9 2.08%	432 --
COMBINED TOTAL	100 0.90%	126 1.13%	7,856 70.62%	208 1.87%	40 0.36%	2,795 25.12%	11,125 --

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

ADE is not aware of any active desegregation orders in the affected districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

Desegregation Analysis Quest Middle School of Pine Bluff

This desegregation analysis is in support of the charter amendment request for Quest Middle School of Pine Bluff to modify its current charter agreement with the Arkansas Department of Education. To the extent that Arkansas Code Ann. 6-23-106 applies, Quest Middle School of Pine Bluff is required to carefully review the potential impact its operations would have upon the efforts of the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest Middle School of Pine Bluff is located within the boundaries of the Pine Bluff Dollarway School District. Quest Middle School of Pine Bluff currently draw students from the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District. The charter school currently provides instruction to students in fifth grade through eighth grade. Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. Quest Middle School of Pine Bluff would then add a grade every year until it serves grades Kindergarten through Eighth Grade.

“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 chart below is the 2014-2015 enrollment for the public school districts and open enrollment charter schools affected by the Quest Middle School of Pine Bluff charter school.

District Name	2 or more	Asian	Black	Hispanic	Native American	Native Hawaiian	White	Total
Pine Bluff Dollarway	9	0	1191	23	1	6	67	1297
Pine Bluff	40	15	4052	33	4	7	89	4240
Watson Chapel	11	26	2061	50	0	0	631	2779
White Hall	48	85	547	69	9	8	2180	2944
Pine Bluff Lighthouse	3	0	284	5	0	0	1	293

In carefully reviewing the potential impact that Quest Middle School of Pine Bluff would have upon the efforts of the Pine Bluff Dollarway School District and its contiguous districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Pine Bluff School District, Pine Bluff Dollarway School District, and Watson Chapel School District have been in the past subject to federal court orders to create and maintain a unitary system of desegregated public schools. The White Hall School District is

not currently, nor has it ever been, under a federal District Court desegregation court order. As an open-enrollment public charter school, Quest Middle School of Pine Bluff must be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state of Arkansas.

In conclusion, Quest Middle School of Pine Bluff submits that upon the basis of its review, no court orders or statutory obligations affecting the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District that requires the State's Charter School Authorizer to deny the charter amendment request of Quest Middle School of Pine Bluff.

Exhibit A

Quest Middle
School of West
Little Rock
Summary

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

Maximum Enrollment	490
Approved Grade Levels	6-12
Grades Served 2015-2016	6-9

2015-2016 Enrollment by Race

Two or More Races	0
Asian	20
Black	45
Hispanic	16
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	1
White	146
Total	231

2015-2016 Enrollment by Grade

6th Grade	71
7th Grade	69
8th Grade	62
9th Grade	29
10th Grade	0
11th Grade	0
12th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	27
Title I	11
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
163.53	161.14	153.96	145.41

BACKGROUND

Authorized January 10, 2014
 Contract Expiration June 30, 2019

Amendment Request Considered and DENIED
 Location Change

May 8, 2014

Amendment Request

RESPONSIVE ED

Amendment Request

Quest Middle School of West Little Rock

January 11, 2016

RESPONSIVE ED

TABLE OF CONTENTS

1. Cover Letter
2. Charter Amendment Request Form
3. Facilities Utilization Agreement
4. Proposal of the Amendment Request
5. Current year to date enrollment by race and grade
6. Current year to date percent free and reduced lunch
7. Quest Middle School of West Little Rock Budget Projections
8. Blueprint of the proposed facility and Location Map
9. Blueprint of current campus facility and Location Map
10. Traffic Study
11. Most Recent ESEA Report
12. Desegregation Analysis

RESPONSIVE ED

Ms. Alexandra Boyd, Program Coordinator
 Charter and Home Schools Office
 Arkansas Department of Education
 Four Capitol Mall
 Little Rock, AR 72201

RE: Quest Middle School of West Little Rock

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 with attachments for the purpose of requesting the following change:

1. Request permission to use a new location beginning with the 2016-2017 school year for sixth grade students. The new location is:
 400 Hardin Road
 Little Rock, AR 72211

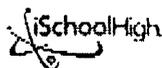
I am requesting that this amendment request be placed on the February agenda of the Charter Authorizing Panel for consideration.

Thank you for your assistance in this matter.

Sincerely,

Alan Wimberley
 Superintendent
 Quest Middle School of West Little Rock

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



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchools.com VistaAcademies.com K12.com/TX72



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number 6054700

Type of Amendment Requested:

Add a new campus

Address 400 Hardin Road

Little Rock, AR 72211

School district in which
the campus will be located Little Rock School District

Other:

Quest Middle School of West Little Rock would like to request that sixth grade students be moved to a new location beginning with the 2016-2017 school year.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsived.com

Phone number 214-418-1893

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Responsive Education Solutions

Lessee(Tenant): Quest 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:

The space in the facility which Quest Academy will be utilizing is currently vacant.

Address of Premises: 400 Hardin Road
Little Rock, AR 72211

Square Footage: 2,500 - 10,000

Terms of Lease: Owned by Responsive Education Solutions

Rental Amount: \$0

Contingency: The terms of this agreement are contingent upon
being granted a charter amendment for a location change.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20__

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Quest Academy

By: _____ Date _____

Lessor: Responsive Education Solutions

By: Robert Davis Date 12/17/15

RESPONSIVE ED

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Quest Middle School of West Little Rock

Pursuant to Section 4.02.4 of the ADE Rules Governing Public Charter Schools, Quest Middle School of West Little Rock has completed a Charter Amendment form to request permission to use a new location beginning with the 2016-2017 school year for sixth grade students.

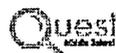
The new location is:

400 Hardin Road
Little Rock, AR 72211

Quest Middle School of West Little Rock prides itself on being responsive to the needs of its students and the Little Rock Metropolitan Area. As such, this amendment is being requested on three fundamental bases: (1) the current location lacks sufficient space to accommodate the addition of a grade per year in accordance with Quest Middle School of West Little Rock's charter agreement; (2) the new location proposed in the amendment request would afford our students the exciting new educational amenities; and (3) the proposed new location does not represent any undue legal, financial, operational, or logistical hardships to Quest Middle School of West Little Rock.

Quest Middle School of West Little Rock faces a lack of sufficient educational space at its current location. As the campus adds a grade each year per the charter agreement with the Arkansas Department of Education, Quest Middle School of West Little Rock is out of available classroom space to add additional grades at its current location. Quest Middle School of West Little Rock has utilized all available classroom and multipurpose space during the 2015-2016 school year in its current facility.

Additionally, student motivation to learn is the prime factor that often determines success and progress. Regardless of a student's strengths or weaknesses, the need for an environment that creates authentic



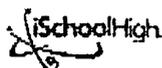
P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchools.com VistaAcademies.com TXVA.com/TTVA

RESPONSIVE

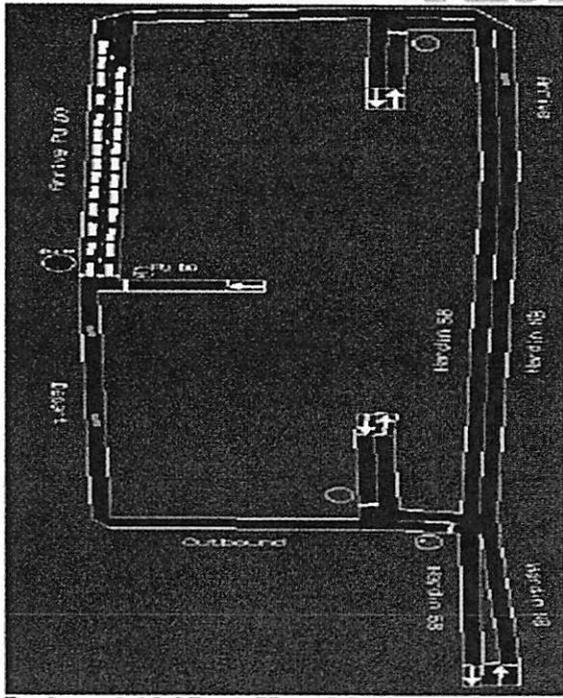
learning experiences is great. Students who enroll in Quest on Hardin Road will have the opportunity to thrive in an educational environment designed to address their individual educational needs in an environment not subject to overcrowding due to lack of sufficient classroom space. Moving sixth grade to another location will provide sufficient enough space to continue adding grades per our charter agreement.

This move will not place any undue hardships on the educational plan of the campus or will it place any undue financial hardships on Quest Middle School of West Little Rock. Quest Middle School of West Little Rock assessed the impact of having a charter school in the Hardin Road area. Peters & Associates Engineers, Inc. conducted a traffic study to provide an analysis of a potential campus being located in the existing Sedgwick Center office building. The student pick-up / drop-off route is a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building. The traffic study found that the maximum vehicle queuing for the proposed charter school can be well accommodated within the current parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours. There is approximately 700 feet of vehicle stacking available on-site from the location of the pick-up and drop-off area to Hardin Road at the north end of the cul-de-sac. As shown in the exhibits following, the maximum vehicle queuing can be well accommodated within the proposed Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.

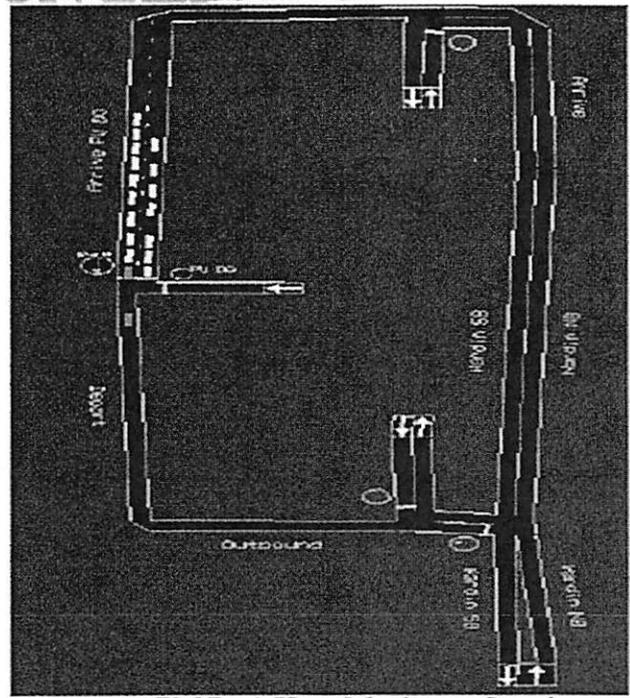


P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

RESPONSIVE ED

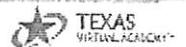
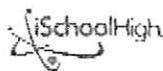


Projected AM Peak Hour Maximum Queuing



Projected PM Peak Hour Maximum Queuing

In conclusion, it was found that the maximum vehicle load for an open-enrollment charter school can be well accommodated within the approximate 700 feet of stacking within the Sedgwick Center parking lot without overflowing onto Hardin Road during the AM and school PM peak hours. This location will not cause any disruptions to any of the businesses in Hardin Road area.



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchool.com VistaAcademies.com K12.com/TXV2

12/28/2015

Headcount Statistics Report

Page 1 of 1

Building List: All
Date: 12/28/2015

Totals	Male	Female	Total
1 - QMS of West Little Rock			
Grade 06			
Asian	2	5	7
Black	6	10	16
White	29	23	52
Grade 06 Totals	37	38	75
Grade 07			
Asian	3	2	5
Black	6	7	13
Hawaii/Pacific Islander	0	1	1
Native American/Alaskan Native	2	0	2
White	17	29	46
Grade 07 Totals	28	39	67
Grade 08			
Asian	3	1	4
Black	7	6	13
Native American/Alaskan Native	1	2	3
White	19	26	45
Grade 08 Totals	30	35	65
Grade 09			
Asian	1	2	3
Black	1	0	1
White	13	9	22
Grade 09 Totals	15	11	26
1 - QMS of West Little Rock	110	123	233
Report Totals	110	123	233

QMS of West Little Rock Student Demographic Percentages

Excludes PK Students

234 Total Active Students On 12/28/2015

Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percent
01 Free	23	9.83%
02 Reduced	4	1.71%
03 Paid	207	88.46%
Meal Status - Total	234	100.00%

Responsive Education Solutions - Arkansas
Quest Middle School of West Little Rock - LEA# 6054703
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
Revenues							
Local and Other External Funding	187,233						187,233
State Foundation Funding	2,093,490						2,093,490
Professional Development	6,070						6,070
NSLA	16,641						16,641
ESL							0
Federal Funding		15,532	8,041	40,561	25,868	90,002	90,002
Total Revenue	2,303,434	15,532	8,041	40,561	25,868	90,002	2,393,436
Expenses							
61110 - Salaries- Teachers & Professional	656,579	11,712		14,079		25,791	682,370
61120 - Salaries-Support Staff	103,952				5,736	5,736	109,688
61710 - Salaries-Substitutes	8,460						8,460
62100 - Group Insurance	24,223	430		443	181	1,054	25,277
62200 - Social Security	44,986	798		824	336	1,958	46,944
62200 - Medicare	11,150	198		204	83	485	11,635
62300 - Retirement	107,659	1,910		1,971	803	4,684	112,343
62500 - Unemployment Insurance	14,226	252		260	106	618	14,844
62600 - Worker's Compensation	3,845	68		70	29	167	4,012
62700 - Health Benefits	9,228	164		169	69	402	9,630
Total Salaries and Employee Benefits	984,308	15,532	-	18,020	7,343	40,895	1,025,203
63190 - Administrative Overhead	317,430						317,430
63210 - Prof. Ed. - Instruction Services	500			17,089		17,089	17,589
63240 - Student Assessment	1,512			5,452		5,452	6,964
63310 - Prof. Empl. Train/Dvmt.Svcs-Cert	6,102		8,041			8,041	14,143
63410 - Professional Svcs-Social Work	1,000						1,000
63431 - Professional Svcs-Audit	15,000						15,000
63450 - Other Professional - Medical	6,048						6,048
63480 - Security Services	5,000						5,000
63490 - Other Professional Services	13,000						13,000
63492 - Other Professional Services - Marketing	5,000						5,000
Total Purchased Professional and Technical Services	370,592	-	8,041	22,541	-	30,582	401,174

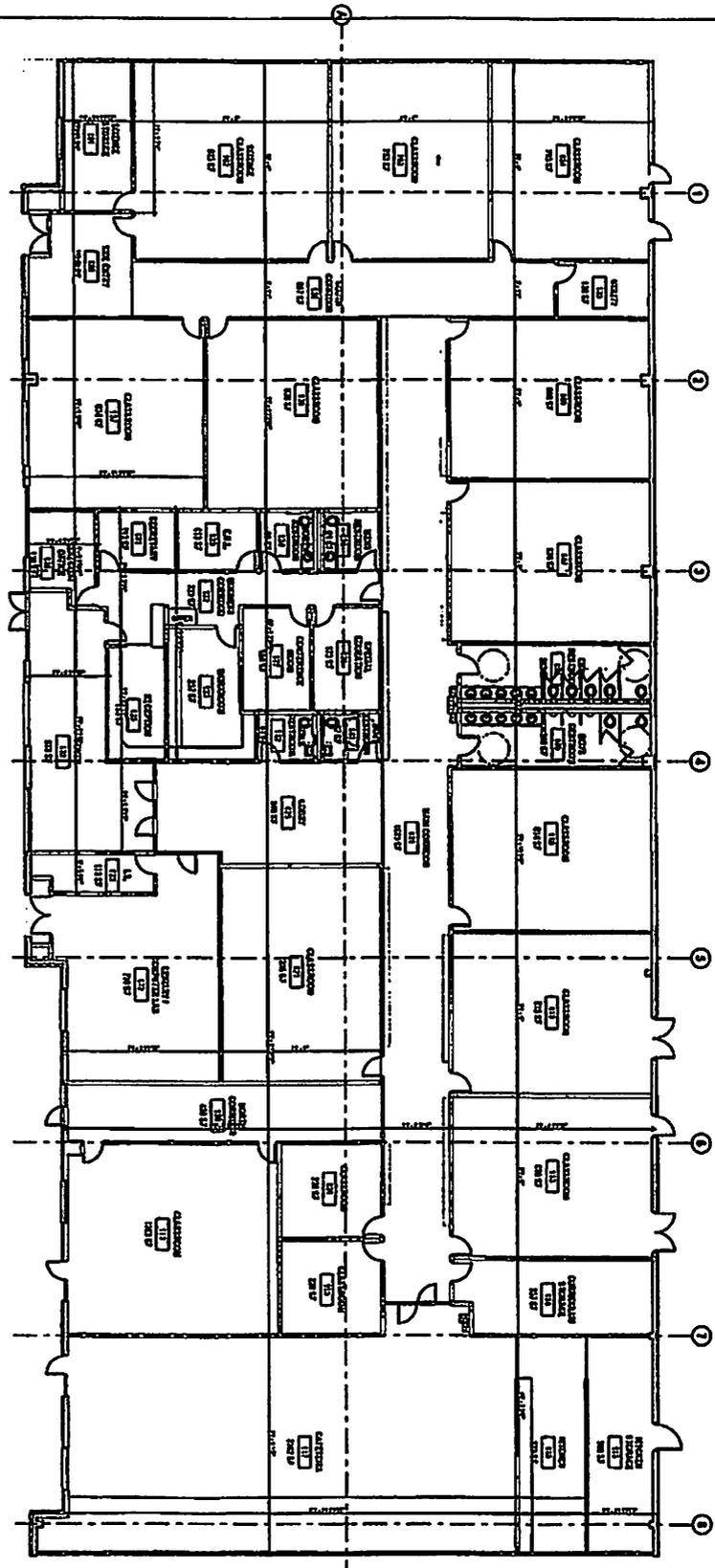
Responsive Education Solutions - Arkansas
Quest Middle School of West Little Rock - LEA# 6054703
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
64110 - Utilities - Water/Sewer	5,467						5,467
64210 - Disposal/Sanitation	8,365						8,365
64230 - Contract Maint - Custodian	38,735						38,735
64310 - Non Tech Repairs/Maintenance	24,800						24,800
64410 - Rental of Land and Buildings	492,065						492,065
64420 - Rental of Equipment & Vehicles	4,780						4,780
64500 - Contracted Repair and Maintenance	1,000						1,000
64900 - Other Purchased Property Services	1,000						1,000
Total Purchased Property Services	576,212	-	-	-	-	-	576,212
65190 - Misc Contract Svcs - Transport							
65210 - Property Insurance	6,500						6,500
65220 - Liability Insurance							
65310 - Telephone	7,000						7,000
65320 - Gen Supp - Postage & Shipping	1,000						1,000
65330 - Data Services, Internet, etc	5,000						5,000
65400 - Advertising - Marketing	2,000						2,000
65500 - Printing and Binding							
65810 - Travel - Certified	6,000						6,000
65880 - Travel Meals	1,000						1,000
65890 - Travel Lodging	3,000						3,000
65910 - Services fr LEA w/in the State							
Total Other Purchased Services	31,500	-	-	-	-	-	31,500
66100 - Gen Supplies and Materials							
66101 - Janitorial/Cleaning Supplies	3,000						3,000
66102 - Supplies for Facilities Dept.	3,000						3,000
66104 - Supplies - Front Office	6,048						6,048
66105 - Supplies - Instructional	15,120						15,120
66107 - Minor Furn/Fxt & Equip <\$1,000							
66110 - Other General Supplies-Testing							
66120 - End of Yr Graduation Awards	6,048						6,048
66140 - Student Attendance Incentives	1,814						1,814
66210 - Natural Gas	7,987						7,987
66220 - Electricity	21,755						21,755
66300 - Food					18,525	18,525	18,525
66410 - Curriculum-Textbooks	16,000						16,000
66420 - Library Books	907						907
66500 - General Supplies-IT-Hdwr							
66510 - Technology Supplies-Software							
Total Supplies and Materials	81,679	-	-	-	18,525	18,525	100,204
67330 - Furn., Fixtrs,& Equip. >\$1,000	27,671						27,671

Responsive Education Solutions - Arkansas
Quest Middle School of West Little Rock - LEA# 6054703
2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
67340 - Technology Hardware, >\$1,000	10,000						10,000
<i>Total Property</i>	37,671	-	-	-	-	-	37,671
68100 - Dues, Fees, & Penalties	690						690
68900 - Miscellaneous Expenditures	3,000						3,000
69380- Transfer to Food Service							
<i>Total Other Operating Costs</i>	3,690	-	-	-	-	-	3,690
<i>Total Expenses</i>	2,085,652	15,532	8,041	40,561	25,868	90,002	2,175,654
<i>Revenues Over (Under) Expenses</i>	217,782	0	0	0	0	0	217,782

Projected Enrollment: 315



1 FIRST FLOOR PLAN

PARTITION SCHEDULE

NO.	TYPE	THICKNESS	FINISH	CONSTRUCTION	REMARKS
1	GLASS	1/2"	CLEAR	ALUMINUM	
2	GLASS	1/2"	OPAQUE	ALUMINUM	
3	GLASS	1/2"	OPAQUE	ALUMINUM	
4	GLASS	1/2"	OPAQUE	ALUMINUM	
5	GLASS	1/2"	OPAQUE	ALUMINUM	
6	GLASS	1/2"	OPAQUE	ALUMINUM	
7	GLASS	1/2"	OPAQUE	ALUMINUM	
8	GLASS	1/2"	OPAQUE	ALUMINUM	
9	GLASS	1/2"	OPAQUE	ALUMINUM	
10	GLASS	1/2"	OPAQUE	ALUMINUM	

WILLIAMS & DEAN
 ARCHITECTS
 1000 NORTH MAIN STREET
 LITTLE ROCK, AR 72202
 PHONE (501) 375-1111
 FAX (501) 375-1112

RESPONSIVE EDUCATION SOLUTIONS
 HARBOUR ROAD • SEEDWICK
 LITTLE ROCK, ARKANSAS

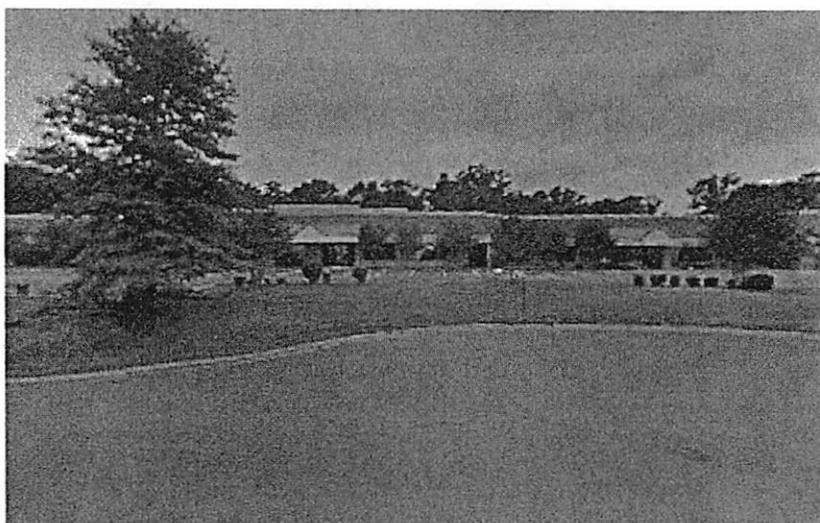
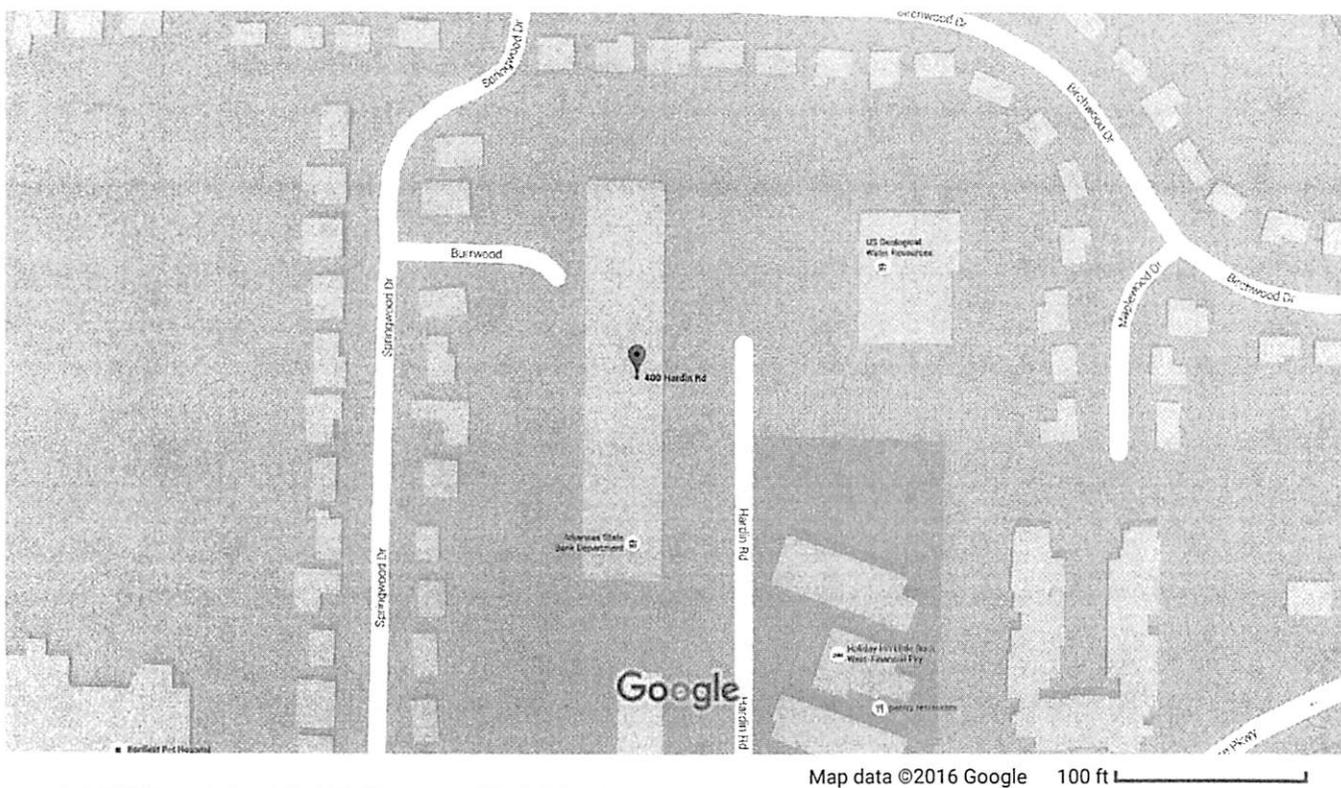
NOT FOR CONSTRUCTION

SCHEDULE PHASE
 FIRST FLOOR PLAN

14421
 WILSON 11.2014
 MULTIMEDIA
 02/14/2015

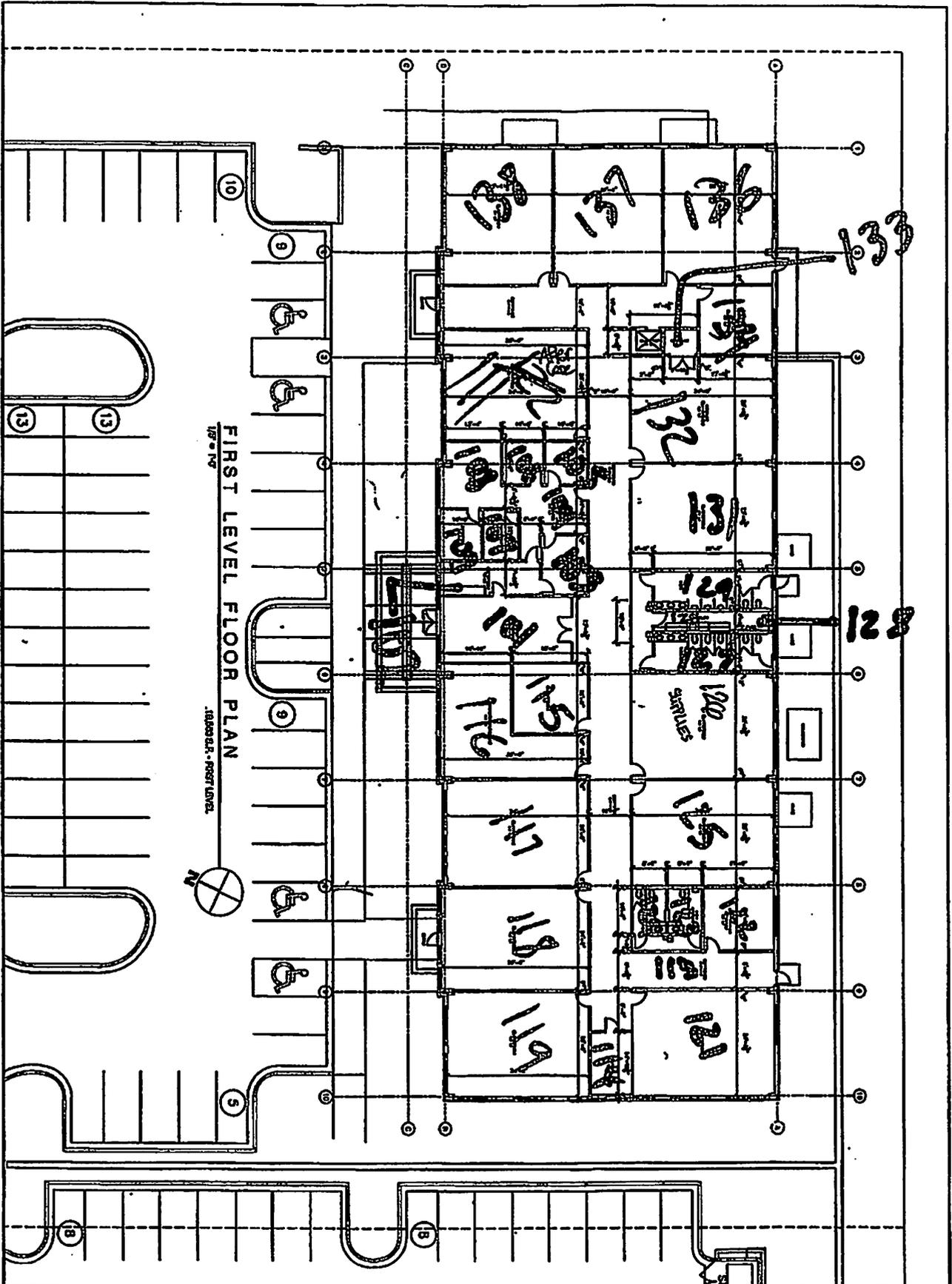
A1.1

Google Maps 400 Hardin Rd



400 Hardin Rd
Little Rock, AR 72211





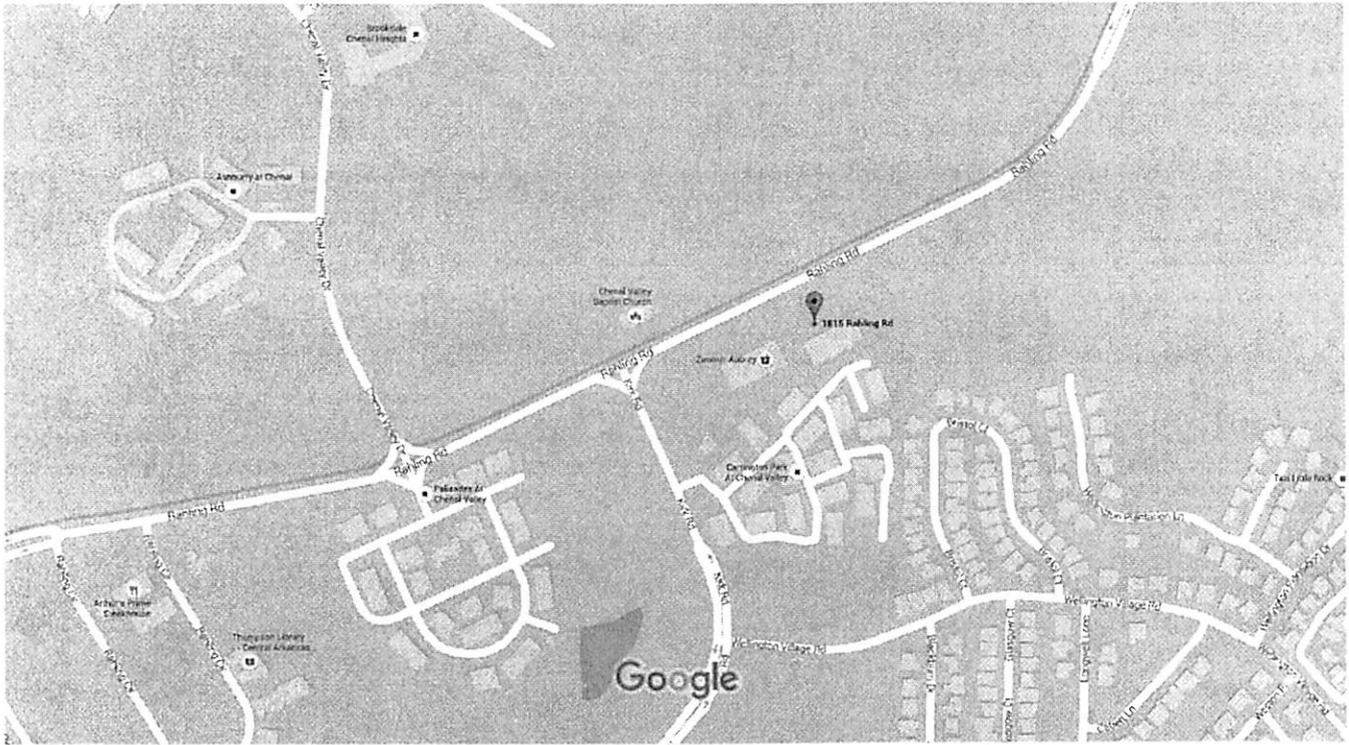
FIRST LEVEL FLOOR PLAN
 105' x 145'
 REES BLDG. - FIRST LEVEL

**RAHLING CHARTER SCHOOL
 A REES DEVELOPMENT PROJECT**
 1016 RAHLING ROAD
 Unto Rock, Arkansas

**ROARK
 PERDUE
 PERRY
 WELINGTON**
 ARCHITECTS - INTERIOR DESIGN
 1000 W. 10TH ST. SUITE 100
 WASHINGTON, MO 64787
 TEL: 417-875-1111
 FAX: 417-875-1112

DATE	BY	REVISION
11/11/20	AP	1
11/11/20	AP	2
11/11/20	AP	3
11/11/20	AP	4
11/11/20	AP	5
11/11/20	AP	6
11/11/20	AP	7
11/11/20	AP	8
11/11/20	AP	9
11/11/20	AP	10
11/11/20	AP	11
11/11/20	AP	12
11/11/20	AP	13
11/11/20	AP	14
11/11/20	AP	15
11/11/20	AP	16
11/11/20	AP	17
11/11/20	AP	18
11/11/20	AP	19
11/11/20	AP	20
11/11/20	AP	21
11/11/20	AP	22
11/11/20	AP	23
11/11/20	AP	24
11/11/20	AP	25
11/11/20	AP	26
11/11/20	AP	27
11/11/20	AP	28
11/11/20	AP	29
11/11/20	AP	30
11/11/20	AP	31
11/11/20	AP	32
11/11/20	AP	33
11/11/20	AP	34
11/11/20	AP	35
11/11/20	AP	36
11/11/20	AP	37
11/11/20	AP	38
11/11/20	AP	39
11/11/20	AP	40
11/11/20	AP	41
11/11/20	AP	42
11/11/20	AP	43
11/11/20	AP	44
11/11/20	AP	45
11/11/20	AP	46
11/11/20	AP	47
11/11/20	AP	48
11/11/20	AP	49
11/11/20	AP	50
11/11/20	AP	51
11/11/20	AP	52
11/11/20	AP	53
11/11/20	AP	54
11/11/20	AP	55
11/11/20	AP	56
11/11/20	AP	57
11/11/20	AP	58
11/11/20	AP	59
11/11/20	AP	60
11/11/20	AP	61
11/11/20	AP	62
11/11/20	AP	63
11/11/20	AP	64
11/11/20	AP	65
11/11/20	AP	66
11/11/20	AP	67
11/11/20	AP	68
11/11/20	AP	69
11/11/20	AP	70
11/11/20	AP	71
11/11/20	AP	72
11/11/20	AP	73
11/11/20	AP	74
11/11/20	AP	75
11/11/20	AP	76
11/11/20	AP	77
11/11/20	AP	78
11/11/20	AP	79
11/11/20	AP	80
11/11/20	AP	81
11/11/20	AP	82
11/11/20	AP	83
11/11/20	AP	84
11/11/20	AP	85
11/11/20	AP	86
11/11/20	AP	87
11/11/20	AP	88
11/11/20	AP	89
11/11/20	AP	90
11/11/20	AP	91
11/11/20	AP	92
11/11/20	AP	93
11/11/20	AP	94
11/11/20	AP	95
11/11/20	AP	96
11/11/20	AP	97
11/11/20	AP	98
11/11/20	AP	99
11/11/20	AP	100

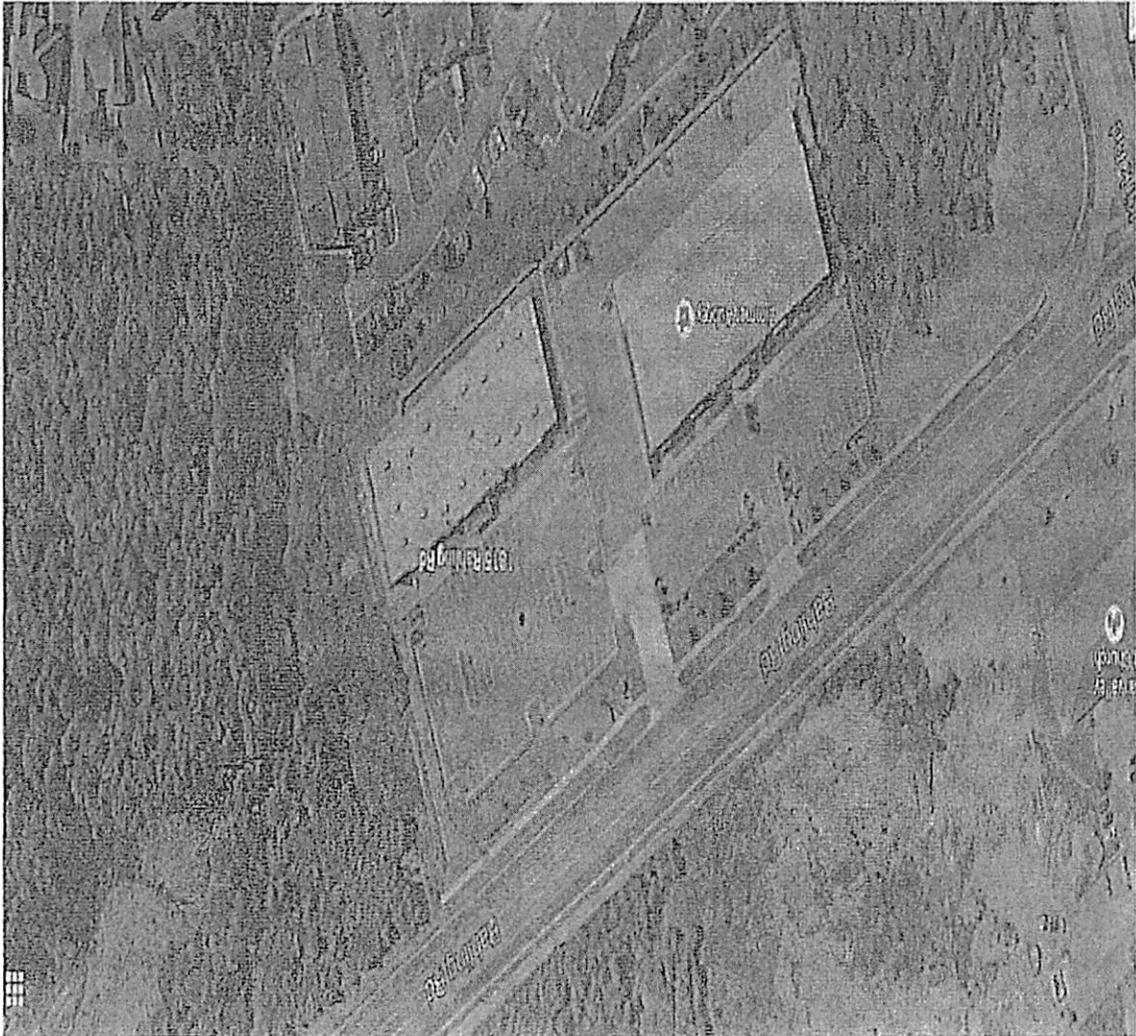
Google Maps 1815 Rahling Rd



Map data ©2016 Google 200 ft



1815 Rahling Rd
Little Rock, AR 72223





PETERS & ASSOCIATES
ENGINEERS, INC.

March 21, 2014

Mr. Curtis Cogburn
Responsive Education Solutions
1301 Waters Ridge Dr.
Lewisville, TX 75057

Re: P1692
Preliminary Summary of Findings
Traffic Study Proposed Charter School (Grades 6 – 8)
400 Hardin Road (Sedgwick Center)
Little Rock, AR

Dear Mr. Cogburn:

Peters & Associates Engineers, Inc. is conducting a traffic engineering study relating to a proposed new charter school to be located in the existing Sedgwick Center office building to accommodate a maximum enrollment of approximate 220 students. The Sedgwick Center is located on the west side of Hardin Road, north of Financial Center Parkway in Little Rock, Arkansas. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building. The primary focus of the traffic engineering study is to assess projected traffic operations and make recommendations to adequately serve access to the site to minimize queuing within the site or on the north end of the cul-de-sac of Harding Road.

EXISTING TRAFFIC CONDITIONS

Existing AM (7:00 – 9:00 AM) and school PM (2:45 – 5:00 PM) vehicle turning movement count data were gathered by this consultant for the following intersections in the immediate vicinity of the proposed site:

- Hardin Road and the Sedgwick Center north access drive
- Hardin Road and the Sedgwick Center south access drive.

The turning movement count data for the AM and school PM peak hours are attached with this letter. The following is a summary of the AM and school PM peak hour count data:

- AM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 49 northbound vehicles and 11 southbound vehicles.
 - Sedgwick Center entering traffic (both access drives total) = 33 vehicles.
 - Sedgwick Center exiting traffic (both access drives total) = 6 vehicles.
- School PM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 28 northbound vehicles and 32 southbound vehicles.
 - Sedgwick Center entering traffic (both access drives total) = 20 vehicles.
 - Sedgwick Center exiting traffic (both access drives total) = 24 vehicles.

5507 RANCH DRIVE - SUITE 205 LITTLE ROCK, ARKANSAS 72223 (501) 868-3999 FAX: (501) 868-9710

Mr. Curtis Cogburn
 March 21, 2014
 Page 2

TRIP GENERATION AND SITE TRAFFIC PROJECTIONS

The Trip Generation, an Informational Report, published by the Institute of Transportation Engineers (ITE) and The Trip Generation Manual by Trafficware, LLC (9th Edition), 2012, were reviewed in calculating the magnitude of traffic volumes expected to be generated by the proposed land-use of the 220 student charter school. These are typically reliable sources for this information and are commonly used in the traffic engineering profession. However, recent actual count data has been conducted at a similar charter school in the City of Little Rock. *(Note: The actual AM and school PM peak hour trip generation data is slightly higher than the data included in ITE Trip-Generation.)* This actual count data from a similar charter school has been used to calculate the estimated number of vehicles for the AM and school PM peak hours that can likely be expected to more accurately project the traffic volumes expected to be associated with this site as proposed.

Using the local trip generation rates, calculations were made as a part of this study to provide a reliable estimate of traffic volumes that can be expected to be associated with the development as proposed. Results of this calculation are summarized on Table 1, "Summary of Trip-Generation."

PROPOSED LAND USE	NUMBER OF STUDENTS	AM PEAK HOUR VOLUME		SCHOOL PM PEAK HOUR VOLUME	
		ENTER	EXIT	ENTER	EXIT
Charter School (Grades 6-8)	220	138	116	82	92
TOTAL ENTERING + EXITING		254		174	

Table 1 – Summary of Trip-Generation

School traffic, as will be the traffic associated with this site, ordinarily does contribute to the adjacent street traffic conditions during the on-street AM peak traffic hour and the school PM peak traffic hour. Accordingly, the AM and school PM peak traffic periods of the adjacent street in the immediate vicinity of the site are the traffic operating conditions which have warranted primary traffic analysis as a part of this study.

Once projected traffic was estimated for the site, directional distributions were made to reflect the percent of anticipated thru, left and right-turns at the study intersections. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building.

The projected traffic volumes (existing + proposed 220 student charter school generated) for Hardin Road, just south of the Sedgwick Center south access drive are summarized as follows:

- AM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 187 northbound vehicles and 127 southbound vehicles.
- School PM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 110 northbound vehicles and 121 southbound vehicles.

Mr. Curtis Cogburn
March 21, 2014
Page 3

TRAFFIC OPERATIONS MODELING

Traffic operational calculations and simulation modeling were performed as a part of this study for projected traffic operating conditions for the study area. The adjacent street AM and school PM peak traffic periods were used for these calculations. Factors included in the analysis are as follows:

- Existing traffic volumes and patterns.
- Directional distribution of projected traffic volumes.
- Existing and proposed intersection geometry (including elements such as turn lanes, curb radii, etc.).
- Projected school traffic volumes.
- Existing traffic control.
- Representative student pick-up and drop-off times in the proposed pick-up and drop-off areas.

Critical to assessment of traffic operations in the vicinity of the proposed site is an assessment of site ingress and egress at the site access drive and circulation through the site. To assess the traffic operations at the site within the context of the site configuration, the access drives proposed to serve it and existing and site-generated traffic volumes, a traffic modeling technique was used. TSIS-CORSIM (Traffic Software Integrated System, Version 6.2) traffic modeling software was used for assessment of traffic operation at the proposed site. This software was developed for U.S. Department of Transportation, Federal Highway Administration and the FHWA Office of Operations Research, Development and Technology. City of Little Rock Public Works representatives are familiar with and have confidence in the results from this traffic modeling software. TSIS allows the user to define and manage traffic analysis projects, define traffic networks and create inputs for traffic simulation analysis, execute traffic simulation models, and interpret the results of those models. The model yields various analysis output values including information for projected maximum vehicle queuing at driveway and street intersection approaches as well as student pick-up and drop-off operations.

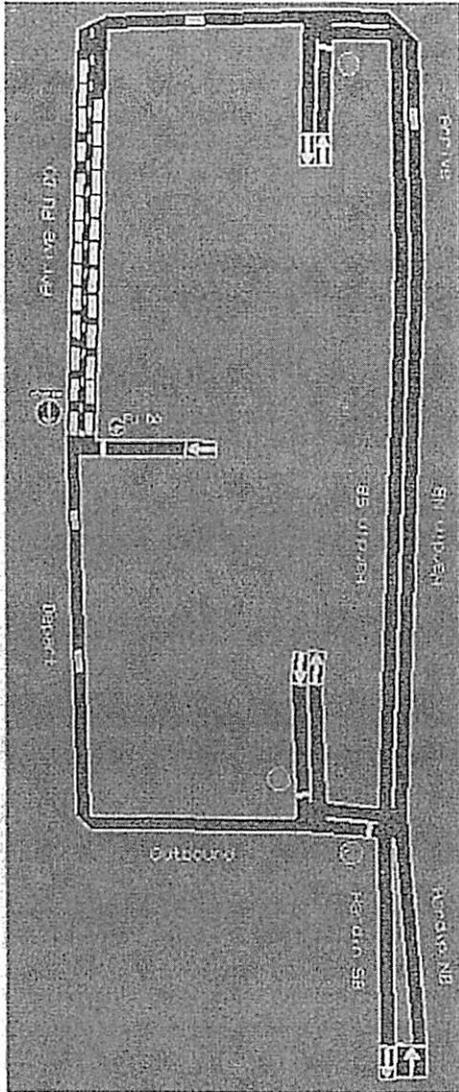
Results - Traffic Operations Modeling

Projected Traffic Conditions

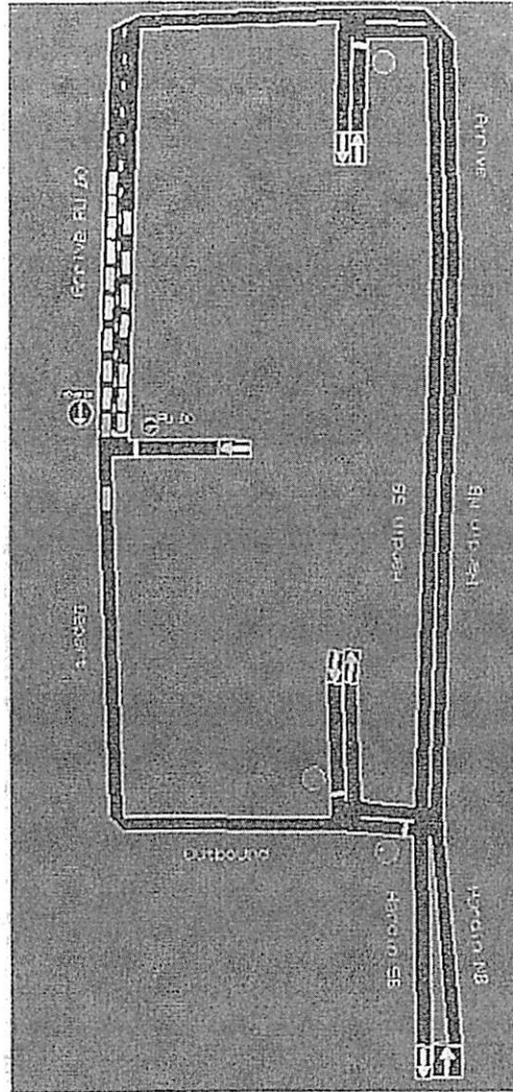
Traffic operations modeling analysis was performed for the projected traffic conditions for the study area. This analysis was performed for the AM and school PM peak hours projected traffic conditions. For purposes of traffic operations modeling, the student pick-up and drop-off times similar to those measured at an existing similar charter school in the City of Little Rock were used. Although influenced by site-specific traffic volumes and arrival rates and traffic patterns, it is expected that a similar student pick-up and drop-off operation will be used.

There is approximately 700 feet of vehicle stacking available on-site from the location the pick-up and drop-off area to Hardin Road at the north end of the cul-de-sac. As shown in the exhibits following, the maximum vehicle queuing can be well accommodated within the proposed Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.

Mr. Curtis Cogburn
March 21, 2014
Page 4



Projected AM Peak Hour Maximum Queuing



Projected PM Peak Hour Maximum Queuing

Mr. Curtis Cogburn
March 21, 2014
Page 5

CONCLUSION

In conclusion, it was found that the maximum vehicle queuing for a 220 student enrollment charter school (grades 6-8) can be well accommodated within the approximate 700 feet of stacking within the Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.

A full traffic study is to be completed by this consultant in the near future. The traffic study will include detailed existing traffic counts, detailed traffic operations modeling analysis and results, projected traffic volumes graphics, etc.

Please let me know if you need additional information or comment.

Sincerely,
PETERS & ASSOCIATES, ENGINEERS, INC.



Ernest J. Peters, PE
President

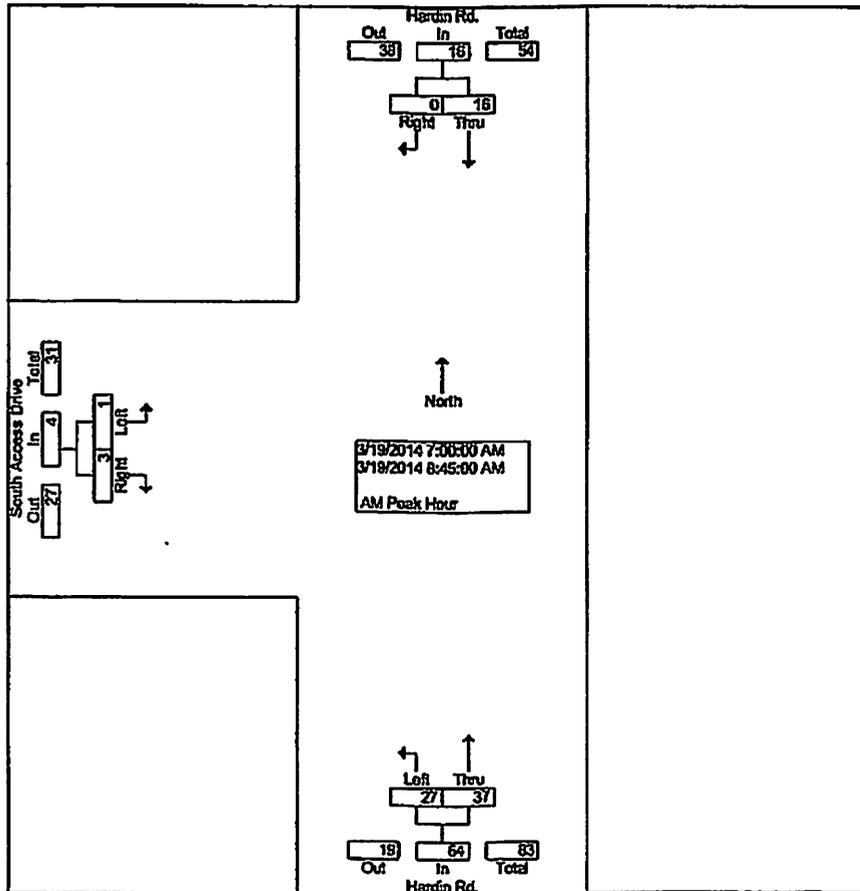
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Peak Hour

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	36	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	18
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Approch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

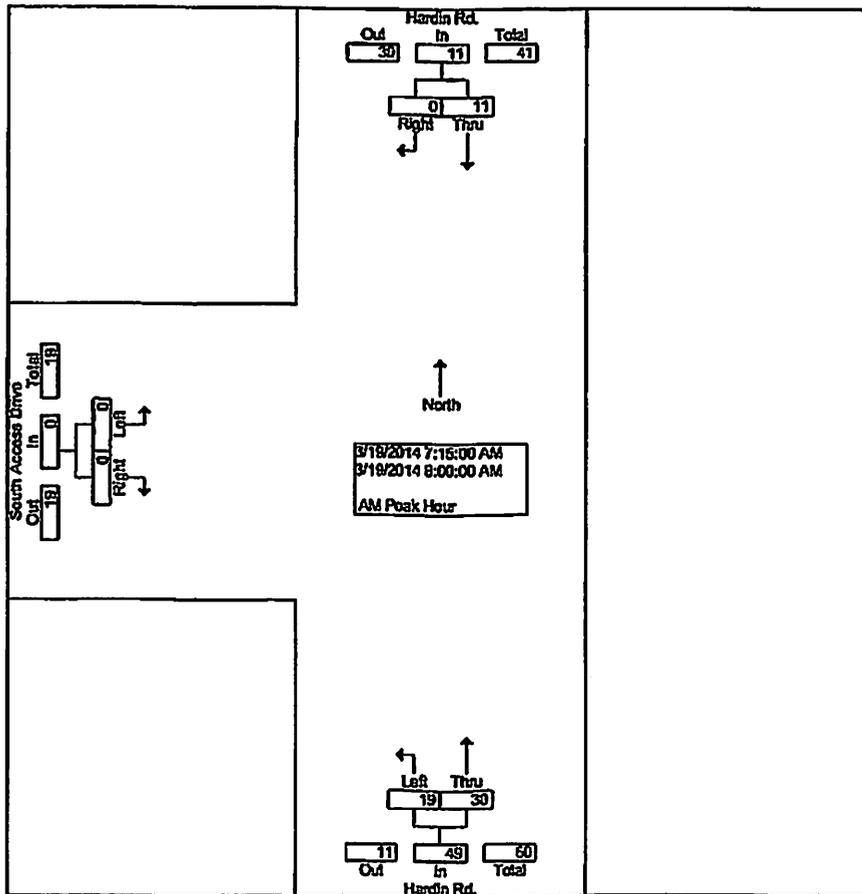


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor										
High Int.	07:45 AM			08:00 AM			8:45:00 AM			0.833
Volume	0	6	6	10	6	16				
Peak Factor	0.458			0.766						



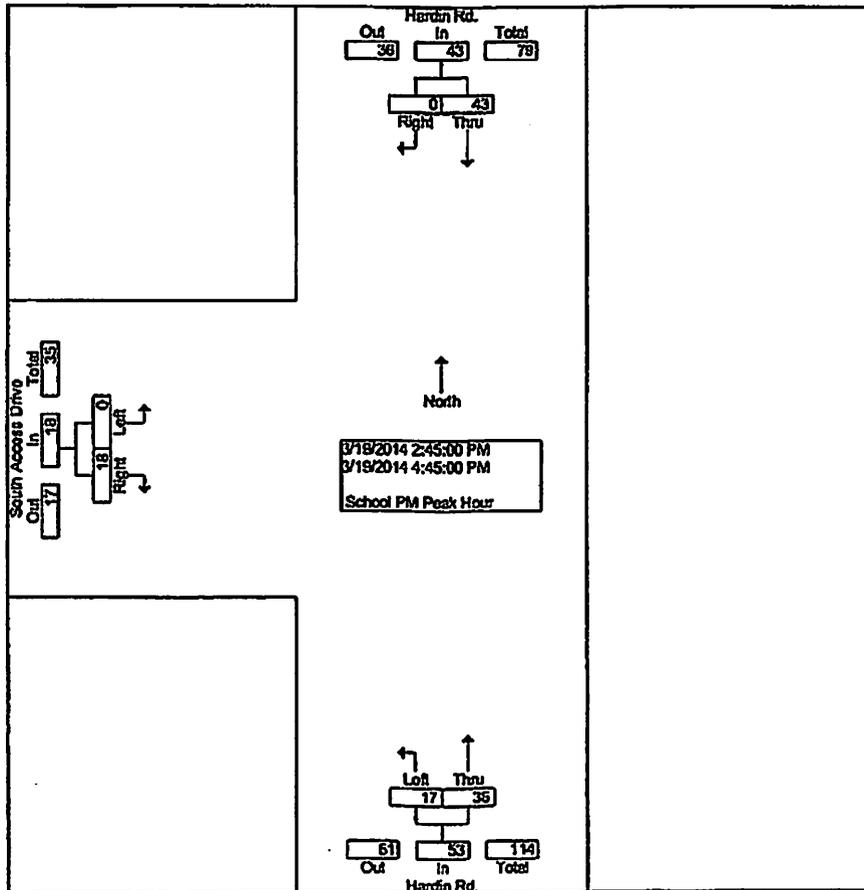
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : PM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- School PM Peak Hour

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
02:45 PM	0	7	7	5	3	8	3	0	3	18
Total	0	7	7	5	3	8	3	0	3	18
03:00 PM	0	2	2	5	0	5	1	0	1	8
03:15 PM	0	3	3	2	1	3	0	0	0	6
03:30 PM	0	4	4	1	1	2	1	0	1	7
03:45 PM	0	5	5	5	2	7	3	0	3	15
Total	0	14	14	13	4	17	5	0	5	38
04:00 PM	0	6	6	4	2	6	2	0	2	14
04:15 PM	0	5	5	5	3	8	2	0	2	15
04:30 PM	0	4	4	4	2	6	1	0	1	11
04:45 PM	0	7	7	5	3	8	5	0	5	20
Total	0	22	22	18	10	28	10	0	10	60
Grand Total	0	43	43	36	17	53	18	0	18	114
Approch %	0.0	100.0		67.8	32.1		100.0	0.0		
Total %	0.0	37.7	37.7	31.6	14.9	46.5	15.8	0.0	15.8	

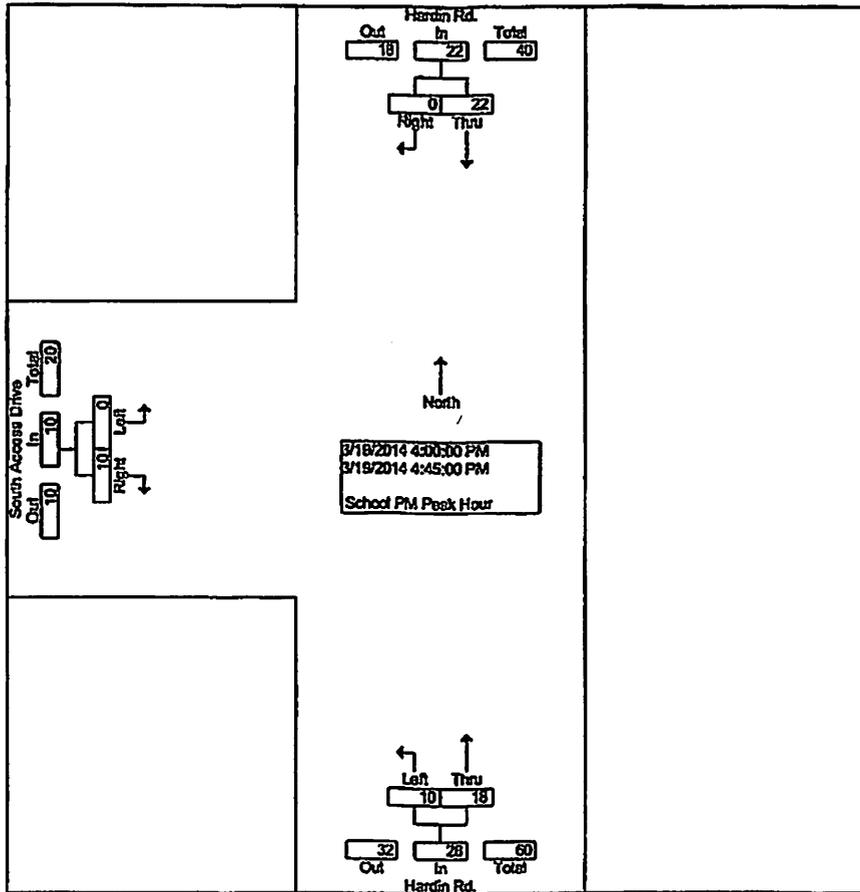


Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : PM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			InL Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 02:45 PM to 04:45 PM - Peak 1 of 1										
Intersection	04:00 PM									
Volume	0	22	22	18	10	28	10	0	10	60
Percent	0.0	100.0		64.3	35.7		100.0	0.0		
04:45 Volume	0	7	7	5	3	8	5	0	5	20
Peak Factor	0.750									
High Int.	04:45 PM			04:15 PM			04:45 PM			
Volume	0	7	7	5	3	8	5	0	5	
Peak Factor	0.786			0.875			0.500			



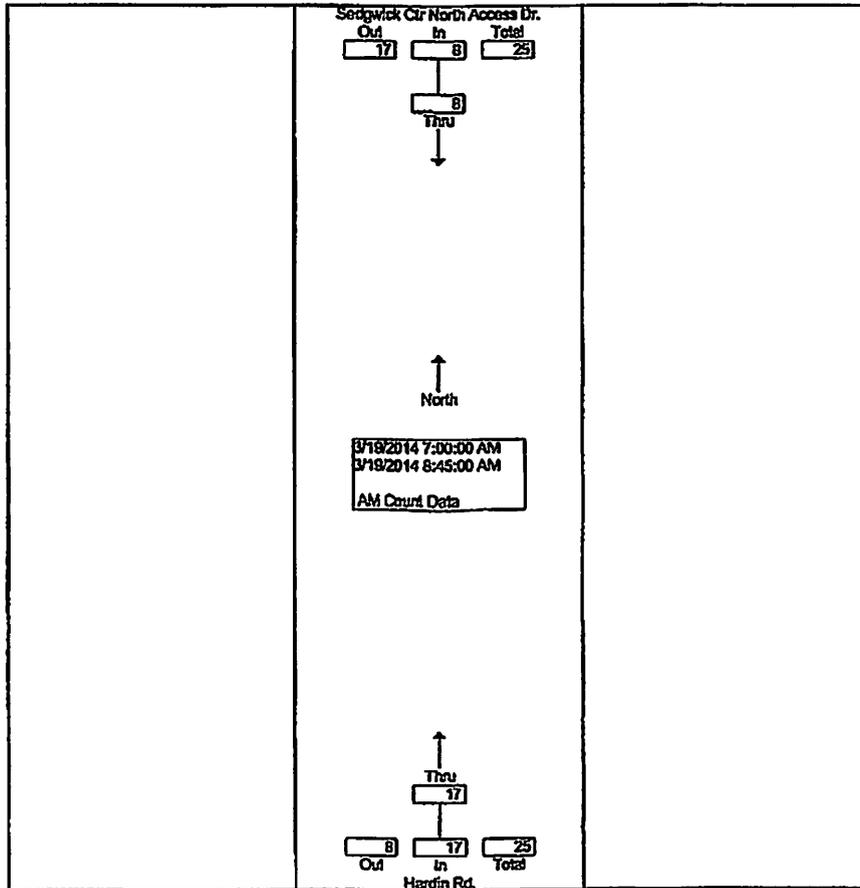
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Ctr North Access
 Little Rock, AR
 P-1692

File Name : AM-North
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Count Data

Start Time Factor	Sedwick Ctr North Access Dr. From North		Hardin Rd. From South		Int. Total
	Thru	App. Total	Thru	App. Total	
*** BREAK ***	1.0		1.0		
07:15 AM	1	1	1	1	2
07:30 AM	1	1	3	3	4
07:45 AM	4	4	4	4	8
Total	6	6	8	8	14
08:00 AM	0	0	6	6	6
08:15 AM	0	0	1	1	1
08:30 AM	1	1	1	1	2
08:45 AM	1	1	1	1	2
Total	2	2	9	9	11
Grand Total	8	8	17	17	25
Approch %	100.0		100.0		
Total %	32.0	32.0	68.0	68.0	

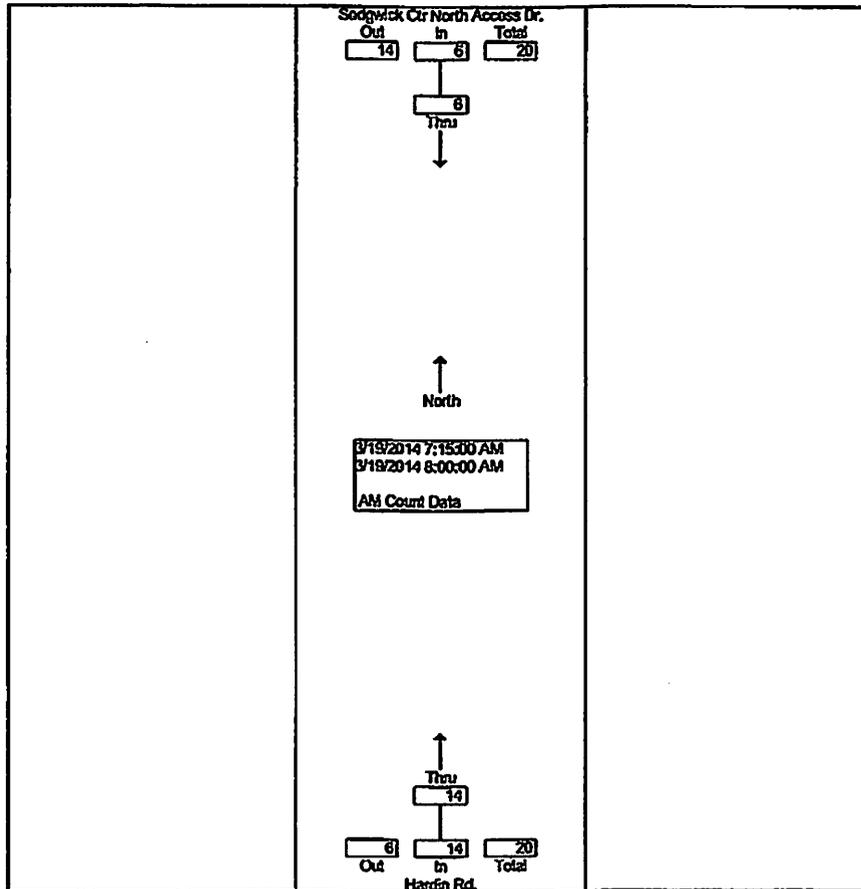


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Ctr North Access
 Little Rock, AR
 P-1692

File Name : AM-North
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Sedwick Ctr North Access Dr. From North		Hardin Rd. From South		Int. Total
	Thru	App. Total	Thru	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1					
Intersection	07:15 AM				
Volume	6	6	14	14	20
Percent	100.0		100.0		
07:45 Volume	4	4	4	4	8
Peak Factor					0.625
High Int.	07:45 AM				
Volumes	4	4	6	6	
Peak Factor	0.375		0.583		



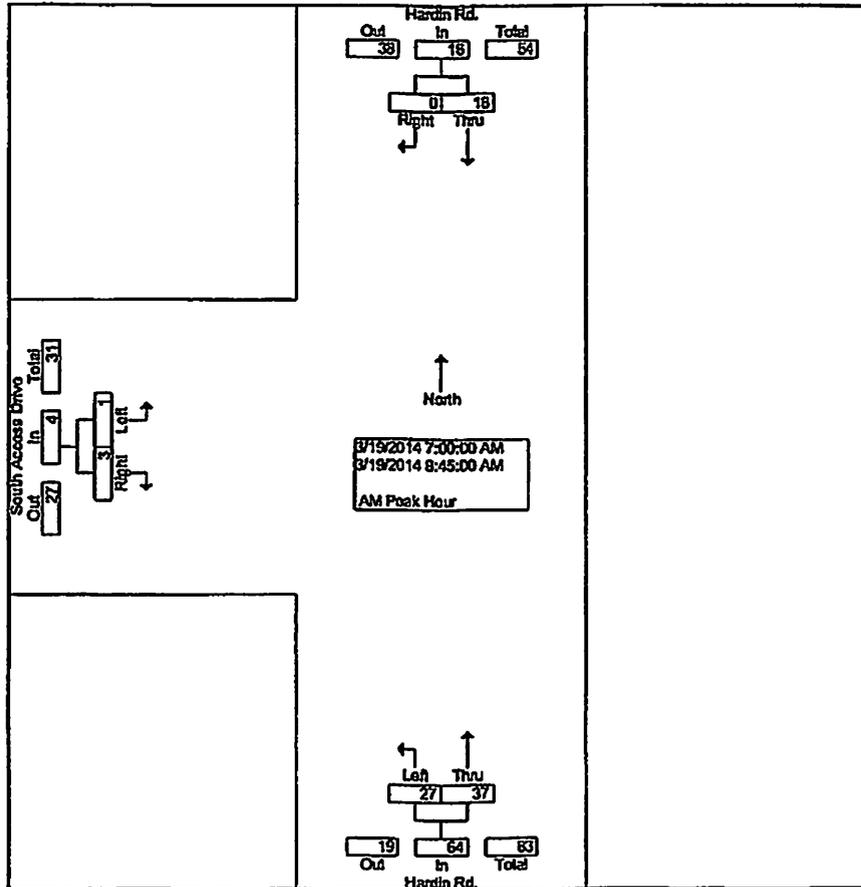
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Peak Hour

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	38	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	16
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Apprch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

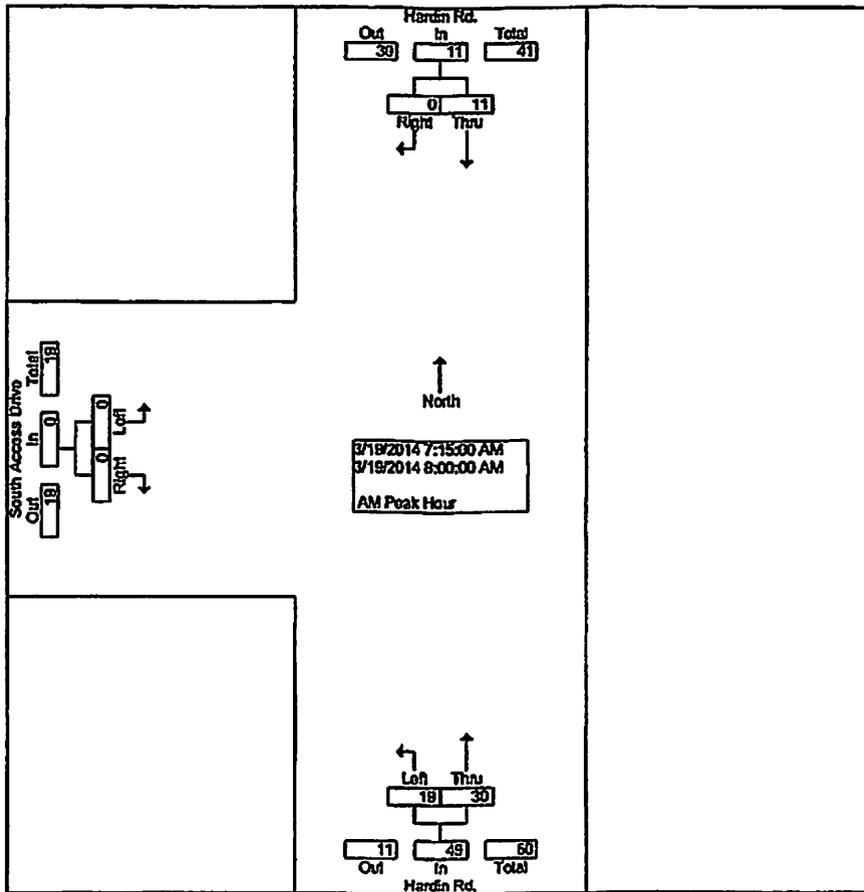


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor	0.833									
High Int.	07:45 AM			08:00 AM			6:45:00 AM			
Volume	0	6	6	10	6	16				
Peak Factor	0.458			0.766						



2015 ESEA DISTRICT REPORT

District: RESPONSIVE EDUCATION SOLUTIONS Superintendent: CHARLES COOK
 LEA: 6054700 Attendance 96.12
 Enrollment: 166 Poverty Rate: 14.46

Address: 1301 Waters Ridge Dr
 Address: LEWISVILLE, Tx 75057
 Phone: (972) 316-3663

OVERALL SCHOOL STATUS: 2015 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	159	160	99.38	159	160	99.38	
Targeted Achievement Gap Group	27	27	100.00	27	27	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	30	30	100.00	30	30	100.00	
Hispanic	6	6	100.00	6	6	100.00	
White	106	107	99.07	106	107	99.07	
Economically Disadvantaged	21	21	100.00	21	21	100.00	
English Language Learners							
Students with Disabilities	10	10	100.00	10	10	100.00	

STUDENT PERFORMANCE – LITERACY

LITERACY STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	67	135	49.63	22.73	
Targeted Achievement Gap Group	5	24	20.83	17.41	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	6	27	22.22	10.77	
Hispanic	2	4	50.00	18.35	
White	53	89	59.55	26.04	
Economically Disadvantaged	5	19	26.32	17.63	
English Language Learners	0	0		7.64	
Students with Disabilities	0	9	0.00	4.60	

STUDENT PERFORMANCE – MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	37	135	27.41	13.95	
Targeted Achievement Gap Group	4	24	16.67	10.82	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	4	27	14.81	5.87	
Hispanic	1	5	20.00	12.10	
White	29	88	32.95	17.14	
Economically Disadvantaged	2	19	10.53	11.02	
English Language Learners	0	0		6.23	
Students with Disabilities	2	9	22.22	4.60	

Quest Middle School of West Little Rock
Desegregation Analysis

Quest Middle School of West Little Rock (Quest) seeks to amend its charter to request that its sixth grade students be moved to a new location, still within the boundaries of the Little Rock School District (LRSD), beginning with the 2016-2017 school year. Quest expects to obtain most of its students from within the boundaries of the 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 amendment would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

Quest is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendment 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, Quest 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, Quest's proposed amendment 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 Quest's proposed amendment could impact LRSD's unitary status. To be clear, Quest's proposed amendment cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. Quest's current 2015-16 school year enrollment figures show a student population of 231 students. Quest's current student population is equal to approximately 1% of LRSD's current student population. Under Ark. Code Ann. §6-23-306(6)(A), Quest 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, Quest 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 Quest'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, Quest'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

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

ESEA Information

2015 ESEA SCHOOL REPORT

District: RESPONSIVE EDUCATION SOLUTIONS (**Superintendent:** CHARLES COOK **LEA:** 6054703
School: QUEST MIDDLE SCHOOL OF LITTLE ROCK **Principal:** CHRISTOPHER STEVENSON **Address:** 18115 Rahling Rd
Grade: 05 - 12 **Attendance:** 96.12 **Address:** LITTLE ROCK, AR 72223
Enrollment: 166 **Poverty Rate:** 14.46 **Phone:** (501) 954-7700

OVERALL SCHOOL STATUS: 2015 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	159	160	99.38	159	160	99.38	
Targeted Achievement Gap Group	27	27	100.00	27	27	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	30	30	100.00	30	30	100.00	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	106	107	99.07	106	107	99.07	
Economically Disadvantaged	21	21	100.00	21	21	100.00	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	10	10	100.00	10	10	100.00	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	67	135	49.63	21.47
Targeted Achievement Gap Group	5	24	20.83	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	6	27	22.22	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	53	89	59.55	26.68
Economically Disadvantaged	5	19	26.32	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:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	37	135	27.41	12.09
Targeted Achievement Gap Group	4	24	16.67	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	27	14.81	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	29	88	32.95	16.34
Economically Disadvantaged	2	19	10.53	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2015 ESEA SCHOOL REPORT

District: RESPONSIVE EDUCATION SOLUTIONS (**Superintendent:** CHARLES COOK **LEA:** 6054703
School: QUEST MIDDLE SCHOOL OF LITTLE ROCK **Principal:** CHRISTOPHER STEVENSON **Address:** 18115 Rahling Rd
Grade: 05 - 12 **Attendance:** 96.12 **Address:** LITTLE ROCK, AR 72223
Enrollment: 166 **Poverty Rate:** 14.46 **Phone:** (501) 954-7700

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:	3

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



MEMO

DATE: February 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Quest Middle School of West Little Rock

I. INTRODUCTION

Quest Middle School of West Little Rock is an open-enrollment charter school located within the boundaries of the Little Rock School District. The school is approved to serve grades six (6) through twelve (12) with an enrollment cap of 490.

Quest of WLR is requesting to add a new campus and relocate its 6th grade class to the new campus beginning in the 2016-2017 school year.

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

Quest WLR is located within the boundaries of the Little Rock School District (LRSD). As of October 1, 2015, the enrollment at Quest WLR was 231.

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 1.17%	567 2.45%	15,070 65.06%	3,124 13.49%	66 0.28%	4,065 17.55%	23,164 --
N. Little Rock School District	57 0.68%	88 1.05%	4,974 59.12%	680 8.08%	31 0.37%	2,583 30.70%	8,413 --
Pulaski Co. Spec. School District	557 3.36%	341 2.06%	7,220 43.59%	1,248 7.54%	87 0.53%	7,109 42.92%	16,562 --
DISTRICT TOTAL	886 1.84%	996 2.07%	27,264 56.64%	5,052 10.49%	184 0.38%	13,757 28.58%	48,139 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0 0.0%	27 3.2%	123 14.4%	60 7.0%	10 1.2%	663 77.7%	853 --
Capitol City Lighthouse (NLRSD)	2 0.7%	0 0.0%	273 91.9%	15 5.1%	2 0.7%	5 1.7%	297 --
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	98 57.3%	72 42.1%	0 0.0%	1 0.6%	171 --
E-Stem (LRSD)	46 3.1%	45 3.1%	658 45.0%	84 5.7%	3 0.2%	626 42.8%	1,462 --
Exalt Academy (LRSD)	0 0.0%	0 0.0%	128 54.9%	102 43.8%	0 0.0%	3 1.3%	233 --
Jacksonville Lighthouse (PCSSD)	1 0.1%	16 1.6%	555 55.3%	94 9.4%	8 0.8%	330 32.9%	1,004 --
Lisa Academy (LRSD/NLRSD)	22 1.4%	186 12.2%	562 36.9%	247 16.2%	19 1.2%	489 32.1%	1,525 --
LR Prep Academy (LRSD)	0 0.0%	0 0.0%	381 88.6%	46 10.7%	0 0.0%	3 0.7%	430 --
Premier High School (LRSD)	0 0.0%	0 0.0%	98 84.5%	4 3.4%	0 0.0%	14 12.1%	116 --
Quest Middle School WLR (LRSD)	0 0.0%	20 8.7%	45 19.5%	16 6.9%	4 1.7%	146 63.2%	231 --
Rockbridge Montessori (LRSD)	5 4.5%	0 0.0%	56 50.5%	2 1.8%	0 0.0%	48 43.2%	111 --
SIATech Little Rock (LRSD)	0 0.0%	1 0.6%	150 90.4%	2 1.2%	0 0.0%	11 6.6%	166 --
CHARTER TOTAL	76 1.2%	295 4.5%	3,127 47.4%	744 11.3%	46 0.7%	2,339 35.4%	6,599 --
COUNTYWIDE TOTAL	962 1.8%	1,291 2.4%	30,391 55.5%	5,796 10.6%	230 0.4%	16,096 29.4%	54,738

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 Quest WLR draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner

negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the amendment will negatively affect PCSSD's efforts to achieve full unitary status.

However, it is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

Quest Middle School of West Little Rock
Desegregation Analysis

Quest Middle School of West Little Rock (Quest) seeks to amend its charter to request that its sixth grade students be moved to a new location, still within the boundaries of the Little Rock School District (LRSD), beginning with the 2016-2017 school year. Quest expects to obtain most of its students from within the boundaries of the 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 amendment would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

Quest is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendment 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, Quest 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, Quest's proposed amendment 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 Quest's proposed amendment could impact LRSD's unitary status. To be clear, Quest's proposed amendment cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. Quest's current 2015-16 school year enrollment figures show a student population of 231 students. Quest's current student population is equal to approximately 1% of LRSD's current student population. Under Ark. Code Ann. §6-23-306(6)(A), Quest 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, Quest 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 Quest'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, Quest'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

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

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 Generalls

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 the word 'Respectfully,'.

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] PRESIDENT Date 10-14-15
Signature

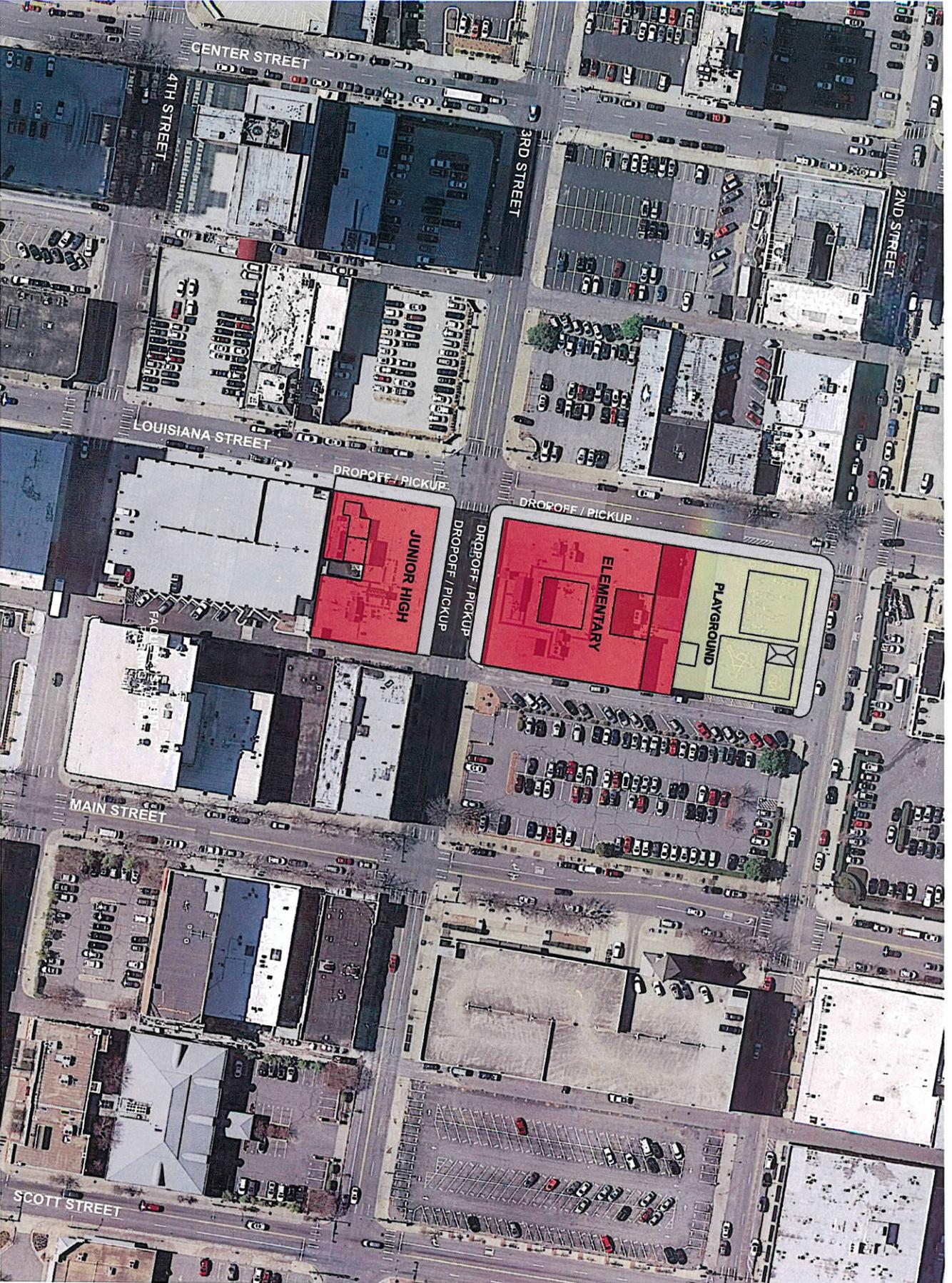


EXISTING CAMPUS

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

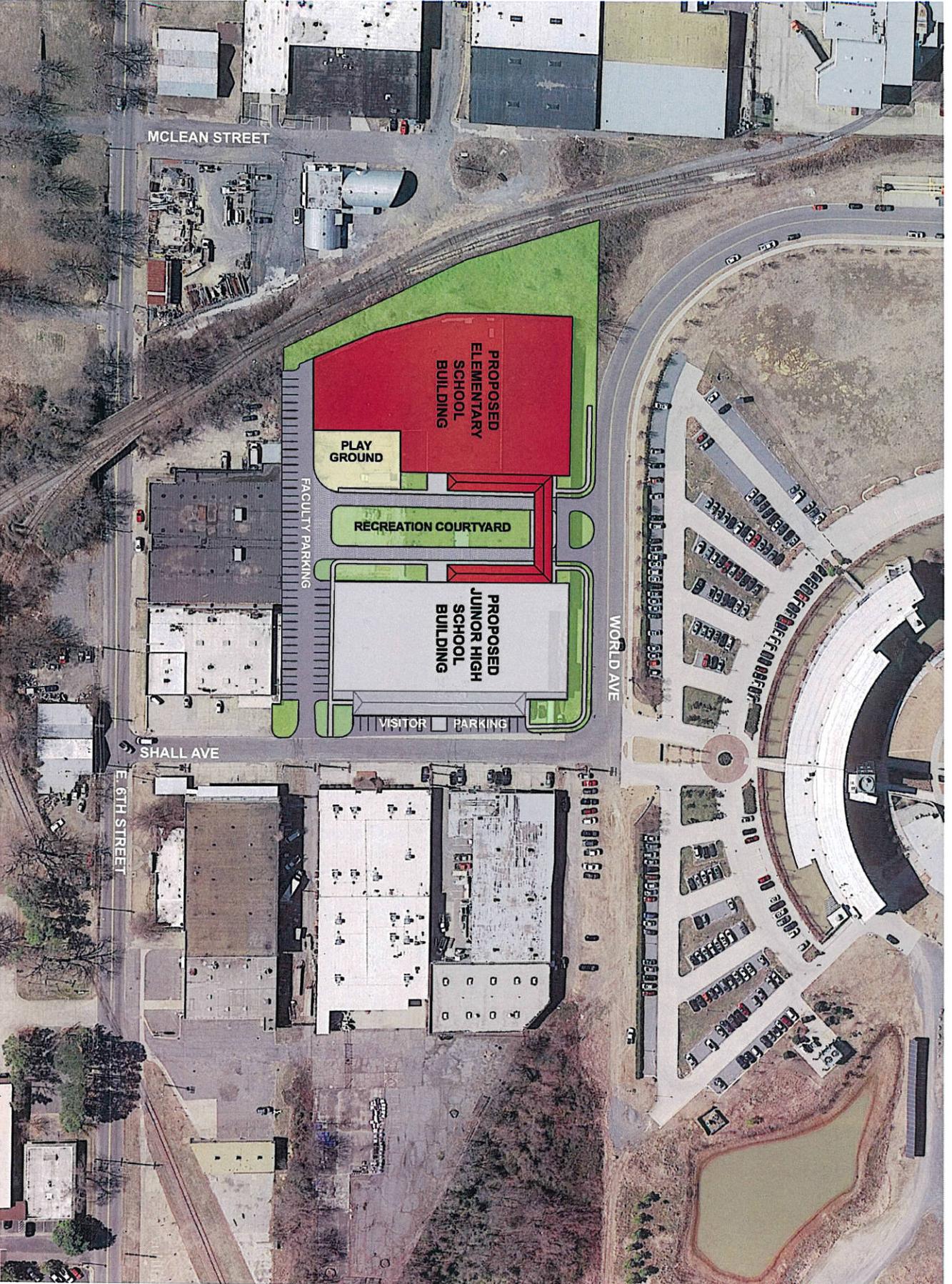


400 SHALL STREET ELEMENTARY

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

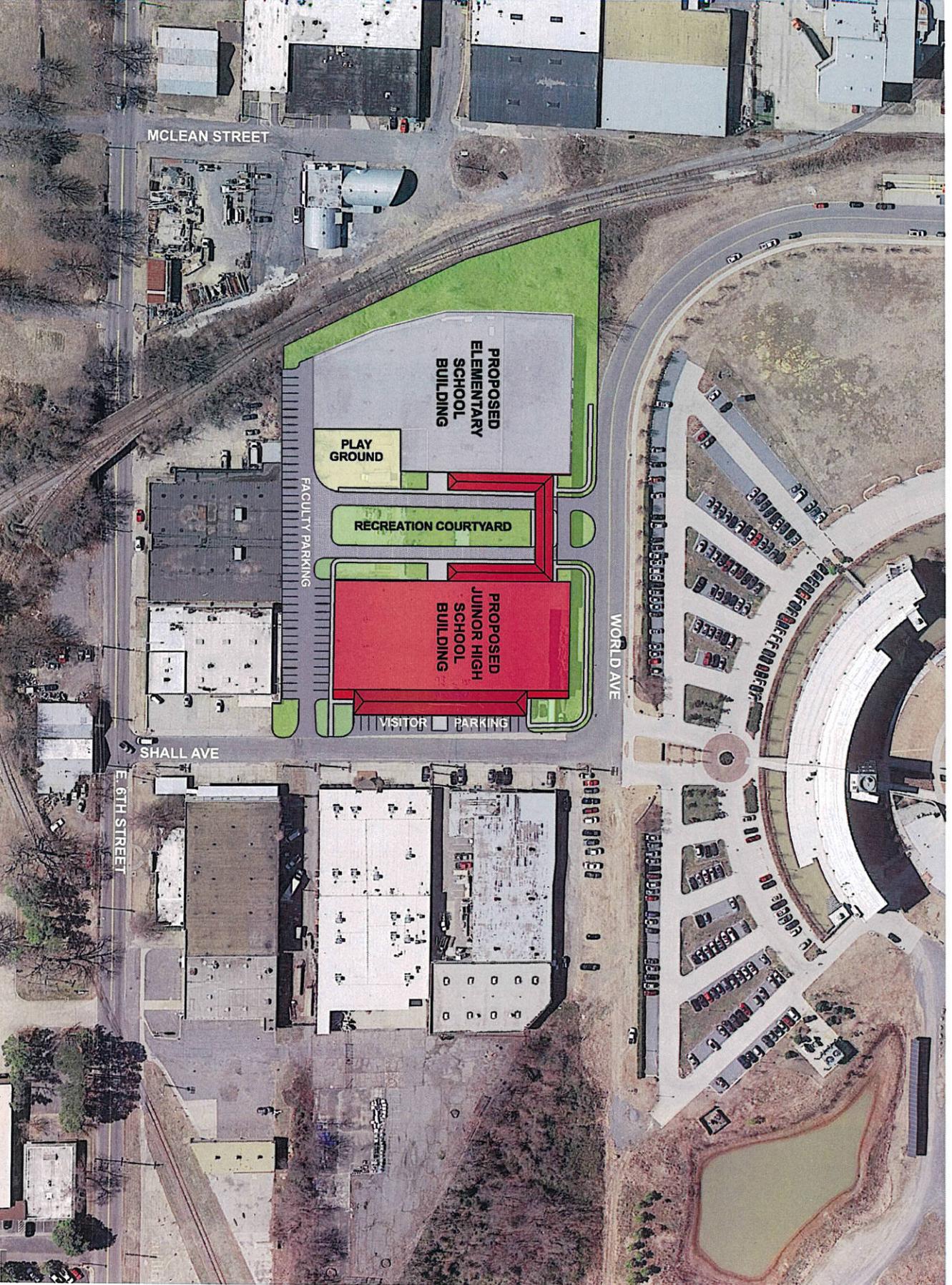


400 SHALL STREET JUNIOR HIGH RENOVATION

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

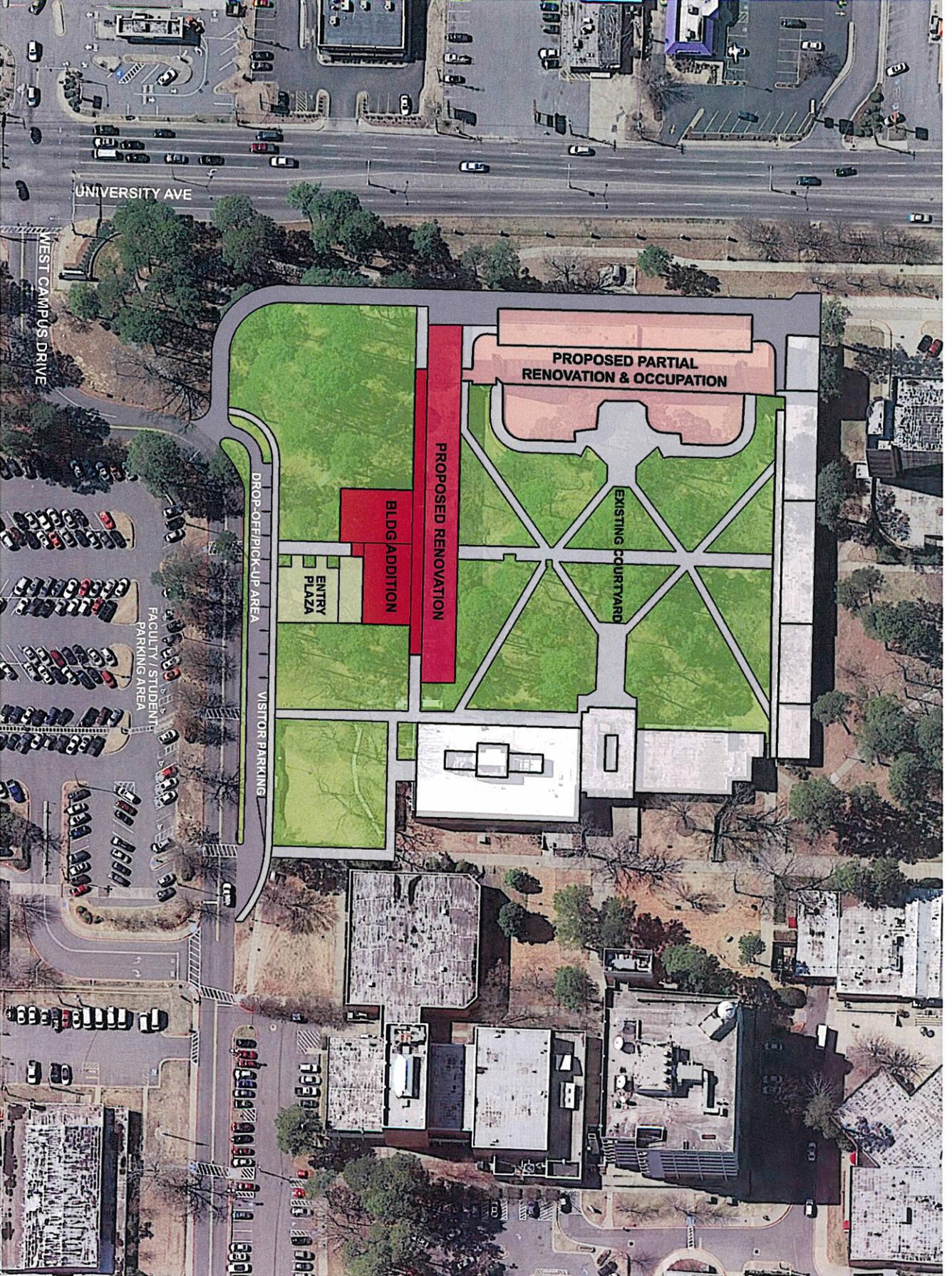


HIGH SCHOOL

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
		16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
1												
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	SPED 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											



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 1.17%	567 2.45%	15,070 65.06%	3,124 13.49%	66 0.28%	4,065 17.55%	23,164 --
N. Little Rock School District	57 0.68%	88 1.05%	4,974 59.12%	680 8.08%	31 0.37%	2,583 30.70%	8,413 --
Pulaski Co. Spec. School District	557 3.36%	341 2.06%	7,220 43.59%	1,248 7.54%	87 0.53%	7,109 42.92%	16,562 --
DISTRICT TOTAL	886 1.84%	996 2.07%	27,264 56.64%	5,052 10.49%	184 0.38%	13,757 28.58%	48,139 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0 0.0%	27 3.2%	123 14.4%	60 7.0%	10 1.2%	663 77.7%	853
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	98 57.3%	72 42.1%	0 0.0%	1 0.6%	171
E-Stem (LRSD)	46 3.1%	45 3.1%	658 45.0%	84 5.7%	3 0.2%	626 42.8%	1,462
Jacksonville Lighthouse (PCSSD)	1 0.1%	16 1.6%	555 55.3%	94 9.4%	8 0.8%	330 32.9%	1,004
Lisa Academy (LRSD/NLRSD)	22 1.4%	186 12.2%	562 36.9%	247 16.2%	19 1.2%	489 32.1%	1,525
LR Prep Academy (LRSD)	0 0.0%	0 0.0%	381 88.6%	46 10.7%	0 0.0%	3 0.7%	430
Premier High School (LRSD)	0 0.0%	0 0.0%	98 84.5%	4 3.4%	0 0.0%	14 12.1%	116
SIATech Little Rock (LRSD)	0 0.0%	1 0.6%	150 90.4%	2 1.2%	0 0.0%	11 6.6%	166
CHARTER TOTAL	69 1.2%	275 4.8%	2,625 45.8%	609 10.6%	40 0.7%	2,137 37.3%	5,727
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%	
--------------	-------------	-------------	--------------	--------------	-------------	--------------	--

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
Address: LITTLE ROCK, AR 72201
Phone: (501) 748-9200

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	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	Superintendent: JOHN BACON	LEA: 6047701
School: ESTEM ELEMENTARY SCHOOL	Principal: JOHNECIA HOWARD	Address: 112 WEST 3RD STREET LEVEL
Grade: K - 04	Attendance: 96.88	Address: LITTLE ROCK, AR 72201
Enrollment: 480	Poverty Rate: 35.42	Phone: (501) 748-9200

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

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	Superintendent: JOHN BACON	LEA: 6047702
School: ESTEM MIDDLE SCHOOL	Principal: CINDY BARTON	Address: 112 WEST 3RD STREET LEVEL
Grade: 05 - 08	Attendance: 94.43	Address: LITTLE ROCK, AR 72201
Enrollment: 476	Poverty Rate: 31.72	Phone: (501) 748-9200

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

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# 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: ACHIEVING				
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: ACHIEVING				
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	Superintendent: JOHN BACON	LEA: 6047703
School: ESTEM HIGH CHARTER	Principal: RUTHIE WALLS	Address: 123 WEST THIRD STREET
Grade: 9 - 12	Attendance: 92.48	Address: LITTLE ROCK, AR 72201
Enrollment: 506	Poverty Rate: 27.87	Phone: (501) 748-9335

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	% Prof/Adv.
Address: 123 WEST 3RD ST	Enrollment: 483	2014 Math + Literacy 86.9
Address: LITTLE ROCK, AR 72201	Attendance: 97.50	2013 Math + Literacy 88.0
Phone: 501-748-9200	Poverty Rate: 40.58	2012 Math + Literacy 79.4

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	189	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	% Prof/Adv.
Address: 123 WEST 3RD ST	Enrollment: 475	2014 Math + Literacy 78.2
Address: LITTLE ROCK, AR 72201	Attendance: 96.14	2013 Math + Literacy 78.2
Phone: 501-748-9200	Poverty Rate: 32.21	2012 Math + Literacy 80.5

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

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	% Prof/Adv.
Address: 123 WEST 3RD ST	Enrollment: 504	2014 Math + Literacy 74.4
Address: LITTLE ROCK, AR 72201	Attendance: 93.65	2013 Math + Literacy 64.9
Phone: 501-748-9335	Poverty Rate: 29.76	2012 Math + Literacy 69.2

OVERALL SCHOOL STATUS:	ACHIEVING
------------------------	-----------

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 that reads "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 in 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 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.



MEMO

DATE: February 4, 2016
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 1.17%	567 2.45%	15,070 65.06%	3,124 13.49%	66 0.28%	4,065 17.55%	23,164 --
N. Little Rock School District	57 0.68%	88 1.05%	4,974 59.12%	680 8.08%	31 0.37%	2,583 30.70%	8,413 --
Pulaski Co. Spec. School District	557 3.36%	341 2.06%	7,220 43.59%	1,248 7.54%	87 0.53%	7,109 42.92%	16,562 --
DISTRICT TOTAL	886 1.84%	996 2.07%	27,264 56.64%	5,052 10.49%	184 0.38%	13,757 28.58%	48,139 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0 0.0%	27 3.2%	123 14.4%	60 7.0%	10 1.2%	663 77.7%	853 --
Capitol City Lighthouse (NLRSD)	2 0.7%	0 0.0%	273 91.9%	15 5.1%	2 0.7%	5 1.7%	297 --
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	98 57.3%	72 42.1%	0 0.0%	1 0.6%	171 --
E-Stem (LRSD)	46 3.1%	45 3.1%	658 45.0%	84 5.7%	3 0.2%	626 42.8%	1,462 --
Exalt Academy (LRSD)	0 0.0%	0 0.0%	128 54.9%	102 43.8%	0 0.0%	3 1.3%	233 --
Jacksonville Lighthouse (PCSSD)	1 0.1%	16 1.6%	555 55.3%	94 9.4%	8 0.8%	330 32.9%	1,004 --
Lisa Academy (LRSD/NLRSD)	22 1.4%	186 12.2%	562 36.9%	247 16.2%	19 1.2%	489 32.1%	1,525 --
LR Prep Academy (LRSD)	0 0.0%	0 0.0%	381 88.6%	46 10.7%	0 0.0%	3 0.7%	430 --
Premier High School (LRSD)	0 0.0%	0 0.0%	98 84.5%	4 3.4%	0 0.0%	14 12.1%	116 --
Quest LR Middle School (LRSD)	0 0.0%	20 8.7%	45 19.5%	16 6.9%	4 1.7%	146 63.2%	231 --
Rockbridge Montessori (LRSD)	5 4.5%	0 0.0%	56 50.5%	2 1.8%	0 0.0%	48 43.2%	111 --
SIATech Little Rock (LRSD)	0 0.0%	1 0.6%	150 90.4%	2 1.2%	0 0.0%	11 6.6%	166 --
CHARTER TOTAL	76 1.2%	295 4.5%	3,127 47.4%	744 11.3%	46 0.7%	2,339 35.4%	6,599 --
COUNTYWIDE TOTAL	962 1.8%	1,291 2.4%	30,391 55.5%	5,796 10.6%	230 0.4%	16,096 29.4%	54,738

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.

However, it is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

eStem Public Charter Schools Desegregation Analysis

eStem Public Charter Schools (eStem) is applying for various amendments which include requests to change the locations of its elementary, middle, and high schools to locations within Little Rock. 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. 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

eStem is asking for an enrollment cap increase from 1,462 students to 4,241 students. According to the 2014-2015 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, LRSD had a student population of 23,363 students. eStem's proposed new enrollment cap of 4,241 students would constitute an increase of approximately 11.8% additional students from the LRSD population, or approximately 18.1% 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.

Future School of Fort Smith Summary

FUTURE SCHOOL OF FORT SMITH

CURRENT DATA

Maximum Enrollment	450
Approved Grade Levels	10-12

BACKGROUND

Authorized October 14, 2015
Contract Expiration June 30, 2021

Amendment Request



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Future School of Fort Smith

LEA Number NA

Type of Amendment Requested:

Relocate existing campus

Current campus address 5001 N O St.

Fort Smith, Arkansas

72904

Proposed campus address 622 N 7th St.

Fort Smith, Arkansas

72901

School district in which the campus will be located Fort Smith

January 12, 2016

Arkansas Department of Education
Charter Authorizing Panel
4 Capitol Mall #26
Little Rock, AR
72201

To: Charter Authorizing Panel

Re: Amendment Request

On behalf of the Future School of Fort Smith Board of Directors, I would like to request your consideration of an amendment to our current charter. On December 26, 2015, negotiations with the owners of the current facility terminated. We are now able to capitalize on the opportunity of a more suitable, permanent facility that will better serve the needs of our students.

We have reviewed other facilities to ensure that we deliver on our commitments to students and to the Arkansas Board of Education. We have decided to work with local partners who will purchase and renovate the former Girls Inc building (622 N 7th St., Fort Smith, Arkansas, 72901) so that we can lease the facility and prepare to open in August 2016.

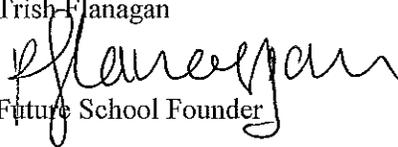
The property is located 2.7 miles from our previous location and will allow us to continue to be accessible to students living on the north side of Fort Smith. We have reviewed the property on numerous occasions with our real estate agent, architect, general contractor and are certain that renovations for portions of the building we will need in the first year, such as the gymnasium, will be completed by August. The property includes an entire city block as well as adjacent lots.

The facility holds significant cultural and historic value to the diverse communities in Fort Smith. It contains a historical building as well as additions that were once home to a community recreation center that served generations of young people in the area. We plan to utilize temporary buildings for classrooms in year one and begin permanent renovations for our total maximum capacity (450 students) immediately.

Thank you for your time and consideration of our request.

Sincerely,

Trish Flanagan


Future School Founder

1/13/16

FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request to add a new campus or relocate an existing campus

Lessor(Owner): Belle Grove Development, LLC

Lessee(Tenant): Future 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:

Present Use of Facility: Vacant Boys and Girls Club

Disclosure: Steve Clark, Future School Board Member, may partner as a lessor to help fund the renovation of the Girls Inc. building.

Address of Premises: 622 North 7th Street, Fort Smith, AR 72901

Square Footage: 16,324

Terms of Lease: 3 years, with 5, 5 year Options

Rental Amount: Years 1 – 3, \$ 3,856.00 10% increase at each Option Period



Contingency: The terms of this agreement are contingent upon Future 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: Future School

By: *[Signature]* Date 1/13/16
Signature

Lessor: Belle Grove Development, LLC

By: *[Signature]* Date 1/13/16
Signature

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:					
Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$70,000.00	1	\$73,500.00
2	Assistant Principal			1	\$70,000.00
3					
4					
5					
6					
7	Subtotal:		\$70,000.00		\$143,500.00
8	Fringe Benefits (rate used 30%)		\$21,000.00		\$43,050.00
9	Total Administration:		\$91,000.00		\$186,550.00

Regular Classroom Instruction:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	6	\$50,000.00	12	\$51,250.00
11	Aides				
12	Subtotal:		\$300,000.00		\$615,000.00
13	Teacher Fringe Benefits (rate used 30%)		\$90,000.00		\$184,500.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		\$390,000.00		\$799,500.00

Special Education:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	1	\$50,000.00	2	\$51,250.00
17	Aides				
18	Subtotal:		\$50,000.00		\$102,500.00
19	Teacher Fringe Benefits (rate used 30%)		\$15,000.00		\$30,750.00
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		\$65,000.00		\$133,250.00

Gifted and Talented Program:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers	0		0	
23	Aides				
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		\$0.00		\$0.00

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers		\$0.00		\$0.00
29 Aides				
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34 _____		\$0.00		\$0.00
35 _____				
36 _____				
37 _____				
38 _____				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used _____)		\$0.00		\$0.00
41 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 _____		\$0.00		\$0.00
43 _____				
44 _____				
45 _____				
46 _____				
47 Subtotal:		\$0.00		\$0.00
48 Fringe Benefits (rate used _____)		\$0.00		\$0.00
49 Total Guidance Services:		\$0.00		\$0.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50 _____		\$0.00		\$0.00
51 _____				
52 _____				
53 _____				
54 _____				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00		\$0.00
57 Total Health Services:		\$0.00		\$0.00

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions		\$0.00		\$0.00
59 _____				
60 _____				
61 _____				
62 _____				
63 Subtotal:		\$0.00		\$0.00
64 Fringe Benefits (rate used _____)		\$0.00		\$0.00
65 Total Media Services:		\$0.00		\$0.00

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		\$0.00
67 _____		
68 _____		
69 _____		
70 _____		
71 Subtotal:		\$0.00
72 Fringe Benefits (rate used _____)		\$0.00
73 Total Fiscal Services:		\$0.00

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		\$0.00
75 _____		
76 _____		
77 _____		
78 _____		
79 Subtotal:		\$0.00
80 Fringe Benefits (rate used _____)		\$0.00
81 Total Maintenance and Operation:		\$0.00

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		\$0.00
83 _____		
84 _____		
85 _____		
86 _____		
87 Subtotal:		\$0.00
88 Fringe Benefits (rate used _____)		\$0.00
89 Total Pupil Transportation:		\$0.00

Food Services:		2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90	List Positions _____		\$0.00		\$0.00
91	_____				
92	_____				
93	_____				
94	_____				
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used _____)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:		2016-2017 No. FTEs		2017-2018 No. FTEs	
98	List Positions _____				
99	School Office Director _____	1	\$40,000.00	1	\$42,000.00
100	_____				
101	_____				
102	_____				
103	Subtotal:		\$40,000.00		\$42,000.00
104	Fringe Benefits (rate used 30%)		\$12,000.00		\$12,600.00
105	Total Data Processing:		\$52,000.00		\$54,600.00

Substitute Personnel:		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of Certified Substitutes _____		\$0.00		\$0.00
107	Number of Classified Substitutes _____				
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used _____)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:		\$0.00		\$0.00

112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00
-----	-----------------------------------------	--	--------------	--	----------------

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,993,800.00</u>
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development		<u>\$7,800.00</u>
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$216,930.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$1,109,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Start Up Funding _____	<u>\$500,000.00</u>	
16	Total Other Sources of Revenues:	<u><u>\$500,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,609,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

EXPENDITURES

Administration:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$91,000.00</u>	<u>\$186,550.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Prof. Development</u>	<u>\$5,000.00</u>	<u>\$10,000.00</u>
20	V - AD 2 <u>Outreach</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$13,000.00</u>	<u>\$7,000.00</u>
25	Equipment	<u>\$16,000.00</u>	<u>\$3,000.00</u>
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$130,000.00</u></u>	<u><u>\$211,550.00</u></u>

Regular Classroom Instruction:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	<u>\$390,000.00</u>	<u>\$799,500.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Prof. Development</u>	<u>\$30,000.00</u>	<u>\$60,000.00</u>
34	V - CI 2 <u>Assessments</u>	<u>\$12,000.00</u>	<u>\$24,000.00</u>
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$145,200.00</u>	<u>\$181,200.00</u>
39	Equipment		
40	Other (List Below)		
41	_____		
42	_____		
43	_____		
44	_____		
45	Total Regular Classroom Instruction:	<u><u>\$577,200.00</u></u>	<u><u>\$1,064,700.00</u></u>

Special Education:

46	Salaries and Benefits	<u>\$65,000.00</u>	<u>\$133,250.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Speech, OT, PT</u>	<u>\$9,000.00</u>	<u>\$18,000.00</u>
48	V - SE 2 <u>Prof. Development</u>	<u>\$5,000.00</u>	<u>\$10,000.00</u>
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$6,000.00</u>	<u>\$12,000.00</u>
53	Equipment		
54	Other (List Below)		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u><u>\$85,000.00</u></u>	<u><u>\$173,250.00</u></u>

Gifted and Talented Program:

60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver requested</u>		
62	V - GT2 _____		
63	V - GT3 _____		
64	V - GT4 _____		
65	V - GT5 _____		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69	_____		
70	_____		
71	_____		
72	_____		
73	Total Gifted and Talented Program:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
75	V - ALE1 Waiver requested	
76	V - ALE2	
77	V - ALE3	
78	V - ALE4	
79	V - ALE5	
80	Supplies and Materials	
81	Equipment	
82	Other (List Below)	
83		
84		
85		
86		
87	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00

English Language Learner Program:

88	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
89	V - ELL1 ELL Specialist	\$10,000.00
90	V - ELL2	\$20,000.00
91	V - ELL3	
92	V - ELL4	
93	V - ELL5	
94	Supplies and Materials	\$1,000.00
95	Equipment	\$2,000.00
96	Other (List Below)	
97		
98		
99		
100		
101	Total English Language Learner Program:	\$11,000.00

Guidance Services:

102	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
103	v - GS1 Community Provider	\$10,000.00
104	V - GS2	\$15,000.00
105	V - GS3	
106	V - GS4	
107	V - GS5	
108	Supplies and Materials	
109	Equipment	
110	Other (List Below)	
111		
112		
113		
114		
115	Total Guidance Services:	\$10,000.00

Health Services:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Community Clinic</u>	<u>\$15,000.00</u>	<u>\$20,000.00</u>
118	V - HS2 _____	_____	_____
119	V - HS3 _____	_____	_____
120	V - HS4 _____	_____	_____
121	V - HS5 _____	_____	_____
122	Supplies and Materials	\$500.00	\$1,000.00
123	Equipment	_____	_____
124	Other (List Below)	_____	_____
125	_____	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	Total Health Services:	<u><u>\$15,500.00</u></u>	<u><u>\$21,000.00</u></u>

Media Services:			
130	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
131	V - MS1 <u>Broadband connection</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
132	V - MS2 _____	_____	_____
133	V - MS3 _____	_____	_____
134	V - MS4 _____	_____	_____
135	V - MS5 _____	_____	_____
136	Supplies and Materials	_____	_____
137	Equipment	_____	_____
138	Other (List Below)	_____	_____
139	_____	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	Total Media Services:	<u><u>\$5,000.00</u></u>	<u><u>\$5,000.00</u></u>

Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 <u>CPA</u>	<u>\$40,000.00</u>	<u>\$60,000.00</u>
146	V - FS2 <u>Legal Audit</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>
147	V - FS3 _____	_____	_____
148	V - FS4 _____	_____	_____
149	V - FS5 _____	_____	_____
150	Supplies and Materials	_____	_____
151	Equipment	_____	_____
152	Other (List Below)	_____	_____
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	Total Fiscal Services:	<u><u>\$50,000.00</u></u>	<u><u>\$70,000.00</u></u>

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Maintenance/Repairs	\$7,000.00	\$7,000.00
160	V - MO2 Utilities	\$20,000.00	\$20,000.00
161	V - MO3 Disposal/Waste Services	\$4,000.00	\$4,000.00
162	V - MO4 Custodian	\$15,000.00	\$20,000.00
163	V - MO5		
164	Supplies and Materials	\$7,000.00	\$10,000.00
165	Equipment		
166	Other (List Below)		
167	_____		
168	_____		
169	_____		
170	_____		
171	Total Maintenance and Operation:	<u>\$53,000.00</u>	<u>\$61,000.00</u>

Pupil Transportation:			
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 Monthly Bus Passes (\$350/student)	\$52,500.00	\$105,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
180	Other (List Below)		
181	_____		
182	_____		
183	_____		
184	_____		
185	Total Pupil Transportation:	<u>\$52,500.00</u>	<u>\$105,000.00</u>

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Nutrition Director	\$20,000.00	\$40,000.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials	\$81,000.00	\$192,000.00
193	Equipment		
194	Other (List Below)		
195	_____		
196	_____		
197	_____		
198	_____		
199	Total Food Services:	<u>\$101,000.00</u>	<u>\$232,000.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits	<u>\$52,000.00</u>	<u>\$54,600.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	<u>\$4,500.00</u>	<u>\$9,000.00</u>
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	<u><u>\$56,500.00</u></u>	<u><u>\$63,600.00</u></u>
	Substitute Personnel:		
214	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1 <u>Substitute Services</u>	<u>\$5,250.00</u>	<u>\$10,500.00</u>
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	<u><u>\$5,250.00</u></u>	<u><u>\$10,500.00</u></u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	<u>\$46,272.00</u>	<u>\$46,272.00</u>
	Facility Upgrades - List Upgrades Below		
222	Purchase Modulars Classrooms	<u>\$135,000.00</u>	_____
223	Property Tax	<u>\$10,000.00</u>	<u>\$10,000.00</u>
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	<u>\$10,000.00</u>	<u>\$10,000.00</u>
230	Content Insurance for One Full Year	<u>\$10,000.00</u>	<u>\$10,000.00</u>
231	Total Facilities:	<u><u>\$211,272.00</u></u>	<u><u>\$76,272.00</u></u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232
233
234

Total Debts:

=====

Other Expenditures:

List Other Expenditures Below

235
236
237
238
239
240
241

TOTAL EXPENDITURES:

\$1,363,222.00

\$2,130,872.00

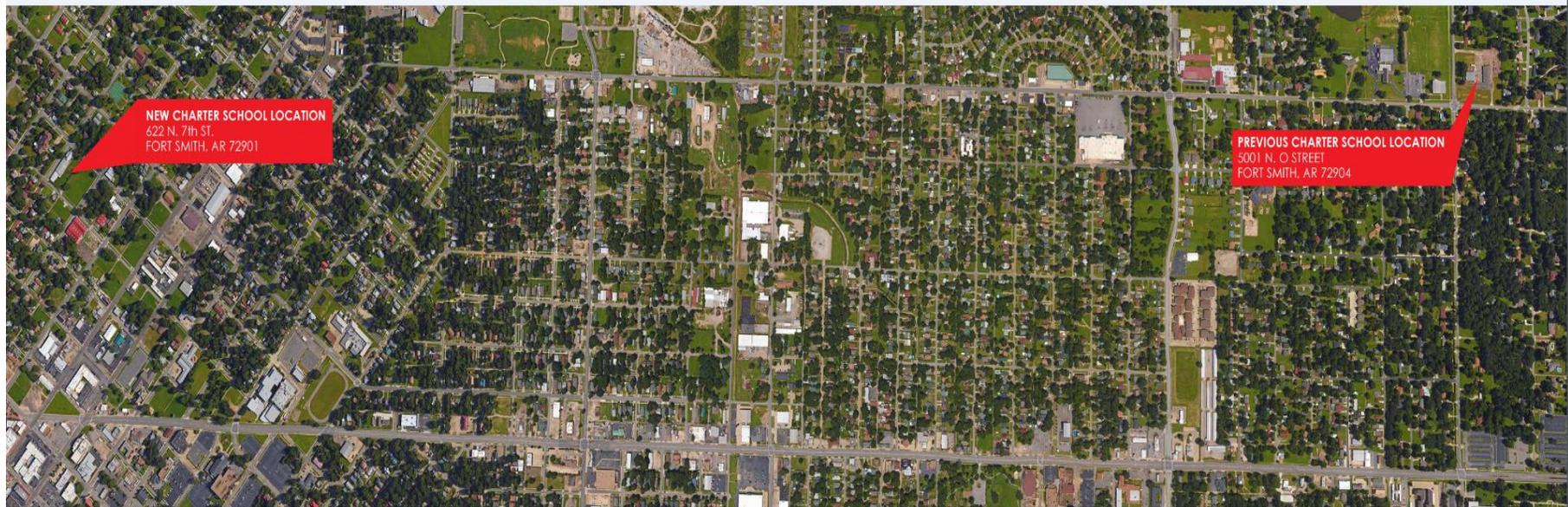
242

Net Revenue over Expenditures:

\$246,043.00

\$87,658.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.



NEW CHARTER SCHOOL LOCATION
622 N. 7th ST.
FORT SMITH, AR 72901

PREVIOUS CHARTER SCHOOL LOCATION
5001 N. O STREET
FORT SMITH, AR 72904

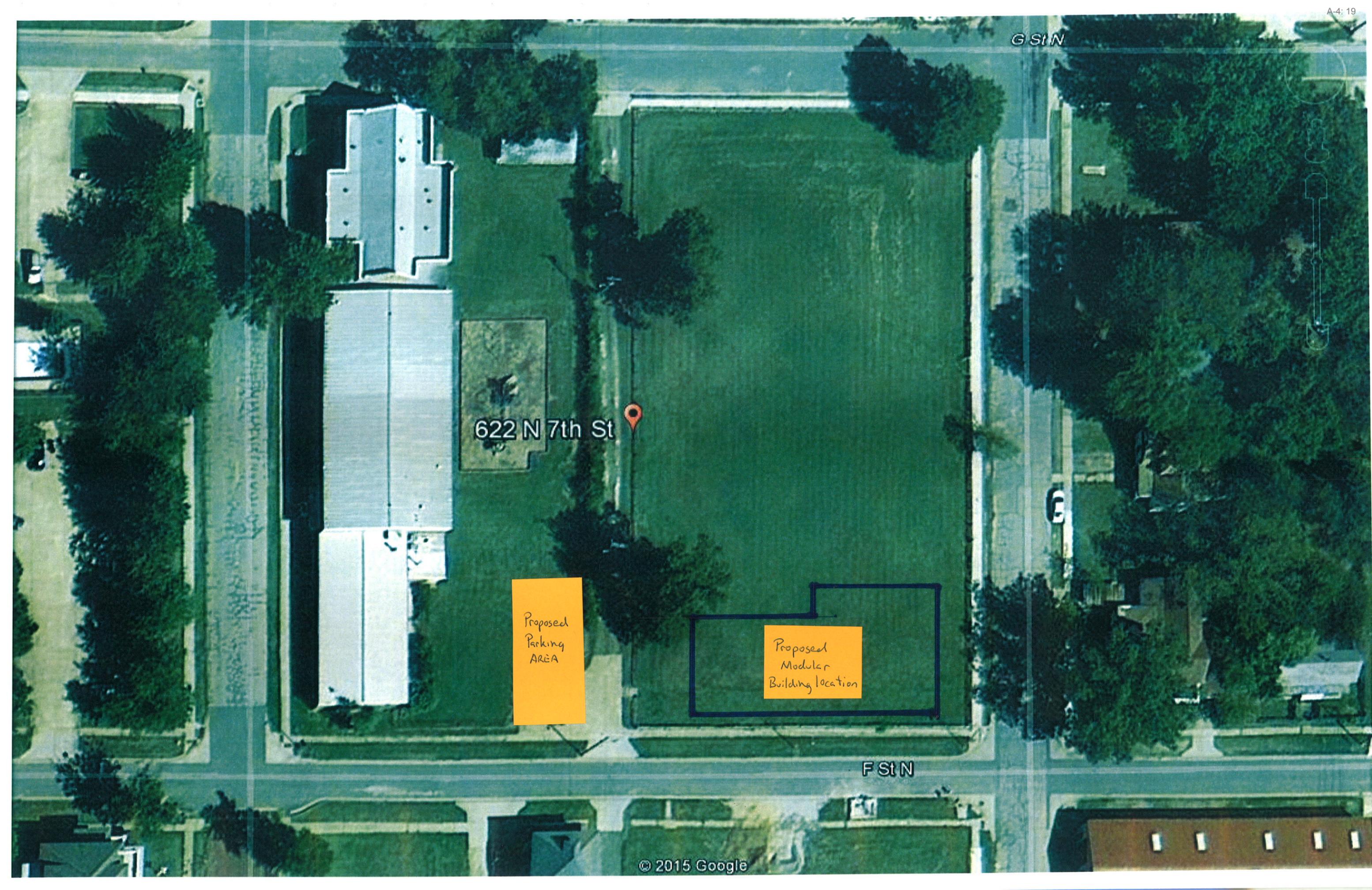
G St N

622 N 7th St

Proposed
Parking
AREA

Proposed
Modular
Building location

F St N





FORT SMITH CHARTER SCHOOL

FORT SMITH, ARKANSAS

ARCHITECTURE PLUS, INC.
907 South 21st Street Fort Smith, Arkansas 479/783-8395



FLOOR PLAN - SCHEME 1

REVISIONS:

PROJECT: 16-10

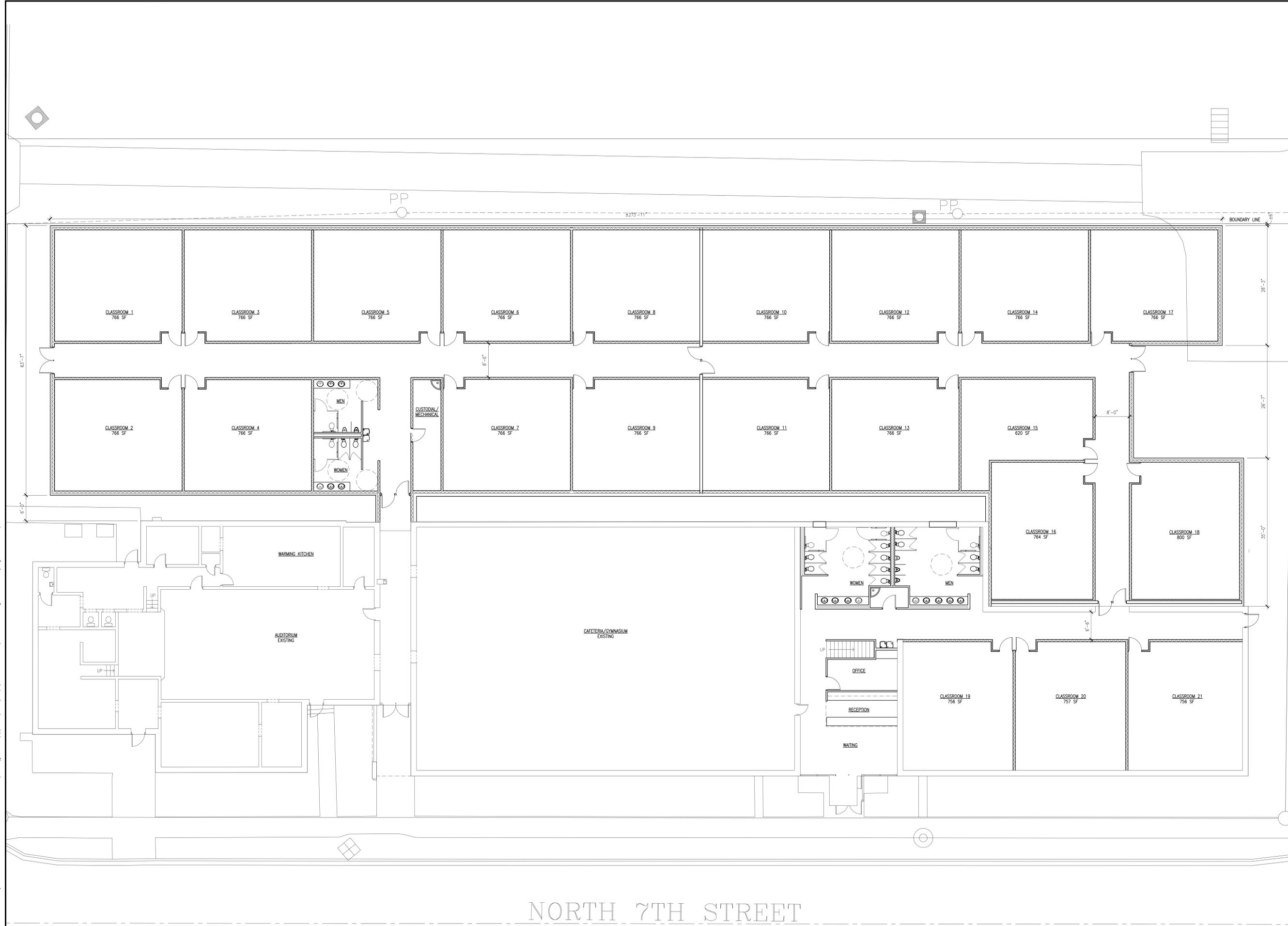
DATE: 02-02-16

1 OF 1



ARCHITECTS • PLANNERS

NOT FOR CONSTRUCTION



NORTH 7TH STREET

1 FLOOR PLAN - SCHEME 1
SCALE: 1/8" = 1'-0"



Architecture Plus, Inc. • February 03, 2016 • 9:09am • File located @ C:\Users\germano\AppData\Local\Temp\ApPublish_3192\16-10_A1.0.dwg • Created by: germano@archplusinc.net

Desegregation Analysis

The Future School is requesting an amendment to relocate its open-enrollment public charter school to a new location still within the boundaries of the Fort Smith School District. As an open-enrollment public charter school unconfined by district boundaries, the Future School expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. §6-23-106 to carefully review the potential impact that a change of location would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of its change of location amendment request will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.



MEMO

DATE: February 3, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Future School of Fort Smith

I. INTRODUCTION

Future School of Fort Smith is an open-enrollment charter school located within the boundaries of the Fort Smith School District. Future Schools is set to open in the 2016-2017 school year and as of yet has no enrollment. The school is approved to serve grades ten through twelve (10-12) with an enrollment cap of 450. Future School is requesting to relocate its campus to a more suitable, permanent facility.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board “shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the traditional public school districts in Sebastian County is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Alma School District	120	20	43	137	44	2,848	3,212
	3.74%	0.62%	1.34%	4.27%	1.37%	88.67%	--
Ft. Smith School District	925	814	1,644	4,710	207	6,083	14,383
	6.43%	5.66%	11.43%	32.75%	1.44%	42.29%	--
Greenwood School District	115	54	19	139	94	3,209	3,630
	3.17%	1.49%	0.52%	3.83%	2.59%	88.40%	
Hackett School District	26	8	7	19	34	767	861
	3.02%	0.93%	0.81%	2.21%	3.95%	89.08%	
Lavaca School District	41	10	4	43	10	730	838
	4.89%	1.19%	0.48%	5.13%	1.19%	87.11%	--
Mansfield School District	15	24	3	31	22	736	831
	1.81%	2.89%	0.36%	3.73%	2.65%	88.57%	--
Van Buren School District	309	162	161	986	114	4,086	5,818
	5.31%	2.78%	2.77%	16.95%	1.96%	70.23%	--
DISTRICTS TOTAL	1,242	930	1,720	5,079	411	14,373	23,755
	5.23%	3.91%	7.24%	21.38%	1.73%	60.51%	--

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to affected school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

Desegregation Analysis

The Future School is requesting an amendment to relocate its open-enrollment public charter school to a new location still within the boundaries of the Fort Smith School District. As an open-enrollment public charter school unconfined by district boundaries, the Future School expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. §6-23-106 to carefully review the potential impact that a change of location would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of its change of location amendment request will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

EXHIBIT

Haas Hall Academy Summary

HAAS HALL ACADEMY - FAYETTEVILLE

CURRENT DATA

Maximum Enrollment	400
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

2015-2016 Enrollment by Race

Two or More Races	12
Asian	27
Black	6
Hispanic	26
Native American/Native Alaskan	4
Native Hawaiian/Pacific Islander	2
White	275
Total	352

2015-2016 Enrollment by Grade

7th Grade	48
8th Grade	54
9th Grade	61
10th Grade	65
11th Grade	59
12th Grade	65

2015-2016 Student Status Counts

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

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
319.63	274.57	274.78	274.07

BACKGROUND

Authorized January 12, 2004

Contract Expiration June 30, 2022

Amendment Request Considered and APPROVED

February 18, 2015

Add Grade 7

Increase enrollment from 320 to 400

Amendment Request Considered and APPROVED

August 9, 2004

Change Facility

Amendment Request Considered and DENIED

August 11, 2008

Add Grade 8

Increase enrollment from 120 to 220

Relocate to Fayetteville from Farmington

Amendment Request Considered and APPROVED

November 3, 2008

Add Grade 8
 Increase enrollment from 120 to 320
 Relocate to Fayetteville from Farmington

Renewal Request

June 11, 2007

Charter renewed for five years
 Amendment approved to add grade 9
 Amendment approved to waive the following:
 6-17-302 Public School Principals - Qualifications and Responsibilities
 6-17-309 - Certification Waiver
 6-17-902 - Definition of a Teacher
 6-17-908 -Teacher's Salary Fund
 Standards for Accreditation 9.03.4.11 AP Courses
 Standards for Accreditation 15.03 Licensure and Renewal
 Standards for Accreditation 18.0 Gifted and Talented Education
 Standards for Accreditation 21.0 Auxiliary Services

Renewal Request

April 9, 2012

Charter renewed for ten years
 Amendment denied: waiver allowing recruitment of out-of-state board members.
 Amendment approved to waive the following:
 6-13-616 - Qualifications of Directors
 6-15-1004 - Qualified Teachers in Every Public Classroom
 6-17-908 - District Boundaries
 6-17-203- Committee for Each School District
 6-18-223 - Credit for College Courses
 Standards for Accreditation 9.03.3.12 Foreign Language/Algebra I/HS Credit
 Standards for Accreditation 16.02 Media Services
 Standards for Accreditation 16.03 Health and Safety Services
 Standards for Accreditation 19.03 Alternative Learning Environment

Special Board/Panel Appearances IF ANY

August 14, 2006

Status Report

Special Board/Panel Appearances IF ANY

September 11, 2006

Budget Report

Special Board/Panel Appearances IF ANY

August 13, 2007

Report on balance owed to ATRS

Special Board/Panel Appearances IF ANY

September 10, 2007

Report on balance owed to ATRS

Special Board/Panel Appearances IF ANY

September 24, 2007

Report on balance owed to ATRS

Amendment Request



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Wednesday, January 13, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Amendment Requests

Dear Ms. Boyd:

Please allow this communication to serve as Haas Hall Academy's request for amendment changes to our existing charter. We request a license to replicate in the fall of 2016 our nationally acclaimed academic program in the city of Springdale at the Jones Center for Families. We also request to invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our Fayetteville, Bentonville, and proposed Springdale locations.

Haas Hall Academy fulfills the requirements of Ark. Code Ann. §6-23-304(d)(1) and (d)(2) to be granted a license by the Authorizer. Haas Hall Academy has:

1. Demonstrated academic success as defined by the State Board for all public schools; and
2. Has never:
 - a. Been subject to any disciplinary actions by the Authorizer;
 - b. Been classified as in academic or fiscal distress; and
 - c. Had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-105.

I thank you in advance for your assistance with this matter.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent of Schools
MWS/hpt

Attachment



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Educational Need

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation, and be a catalyst for the renewal of expectations for public education. Haas Hall Academy is ranked the #1 public high school in Arkansas for the fourth consecutive year by *U.S. News & World Report* and ranked #19 in the nation by *Newsweek* magazine.

Haas Hall Academy is the accelerated, college-preparatory open-enrollment public charter school focusing on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Demand for our rigorous academic and distinctive social programs well surpasses our current ability to educate more scholars in Northwest Arkansas seeking a rigorous college-preparatory program.

Educational Program

Haas Hall Academy is an accelerated, college-preparatory STEAM school, and as such, we prepare our scholars for their intended college major while they are in high school. As a microcosm of a university, we infuse higher education pedagogical techniques into our courses. Our scholars complete courses by the semester, not by the calendar year, promoting a seamless transition between the secondary- and higher-educational environments.

At Haas Hall Academy, all scholars are exposed to an accelerated, college-preparatory education. Our courses provide the opportunity for greater depth and breadth of instructional material.

The courses our scholars take are determined by academic ability, not by grade level. English is the only exception. Scholars take two years of English in one calendar year. Scholars study one year (semester) of language and composition and one year (semester) of literature and composition.

Benefits of New Facilities

Haas Hall Academy has a unique opportunity to partner with the Jones Center for Families in their state-of-the-art facility. Expanding into the Jones Center for Families will allow us an opportunity to educate more scholars while maintaining our small, proactive familial environment.



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Haas Hall Academy

LEA Number 7240700

Type of Amendment Requested:

Add a new campus

Address Jones Center for Families

922 W. Emma Avenue

Springdale, AR 72764

School district in which the campus will be located Springdale



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Scholar Demographics 2015.2016 Enrollment Race/Grade

Fayetteville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	5	5	4	6	3	4	27
Black	1	1	2	1		1	6
Hawaiian/Pacific Islander		2					2
Hispanic	2	5	5	5	8	1	26
Native American	1	1		2			4
Two or More	2	7	3				12
White	37	33	45	51	47	57	270
Grade Totals	48	54	59	65	68	63	347

Bentonville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	8	15	9	6	3	1	42
Black	2	1			1		4
Hawaiian/Pacific Islander							
Hispanic	10	5	3	2	6		26
Native American	1	1	2	2		1	7
Two or More	1	2	2	1	1		7
White	45	44	52	35	20	7	203
Grade Totals	67	68	68	46	31	9	289

Percentage Free and Reduced Lunch

Fayetteville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A						

Bentonville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A						



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy Springdale, Jones Center for Families 2016.2017 Budget Proposal

2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (360)	\$2,392,560.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,392,560.00

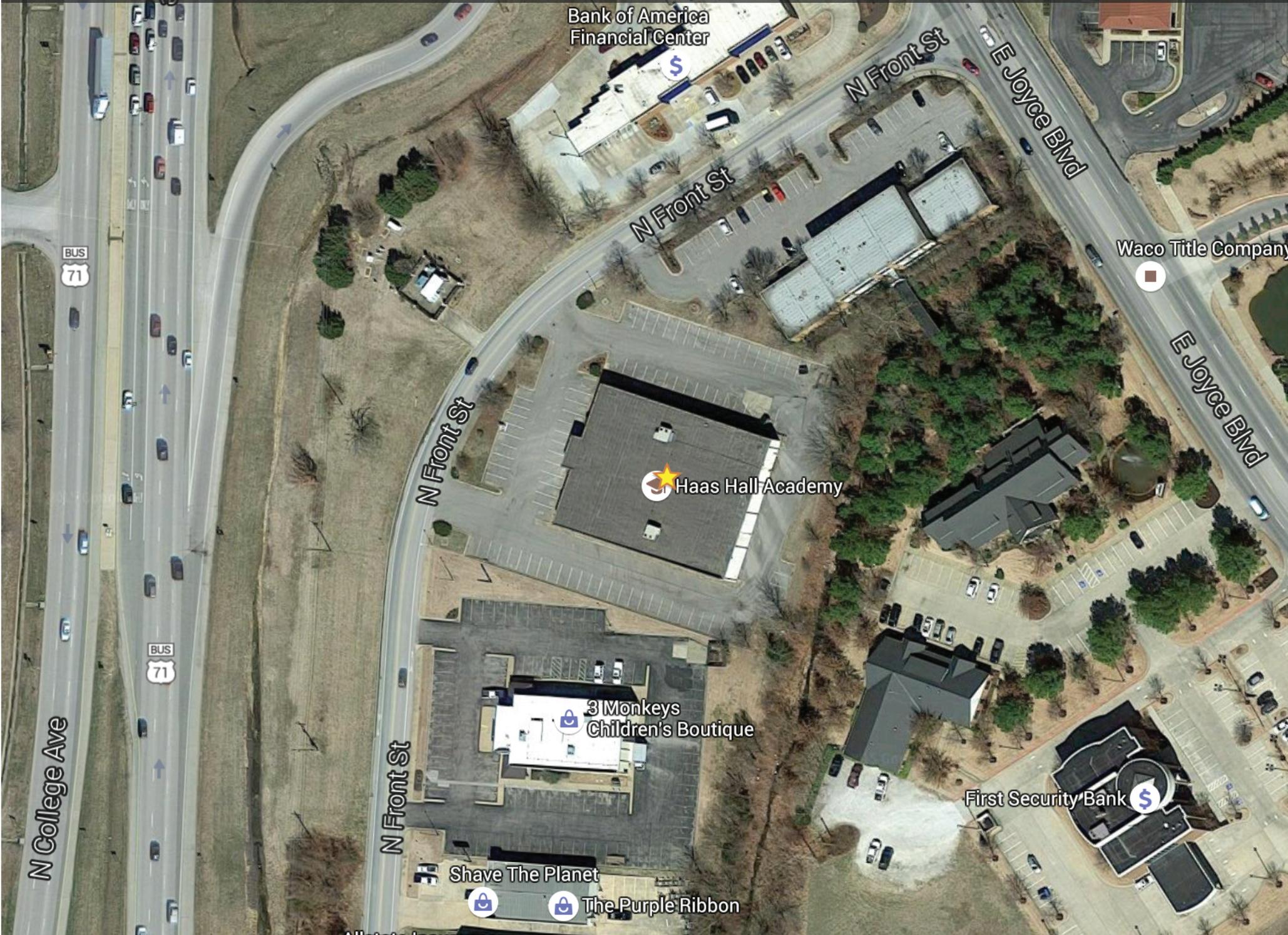
2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,202,500.00	
Benefits	\$300,625.00	
Total Salaries and Benefits		\$1,503,125.00

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$118,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
Lease	\$281,814.48	
Total Operating Expenditures		\$854,751.50
Total Expenditures		\$2,357,876.50
Revenues minus Expenditures		(+\$34,683.50)

*All utilities are included in the lease.

Haas Hall Academy 3380 N Front Street, Fayetteville Arkansas 72703



Bank of America
Financial Center

N Front St

N Front St

E Joyce Blvd

Waco Title Company

E Joyce Blvd

Haas Hall Academy

N Front St

3 Monkeys
Children's Boutique

First Security Bank

Shave The Planet

The Purple Ribbon

N College Ave

N Front St

BUS
71

BUS
71

The Jones Center 922 E Emma Ave, Springdale, AR 72764



Huntsville Ave

E Huntsville Ave

E Huntsville Ave

E Huntsville Ave

E H

Laura St

Ruby St

Cedar St

Encounter Church
Assembly of God

Kum & Go

Pentecostal
Church of God

The Jones Center

265

Pachan

Laura St

Learning
JTL Building

Community Park Dr

Willetta Pl

E-Z Mart

Emma Ave

E Emma Ave

E Emma Ave

E Emma Ave

265

E E

265

The Jones Center 922 E Emma Ave, Springdale, AR 72764



Ruby St

E Huntsville Ave

E Huntsville Ave

265

The Jones Center

N Old Missouri Rd

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Jones Center for Families

Lessee(Tenant): Haas Hall Academy, Springdale

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The Springdale School of Innovation at the Jones Center

Address of Premises: 922 E Emma Ave, Springdale, AR 72764

Square Footage: 31,140

Terms of Lease: Five years

Rental Amount: \$23,484.54/mo, 2% yearly increase

Contingency: The terms of this agreement are contingent upon

The Academy, Inc.
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20 16

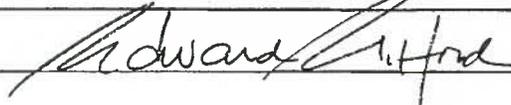
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Haas Hall Academy, Springdale

By:  Date 12.15.15

Lessor: Jones Center for Families

By:  Date 12/15/15



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

District: HAAS HALL ACADEMY
LEA: 7240700
Address: 3155 NORTH COLLEGE
Address: FAYETTEVILLE, AR 72703
Phone: 479-966-4930

Superintendent: MARTIN SCHOPPMAYER
Enrollment: 320
Attendance: 100.00
Poverty Rate: 0.63

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 99.6
2013 Math + Literacy 99.3
2012 Math + Literacy 99.4

OVERALL DISTRICT STATUS: **ACHIEVING**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	113	117	96.58	158	165	95.76
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	14	14	100.00
White	94	98	95.92	128	135	94.81
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	113	113	100.00	98.50	91.00	45	45	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	346	346	100.00	98.50	91.00	96	96	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	94	94	100.00	98.25		36	36	100.00	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	157	158	99.37	95.49	92.00	44	45	97.78	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	512	517	99.03	95.49	92.00	95	96	98.96	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	100.00	
Hispanic	14	14	100.00	90.63		n < 10	n < 10	n < 10	75.00	
White	127	128	99.22	95.86		35	36	97.22	97.66	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
	All Students	58	58	100.00	95.59
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	152	155	98.06	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	47	47	100.00	95.00	
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		

ESEA Information

2015 ESEA SCHOOL REPORT

District: HAAS HALL ACADEMY
School: HAAS HALL ACADEMY
Grade: 8 - 12
Enrollment: 320

Superintendent: MARTIN SCHOPPI **LEA:** 7240703
Principal: MARTIN SCHOPPMER **Address:** 3155 NORTH COLLEGE
Attendance: 100.00 **Address:** FAYETTEVILLE, AR 72703
Poverty Rate: 0.00 **Phone:** (479) 966-4930

OVERALL SCHOOL STATUS: 2014 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	183	183	100.00	126	126	100.00	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	152	152	100.00	103	103	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	177	182	97.25	21.47	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	n < 10	n < 10	n < 10	10.44	
Hispanic	n < 10	n < 10	n < 10	15.49	
White	147	151	97.35	26.68	
Economically Disadvantaged	n < 10	n < 10	n < 10	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:		ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	119	125	95.20	12.09	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	n < 10	n < 10	n < 10	4.17	
Hispanic	n < 10	n < 10	n < 10	10.85	
White	97	102	95.10	16.34	
Economically Disadvantaged	n < 10	n < 10	n < 10	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	69	70	98.57	96.08	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	176	177	99.44	96.08	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	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	60	61	98.36	95.55	
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: HAAS HALL ACADEMY
School: HAAS HALL ACADEMY
Grade: 8 - 12
Enrollment: 320

Superintendent: MARTIN SCHOPPI
Principal: MARTIN SCHOPPI
Attendance: 100.00
Poverty Rate: 0.00
LEA: 7240703
Address: 3155 NORTH COLLEGE
Address: FAYETTEVILLE, AR 72703
Phone: (479) 966-4930

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

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

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

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016

District: HAAS HALL ACADEMY	Superintendent: MARTIN SCHOPPMAYER	Report created on: 10/29/2014
School: HAAS HALL ACADEMY	Principal: MARTIN SCHOPPMAYER	
LEA: 7240703	Grade: 8 - 12	% Prof/Adv.
Address: 3155 N.COLLEGE AVE.	Enrollment: 320	2014 Math + Literacy 99.6
Address: FAYETTEVILLE, AR 72703	Attendance: 100.00	2013 Math + Literacy 99.3
Phone: 479-966-4930	Poverty Rate: 0.63	2012 Math + Literacy 99.4

OVERALL SCHOOL STATUS:	ACHIEVING
------------------------	-----------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	113	117	96.58	158	165	95.76
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	14	14	100.00
White	94	98	95.92	128	135	94.81
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	113	113	100.00	98.50	91.00	45	45	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	346	346	100.00	98.50	91.00	96	96	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	94	94	100.00	98.25		36	36	100.00	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	157	158	99.37	95.49	92.00	44	45	97.78	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	511	516	99.03	95.49	92.00	95	96	98.96	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	100.00	
Hispanic	14	14	100.00	90.63		n < 10	n < 10	n < 10	75.00	
White	127	128	99.22	95.86		35	36	97.22	97.66	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	58	58	100.00	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	152	155	98.06	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	47	47	100.00	95.00	
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		



MEMO

DATE: February 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Haas Hall Academy

I. INTRODUCTION

The Academy, Inc. submitted an application for a license to operate an open-enrollment public charter school, Haas Hall Academy, in Springdale, Arkansas, and to add an enrollment preference for siblings of the Bentonville, Fayetteville, and proposed Springdale Location.

The proposed charter school would be located within the boundaries of the Springdale School District. The proposed charter school would provide instruction in seven through twelve (7-12) and possess a student enrollment cap of 400. According to its application, the proposed charter school expects to draw students from the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board “shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Bentonville School District	612 3.81%	975 6.07%	499 3.11%	1,722 10.72%	261 1.63%	11,991 74.66%	16,060 --
Decatur School District	2 0.34%	34 5.81%	15 2.56%	193 32.99%	23 3.93%	318 54.36%	585 --
Elkins School District	9 0.80%	3 0.27%	7 0.62%	74 6.54%	18 1.59%	1,020 90.19%	1,131 --
Farmington School District	88 3.72%	17 0.72%	60 2.54%	192 8.11%	20 0.85%	1,989 84.07%	2,366 --
Fayetteville School District	496 5.14%	363 3.76%	924 9.57%	1,164 12.06%	128 1.33%	6,577 68.14%	9,652 --
Gentry School District	87 6.02%	120 8.30%	7 0.48%	216 14.94%	78 5.39%	938 64.87%	1,446 --
Greenland School District	28 3.30%	2 0.24%	10 1.18%	50 5.89%	4 0.47%	755 88.93%	849 --
Gravette School District	41 2.27%	17 0.94%	8 0.44%	102 5.64%	60 3.32%	1,581 87.40%	1,809 --
Huntsville School District	61 2.67%	12 0.52%	5 0.22%	228 9.97%	62 2.71%	1,918 83.90%	2,286 --
Lincoln School District	30 2.49%	54 4.49%	9 0.75%	96 7.98%	38 3.16%	976 81.13%	1,203 --
Pea Ridge School District	25 1.30%	5 0.26%	19 0.98%	120 6.22%	15 0.78%	1,746 90.47%	1,930 --
Prairie Grove School District	3 0.16%	21 1.12%	26 1.38%	92 4.89%	33 1.75%	1,706 90.70%	1,881 --
Rogers School District	244 1.62%	290 1.92%	258 1.71%	6,775 44.94%	267 1.77%	7,243 48.04%	15,077 --
Siloam Springs School District	161 3.89%	117 2.83%	40 0.97%	1,175 28.39%	259 6.26%	2,387 57.67%	4,139 --
Springdale School District	301 1.42%	330 1.55%	517 2.43%	9,756 45.89%	2,608 12.27%	7,748 36.44%	21,260 --
West Fork School District	45 4.14%	11 1.01%	12 1.10%	44 4.04%	19 1.75%	957 87.96%	1,088 --
DISTRICTS TOTAL	2,233 2.70%	2,371 2.86%	2,416 2.92%	21,999 26.58%	3,893 4.70%	49,850 60.23%	82,762 --

Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTAL	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

KIPP Delta Public Schools Summary

KIPP DELTA PUBLIC SCHOOLS

CURRENT DATA

Maximum Enrollment	2310
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Race

Two or More Races	7
Asian	13
Black	1270
Hispanic	39
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	81
Total	1411

2015-2016 Enrollment by Grade

Kindergarten	80
1st Grade	77
2nd Grade	79
3rd Grade	79
4th Grade	121
5th Grade	190
6th Grade	128
7th Grade	139
8th Grade	141
9th Grade	135
10th Grade	131
11th Grade	66
12th Grade	44

2015-2016 Student Status Counts

Migrant	0
LEP	3
Gifted & Talented	0
Special Education	114
Title I	1276
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
1297.32	1266.6	1243.43	1224

BACKGROUND

Authorized	03/11/2002
Grade levels	K-12
Maximum Enrollment	2,310
Length of Contract	Ten Years
Contract End Date	06/30/2023

Amendment Request Considered and APPROVED
Relocate KIPP Delta campus

09/12/2004

Amendment Request Considered and APPROVED Addition of grades 9-12 to KIPP Delta and increase enrollment cap	4/9/2007
Amendment Request Considered and APPROVED Addition of K-4 to Helena	10/13/2008
Amendment Request Considered and APPROVED Addition of Blytheville license	11/9/2009
Amendment Request Considered and APPROVED Additional Waivers	07/12/2010
Amendment Request Considered and APPROVED Add 4th grade to Blytheville and relocate campus	05/14/2012
Amendment Request Considered and APPROVED Add 9-12 to Blytheville and increase enrollment Additional Waivers	11/20/2013
Amendment Request Considered and APPROVED Additional Waivers	02/13/2014
Amendment Request Considered and APPROVED Addition of Forrest City license	11/13/2014
Amendment Request Considered and APPROVED Change of address Forrest City campus	02/18/2015
Renewal Request Renewed for 3 years Amendment denied - add grades 9-12 to KIPP Delta	03/14/2005
Renewal Request Renewed for 5 years Amendment approved - additional waivers	3/10/2008
Renewal Request Renewed for 10 years Amendment approved - additional waivers Amendment approved - Add 3rd grade to Blytheville and increase enrollment by 90	3/11/2013

Amendment Request



KIPP DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342

Phone: 870.753.9035
Fax: 870.753.9440

www.kippdelta.org

January 11, 2016

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

Dear Members of the Panel,

I'm writing today to seek permission to establish a new campus and reconfigure the grade-span of our existing schools in Blytheville, Arkansas. Thank you for your review and consideration of our request.

KIPP Blytheville College Preparatory School (BCPS) currently serves grades 4-8. KIPP Blytheville Collegiate High School (KBC) serves grades 9-10. Both schools operate at the Senator Steve Bryles Campus located at 1200 Byrum Rd in Blytheville. The schools are operating at full capacity and additional space is needed.

To meet our growth and space needs, KIPP Delta worked in partnership with the Blytheville Public School District to purchase the vacant former Central Elementary School located at 1124 West Moultrie in Blytheville, AR for \$806,000. The 63,000 square foot facility has been well maintained by the district and we estimate it will need less than \$2,000,000 in renovations. The campus will provide more than thirty classrooms, administrative spaces, ample green space, a library, and a cafeteria. The \$45.00 per square foot cost for the purchase and renovation of the facility is less than half of our typical per square foot modular campus construction costs. KIPP Delta has secured financing for the purchase of the facility and is in conversations with donors and lenders to secure the remaining financing for the renovation of the facility. Our long-term financial model contemplates the debt service on financing for both the purchase and renovation of the facility.

As part of the move, KIPP Delta seeks permission to reconfigure KIPP Blytheville College Preparatory School grade from a 4-8 grade span to a 4-6 grade span. We plan to renovate a portion of the facility this spring with the intention of moving grades 4-6 (BCPS) from the Bryles campus to the Central campus for the 2016 - 2017 school year. Over time, we will grow the campus to serve kindergarten

**KIPP DELTA
COMMUNITIES**

HELENA-WEST
HELENA

BLYTHEVILLE
FORREST CITY

though 6th grade on the Central campus. We will seek permission to add grades K-3 at a future date.

Additionally, we are seeking permission to reconfigure KIPP Blytheville Collegiate High School to serve grades 7-11 during the 2016-2017 school year. KBC will remain on the Bryles campus and will have adequate space to continue growing the high school to include 11th and 12th grades. Additional space will be available to continue developing our instructional and extra curricular programs.

We believe that the establishment of the new campus will create more stable adequate facilities allowing us to better serve our students as we grow. The grade-span configuration change will allow us to deploy our teaching and school leadership more efficiently and effectively while also supporting more developmentally appropriate grade groupings.

Thank you for your review and consideration. We look forward to addressing any questions and concerns you might have at the February Charter Authorizing Panel.

Sincerely,



Scott Shirey
Executive Director

Enclosures

Amendment Request Form
2016 – 2020 Budget
Regional and School Enrollment
Regional and School FRL
Map of Current and New Locations
Board Resolutions to Purchase Property
Desegregation Analysis



**ARKANSAS
DEPARTMENT
OF EDUCATION**

CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700, 705, 706

Type of Amendment Requested:

Add a new campus

Address 1124 West Moultrie Drive

Blytheville, Arkansas 72315

School district in which the campus will be located Blytheville School District

Change grade levels served

Current grade levels served 4-10

Proposed grade levels 4-6 & 7-12

FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus*

Lessor(Owner): _____ N/A _____

Lessee(Tenant): _____ N/A _____

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:

KIPP Delta is purchasing the facility to be used for the new campus.

Address of Premises: 1124 West Moultrie Drive
Blytheville AR 72315

Square Footage: 64000 _____

Terms of Lease: N/A _____

Rental Amount: N/A _____

Contingency: The terms of this agreement are contingent upon

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: _____

By: _____ Date _____
Signature

Lessor: _____

By: _____ Date _____
Signature

5 year Financial Model - Detail					
Pre-school to 12th Enrollment	1,461	1,593	1,981	2,223	2,376
	8%	17%	46%	64%	75%
	FY16	FY17	FY18	FY19	FY20
Revenue					
Total Revenue	18,988,399	20,103,238	23,830,957	26,437,782	27,712,455
Expenses - School					
School Salaries & Benefits	8,851,913	8,991,434	10,907,327	12,010,309	12,399,384
Staff Recruitment & Development	128,814	408,681	492,642	545,705	577,115
Direct Student Expenses	917,717	1,169,945	1,434,789	1,597,444	1,702,073
Other Operating & Prof. Services	208,279	208,294	263,713	291,907	302,369
Furniture & Assets	165,170	290,698	546,812	534,511	518,052
Foundation Fees	64,607	79,930	98,911	116,321	133,268
School Sub-total	10,336,500	11,148,983	13,744,193	15,096,197	15,632,261
Transportation Services	1,047,535	1,145,811	1,422,771	1,602,944	1,716,856
Food Services	1,357,657	1,537,134	1,911,527	2,145,040	2,292,675
Custodial Services	316,106	351,449	387,276	471,605	485,718
Expenses - Central Office					
Central Office Salaries & Benefits	2,303,560	2,259,142	2,333,062	2,466,684	2,547,461
Staff Recruitment & Development	240,756	112,389	107,139	112,210	110,710
Staff & Student Support	97,881	3,152	3,152	3,257	3,257
KIPP Through College Services	424,147	203,460	239,298	272,621	300,914
Development & PR	155,000	137,530	161,755	184,280	203,405
Other Operating & Prof. Services	297,463	194,752	216,632	240,555	259,068
Furniture & Assets	31,900	29,374	22,899	25,513	23,663
Central Office Sub-total	3,550,707	2,939,798	3,083,937	3,305,119	3,448,478
Expenses - Regional					
Facility Leases	44,928	100,928	136,928	172,928	172,928
Insurance	129,873	212,640	231,853	245,018	253,518
IT & Communications	364,186	412,330	512,759	575,398	615,001
Utilities	239,050	270,651	336,573	403,887	484,665
Maintenance	177,160	200,000	250,000	300,000	400,000
Debt Service	675,903	1,087,500	1,087,500	1,223,125	1,219,219
Regional Expenses	1,631,100	2,284,050	2,555,613	2,920,357	3,145,331
Total Expenses	18,239,605	19,407,225	23,105,318	25,541,263	26,721,318
Net Income	748,794	696,013	725,639	896,519	991,138
Starting Cash	1,050,188	1,050,188	1,146,201	1,371,840	1,768,359
Current Year's Projected Ending Cash	1,798,982	1,746,201	1,871,840	2,268,359	2,759,497
Assumed Carryover	748,794	600,000	500,000	500,000	500,000
Cash After Transfer	1,050,188	1,146,201	1,371,840	1,768,359	2,259,497
Total Days of Cash	21	22	22	25	31

KIPP Delta Public Schools ENROLLMENT REPORT Enrollment Date: Jan 5, 2016

Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	KF	PK	SS	Race Totals
Asian	Females					2			2		1	1					6
	Males				1	1			2	2	1	1		1			9
	Gender Totals				1	3			2	2	3	2	1	1			15
Black	Females	38	46	42	47	88	55	60	66	67	64	32	26	37	23	1	692
	Males	31	27	31	58	81	61	64	57	54	49	30	15	32	22		612
	Gender Totals	69	73	73	105	169	116	124	123	121	113	62	41	69	45	1	1,304
Hispanic	Females			1	3	3		1	2				1		1		12
	Males		1	2	1	8	2	2	2	3	2			2			25
	Gender Totals		1	3	4	11	2	3	4	3	2	1	2	1	1		37
Native American	Females													1			1
	Gender Totals													1			1
Two or More	Females					1					2						3
	Males					1	1	1		2							5
	Gender Totals					2	1	1	1	2	2						8
White	Females	3	1		5	8	4	4	7	3	6			1	1		43
	Males	3	2	2	3	1	4	6	4	4	2			3	3		37
	Gender Totals	6	3	2	8	9	8	10	11	7	8			4	4		80
Grade Totals		75	77	78	118	194	127	140	140	136	127	63	42	77	50	1	1,445

**KIPP Delta Public Schools
KIPP Blytheville College Preparatory School
ENROLLMENT REPORT**

Enrollment Date: Jan 5, 2016

Enrollment Count		04	05	06	07	08	Race Totals
Asian	Females		2		2		4
	Males	1	1			1	3
	Gender Totals	1	3		2	1	7
Black	Females	16	31	23	27	30	127
	Males	18	13	21	25	16	93
	Gender Totals	34	44	44	52	46	220
Hispanic	Females	2	2				5
	Males	1	1	2	1	2	7
	Gender Totals	3	3	2	1	3	12
White	Females	2	2	2	3	5	14
	Males	1		4	2	3	10
	Gender Totals	3	2	6	5	8	24
Grade Totals		41	52	52	60	58	263

KIPP Delta Public Schools
KIPP Blytheville Collegiate High School
ENROLLMENT REPORT
Enrollment Date: Jan 7, 2016

Enrollment Count		09	10	Race Totals
Asian	Females	1	1	2
	Males	1	1	2
	Gender Totals	2	2	4
Black	Females	26	25	51
	Males	25	20	45
	Gender Totals	51	45	96
Hispanic	Males	1	1	2
	Gender Totals	1	1	2
Two or More	Females		1	1
	Males	2		2
	Gender Totals	2	1	3
White	Females	1	4	5
	Males	2	1	3
	Gender Totals	3	5	8
Grade Totals		59	54	113

CHILD NUTRITION REPORT

LEA: 5440700
 COUNTY: PHILLIPS
 DISTRICT: KIPP DELTA PUBLIC SCHOOLS
 SCHOOL:

(Grades: K - 12)
 SCHOOL YEAR: 2015 - 2016

PAGE: 1
 RPT331 - SIS CERTIFIED
 CYCLE: 2
 RUN: 10/15/2015 4:56:29 PM

October 1 Enrollment: 1,411
 Child Nutrition Student Counts:
 Free Lunch 652
 Reduced Lunch 0
 Full Paid 0
 Direct Certified 759
 Total Lunch 1,411 (this total MUST = October 1 Enrollment)

This report reflects the totals of all category of all schools (LEA's) in the district. The total of all aggregate data from individual schools balances with the district #331 Report for Cycle II.

This district report has been reviewed and we certify that report is true and correct as of this date: 10-16-2015

Child Nutrition(CN) Director:

Name: Anna Millham

Signature: 

Phone Number: 870-278-5981

Superintendent:

Name: Scott Shing

Signature: 

Phone Number: 870-817-8859

Person to Contact, if there are any questions concerning the data reported.

Name: Matt Colburn

Phone Number: 870-714-1172

Email address: Matt.Colburn@KIPPdelta.org

Please NOTE: A copy of this report must be submitted with the September Claim for Reimbursement for School Meals

.....

ATTACHMENT B*Sample Copy/Illustration**Community Eligibility Provision Schools 2015-2016 Eligibility Report***Number of Students Eligible for Free and Paid Meals
As of October 1, 2015**School District: KIPP Delta Charter School DistrictLEA# 5440School KIPP Delta Elementary School (LEA# 54-40-701)Base Year 2015-2016Grade Span (Base Year) PK - 04

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	393 K-12	
1. Free	1. 100%		1. 393
2. Paid	2. 00.0%		2. 0
Pre-K TOTAL	100 %	50 Pre-K	
1. Free	1. 100%		1. 50
2. Paid	2. 00.0%		2. 0

School District: KIPP Delta Charter School DistrictLEA# 5440School KIPP Delta College Prep School (LEA# 54-40-702)Base Year 2015-2016Grade Span (Base Year) 05 - 08

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	310 K-12	
1. Free	1. 100%		1. 310
2. Paid	2. 00.0%		2. 0
Pre-K TOTAL	100 %	0 Pre-K	
1. Free	1. 100%		1.
2. Paid	2. 00.0%		2.

* Use normal rounding procedures to obtain nearest whole numbers. If an adjustment must be made for free and paid to equal the total enrollment, adjust the paid number

ATTACHMENT B*Sample Copy/Illustration**Community Eligibility Provision Schools 2015-2016 Eligibility Report***Number of Students Eligible for Free and Paid Meals
As of October 1, 2015**School District: KIPP Delta Charter School DistrictLEA# 5440School KIPP Delta High School (LEA# 54-40-703)Base Year 2015-2016Grade Span (Base Year) 09 - 12

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	<u>256</u> K-12	
1. Free	1. 100%		1. <u>256</u>
2. Paid	2. 00.0%		2. <u>0</u>
Pre-K TOTAL	100 %	<u>0</u> Pre-K	
1. Free	1. 100%		1. _____
2. Paid	2. 00.0%		2. _____

School District: KIPP Delta Charter School DistrictLEA# 5440School Blytheville College Prep School (LEA# 54-40-705)Base Year 2015-2016Grade Span (Base Year) 04 - 08

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	<u>259</u> K-12	
1. Free	1. 100%		1. <u>259</u>
2. Paid	2. 00.0%		2. <u>0</u>
Pre-K TOTAL	100 %	<u>0</u> Pre-K	
1. Free	1. 100%		1. _____
2. Paid	2. 00.0%		2. _____

* Use normal rounding procedures to obtain nearest whole numbers. If an adjustment must be made for free and paid to equal the total enrollment, adjust the paid number

ATTACHMENT B
Sample Copy/Illustration
Community Eligibility Provision Schools 2015-2016 Eligibility Report

**Number of Students Eligible for Free and Paid Meals
As of October 1, 2015**

School District: KIPP Delta Charter School District LEA# 5440

School Blytheville Collegiate High School (LEA# 54-40-706) Base Year 2015-2016

Grade Span (Base Year) 09 - 12

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	$\frac{121}{K-12}$	
1. Free	1. 100%		1. 121
2. Paid	2. 00.0%		2. 0
Pre-K TOTAL	100 %	$\frac{0}{Pre-K}$	
1. Free	1. 100%		1.
2. Paid	2. 00.0%		2.

School District: KIPP Delta Charter School District LEA# 5440

School Kipp Forrest City College Prep School (LEA# 54-40-708) Base Year 2015-2016

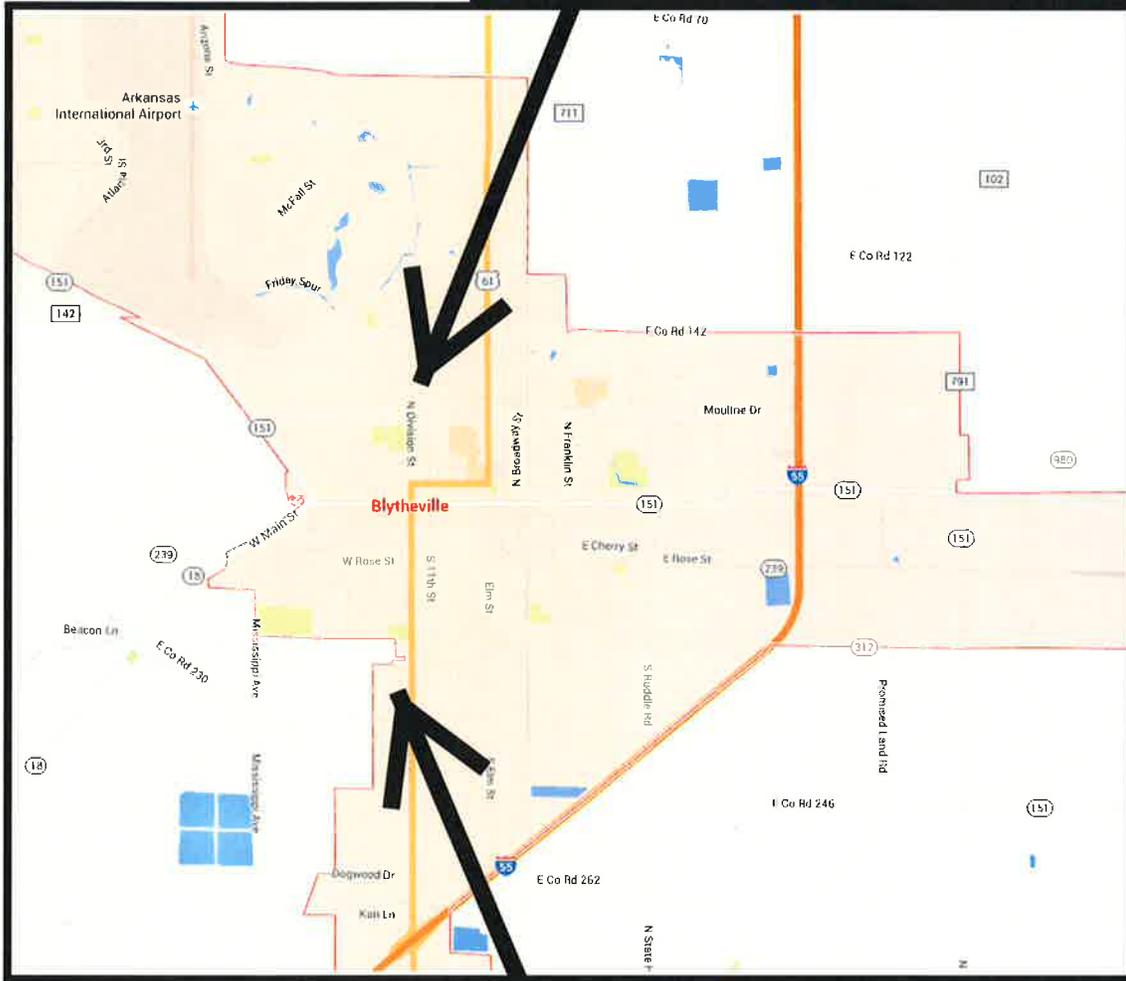
Grade Span (Base Year) 04 - 08

Grade Span (Non Base Year) _____

Col. A Eligibility Status	Col. B ISP% x 1.6 Factor Base Year	Col. C TOTAL Enrollment Oct. 1, 2015	Col. D* Number Reported Oct. 1, 2015 (Col. B X Col. C)
K - 12	100 %	$\frac{72}{K-12}$	
1. Free	1. 100%		1. 72
2. Paid	2. 00.0%		2. 0
Pre-K TOTAL	100 %	$\frac{0}{Pre-K}$	
1. Free	1. 100%		1.
2. Paid	2. 00.0%		2.

* Use normal rounding procedures to obtain nearest whole numbers. If an adjustment must be made for free and paid to equal the total enrollment, adjust the paid number

KIPP Blytheville College Preparatory School
Proposed Location:
1124 W. Moultrie Dr. Blytheville, AR



KIPP Blytheville College Preparatory School
Current Location:
1200 Byrum Rd Blytheville, AR



KIPP DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342

Phone: 870.753.9035

Fax: 870.753.9440

www.kippdelta.org

MEETING OF DIRECTORS OF KIPP DELTA, INC.

At a meeting of the directors of KIPP Delta, Inc. held at 1:30 p.m. on October 27, 2014, the board discussed the school district purchasing property owned by the Blytheville School District in Blytheville, Chickasawba District, Mississippi County, Arkansas, and generally described in the attached Offer and Acceptance.

After full discussion, the following resolution was unanimously approved:

BE IT RESOLVED, that it is in the best interest of KIPP Delta, Inc. to purchase the property set forth on the attached Offer and Acceptance from Blytheville School District on the terms and conditions set forth in the contract. Mr. Scott Shirey, Executive Director of KIPP Delta, Inc., is hereby authorized and directed to execute the offer, and if accepted, to sign such other documents as are necessary to effect the purchase of the property in accordance with the intent of this resolution.

There being no further business, the meeting was adjourned.

KIPP Delta, Inc.

By: 

Chairman

ATTEST:


Secretary

**MEETING
OF
DIRECTORS OF BLYTHEVILLE SCHOOL DISTRICT**

At a meeting of the directors of Blytheville School District held at 6:00 p.m. on October 28, 2014, the board discussed the school district selling property owned by the Blytheville School District to KIPP Delta, Inc. which operates a public charter school in Blytheville, Arkansas. The property is located in Blytheville, Chicksawba District, Mississippi County, Arkansas, and is generally described in the attached Offer and Acceptance.

After full discussion, the following resolution was unanimously approved:

BE IT RESOLVED, that it is in the best interest of Blytheville School District to sell the property set forth on the attached Offer and Acceptance to KIPP Delta, Inc. which operates a public charter school in the Blytheville School District and is purchasing the property for fair market value on the terms and conditions set forth in the contract. Mr. Richard Atwill, Superintendent of Blytheville School District, is hereby authorized and directed to execute the acceptance and to sign such other documents as are necessary to effect the sale of the property in accordance with the intent of this resolution.

There being no further business, the meeting was adjourned.

Blytheville School District Board of Directors

by Tommy Bennett Jr
President

ATTEST:

Barbara Wells
Secretary

**REAL ESTATE CONTRACT
(OFFER AND ACCEPTANCE)**

1. **Buyer: KIPP Delta, Inc.**, which operates a public charter school in Blytheville, Arkansas, offers to buy, subject to the terms set forth in this agreement, the property described below.
2. **Property Description:** All the real property of Blytheville School District at the school location encompassing the property in and contiguous to 1124 West Moultrie and 1121 West Hardin in Blytheville, Arkansas, with improvements thereon more specifically described as follows:

Building Number & Name		Gross Sq Ft
1124 W Moultrie	Elementary	38,708
1124 W Moultrie	Elementary or Primary	15,769
1124 W Moultrie	Library/Media Center	1,825
1121 W Hardin	N. W. Addition	6,789

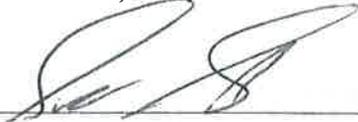
3. **Purchase Price:** Buyer will pay \$806,000.00 in cash for the property at closing.
4. **Conveyance:** At closing, conveyance shall be made to Buyer, or as directed by Buyer, by general warranty deed, prepared at Seller's expense, except it shall be subject to recorded restrictions and easements, if any, which do not materially affect the value of the property. Buyer shall be responsible for the recording of the deed.
5. **Title Insurance:** The owner of the above property, hereinafter called Seller, shall furnish, at Seller's expense, title insurance reflecting merchantable title satisfactory to Buyer. If objections are made to title, Seller shall have a reasonable time to meet the objections at Seller's expense.
6. **Prorations:** Any taxes and special assessments due shall be paid by Seller although it is anticipated that no such items will be due because of Seller's status as a public school district of the State of Arkansas.
7. **Closing:** The closing date is estimated to be no sooner than January of 2015. Documentary stamps will not be required for the deed. The parties shall each pay one-half of the charge for closing the sale which is estimated to be \$200 for each party.
8. **Possession:** Possession shall be delivered to Buyer upon Buyer's closing date.
9. **Fixtures and Attached Equipment:** Fixtures and attached equipment shall remain with and be considered a part of the real property which is being purchased by Buyer.

10. **Termite Control Requirements:** Seller shall supply to Buyer, at Seller's expense, a current termite control policy issued by a licensed operator.
11. **Inspections and Repairs:** Buyer certifies that Buyer has inspected the property and is not relying upon any warranties, representations or statements of Seller as to age or condition of improvements, other than those specified in this agreement. Buyer accepts the property in its present condition.
12. **Risk of Loss:** The risk of loss or damage to the property by fire or other casualty occurring up to the time of Buyer's closing is assumed by the Seller.
13. **Phase I Environmental Assessment:** Seller agrees that a properly licensed entity shall perform a Phase I environmental assessment on the Property and furnish Buyer with copies of any test results or reports. Buyer shall be responsible for the cost of the assessment and test. If the assessment requires cleanup, then Buyer shall have the option to terminate this contract and decline to purchase the property. In such an event, the parties, if they both choose to do so, shall be free to renegotiate the price under this contract and take the assessment and cleanup into account by adjusting the purchase price.
14. **Other Conditions:** This contract and the timing of closing are contingent upon obtaining financing and any necessary approval by the Arkansas Department of Education for the use of the property by Buyer as a public charter school.

THIS IS A LEGALLY BINDING CONTRACT WHEN SIGNED BY BOTH BUYER AND SELLER. IF NOT UNDERSTOOD, SEEK LEGAL ADVICE.

BUYER:

KIPP Delta, Inc.

by 
 Scott Shirey, Executive Director

Dated October 27, 2014.

This offer is accepted this 28 day of October, 2014.

SELLER:

Blytheville School District

by 
 Richard Atwill, Superintendent

Desegregation Analysis

KIPP Blytheville College Preparatory School (BCPS) and KIPP Blytheville Collegiate High School (KBC), known collectively as KIPP Blytheville are requesting an amendment to reconfigure the grade spans each school serves and to relocate one school to another location still within the Blytheville School District (BSD). KIPP Blytheville will continue to comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

KIPP Blytheville should continue to have no negative impact on the ability or the efforts of the BSD or any other Arkansas public school districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The BSD has submitted information to the Arkansas Department of Education (ADE) stating that it is a party to active desegregation lawsuits. Based upon its careful review pursuant to Ark. Code Ann. §6-23-106, KIPP Blytheville does not believe that the granting of its requested amendment will hamper, delay or in any way negatively affect the desegregation efforts of the BSD.

KIPP Blytheville will continue to comply with all federal and state laws concerning enrollment in a public school and in particular those laws specified to enrollment in a public charter school. The current (January 5, 2016) student population of KIPP Blytheville is 263 students. The 2015-2016 school year student population of the BSD as maintained by the ADE Data Center is 2,238 students. KIPP Blytheville's student population is approximately 11.8% of the BSD student population.

KIPP Blytheville realizes it cannot exclude any student that may wish to attend due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Blytheville that there exists any intent to continue to operate a public school, by way of this amendment request, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

ESEA Information

2015 ESEA SCHOOL REPORT

District: KIPP DELTA PUBLIC SCHOOLS
School: KIPP: BLYTHEVILLE COLLEGE PREP
Grade: 5 - 8
Enrollment: 316

Superintendent: SCOTT SHIREY
Principal: MAISIE WRIGHT
Attendance: 94.66
Poverty Rate: 87.97

LEA: 5440705
Address: 1200 BYRUM ROAD
Address: BLYTHEVILLE, AR 72315
Phone: (870) 780-6333

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	298	298	100.00	298	298	100.00
Targeted Achievement Gap Group	265	265	100.00	265	265	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	252	252	100.00	252	252	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	28	28	100.00	28	28	100.00
Economically Disadvantaged	262	262	100.00	262	262	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	36	36	100.00	36	36	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	68	280	24.29	21.47
Targeted Achievement Gap Group	56	251	22.31	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	57	237	24.05	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	4	26	15.38	26.68
Economically Disadvantaged	55	248	22.18	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	32	3.13	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	280	18.93	12.09
Targeted Achievement Gap Group	44	251	17.53	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	38	237	16.03	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	7	26	26.92	16.34
Economically Disadvantaged	43	248	17.34	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	2	32	6.25	3.23

2015 ESEA SCHOOL REPORT

District: KIPP DELTA PUBLIC SCHOOLS	Superintendent: SCOTT SHIREY	LEA: 5440705
School: KIPP: BLYTHEVILLE COLLEGE PREP	Principal: MAISIE WRIGHT	Address: 1200 BYRUM ROAD
Grade: 5 - 8	Attendance: 94.66	Address: BLYTHEVILLE, AR 72315
Enrollment: 316	Poverty Rate: 87.97	Phone: (870) 780-6333

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

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

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

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016

2015 ESEA SCHOOL REPORT

District: KIPP DELTA PUBLIC SCHOOLS	Superintendent: SCOTT SHIREY	LEA: 5440706
School: KIPP BLYTHEVILLE COLLEGIATE HIGH	Principal: MAISIE WRIGHT	Address: 1200 Byrum
Grade: 09 - 12	Attendance: 97.72	Address: BLYTHEVILLE, AR 72315
Enrollment: 56	Poverty Rate: 85.71	Phone: (870) 780-6333

OVERALL SCHOOL STATUS:	2015 NEEDS IMPROVEMENT
-------------------------------	-------------------------------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	54	54	100.00	34	34	100.00
Targeted Achievement Gap Group	45	45	100.00	28	28	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	44	44	100.00	29	29	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	44	44	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 -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	19	51	37.25	21.47
Targeted Achievement Gap Group	16	43	37.21	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	41	36.59	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	16	42	38.10	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	2	31	6.45	12.09
Targeted Achievement Gap Group	1	26	3.85	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	26	7.69	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	1	26	3.85	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2015 ESEA SCHOOL REPORT

District: KIPP DELTA PUBLIC SCHOOLS	Superintendent: SCOTT SHIREY	LEA: 5440706
School: KIPP BLYTHEVILLE COLLEGIATE HIGH	Principal: MAISIE WRIGHT	Address: 1200 Byrum
Grade: 09 - 12	Attendance: 97.72	Address: BLYTHEVILLE, AR 72315
Enrollment: 56	Poverty Rate: 85.71	Phone: (870) 780-6333

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

District: KIPP DELTA PUBLIC SCHOOLS	Superintendent: SCOTT SHIREY	Report created on: 10/29/2014
School: KIPP: BLYTHEVILLE COLLEGE PREP	Principal: MAISIE WRIGHT	
LEA: 5440705	Grade: 5 - 8	% Prof/Adv.
Address: 1200 BYRUM ROAD	Enrollment: 271	2014 Math + Literacy 68.0
Address: BLYTHEVILLE, AR 72315	Attendance: 96.91	2013 Math + Literacy 75.7
Phone: 870-780-6333	Poverty Rate: 80.44	2012 Math + Literacy 78.6

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	280	281	99.64	332	333	99.70
Targeted Achievement Gap Group	232	233	99.57	271	272	99.63
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	227	228	99.56	273	274	99.64
Hispanic	10	10	100.00	10	10	100.00
White	32	32	100.00	33	33	100.00
Economically Disadvantaged	229	230	99.57	267	268	99.63
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	20	20	100.00	22	22	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	188	258	72.87	80.55	91.00	166	228	72.81	91.35	93.00
Targeted Achievement Gap Group	154	214	71.96	80.50	91.00	134	188	71.28	90.63	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	431	564	76.42	80.55	91.00	384	501	76.65	91.35	93.00
Targeted Achievement Gap Group	348	460	75.65	80.50	91.00	307	405	75.80	90.63	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	151	207	72.95	80.82		134	186	72.04	90.85	
Hispanic	8	10	80.00	62.50		n < 10	n < 10	n < 10	100.00	
White	20	30	66.67	81.25		17	22	77.27	81.25	
Economically Disadvantaged	151	211	71.56	80.10		131	185	70.81	90.42	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	5	18	27.78	50.00		9	14	64.29	62.50	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	198	310	63.87	83.34	92.00	143	252	56.75	79.81	81.00
Targeted Achievement Gap Group	157	253	62.06	85.00	92.00	114	208	54.81	81.25	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	441	638	69.12	83.34	92.00	319	525	60.76	79.81	81.00
Targeted Achievement Gap Group	342	514	66.54	85.00	92.00	249	425	58.59	81.25	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	165	253	65.22	84.30		113	201	56.22	81.71	
Hispanic	3	10	30.00	62.50		2	10	20.00	62.50	
White	15	31	48.39	62.50		18	30	60.00	43.75	
Economically Disadvantaged	154	249	61.85	84.69		113	205	55.12	80.85	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	7	20	35.00	50.00		7	16	43.75	50.00	



MEMO

DATE: February 3, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Kipp Blytheville

I. INTRODUCTION

Kipp Delta of Blytheville is an open-enrollment charter school located within the boundaries of the Blytheville School District. The school is approved to serve grades kindergarten through twelve (K-12) with an enrollment cap of 810. Kipp Blytheville is requesting to relocate its campus and to reconfigure its grade-span.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board “shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the traditional public school districts in Mississippi County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Armored School District	0 0.92%	25 0.00%	30 92.22%	16 0.77%	2 0.08%	331 6.00%	404 --
Blytheville School District	1 0.04%	6 0.27%	1,787 79.85%	58 2.59%	8 0.36%	378 16.89%	2,238 --
Gosnell School District	39 3.00%	4 0.31%	280 21.56%	90 6.93%	3 0.23%	883 67.98%	1,299 --
Manila School District	7 0.66%	1 0.09%	6 0.56%	57 5.36%	1 0.09%	991 93.23%	1,063 --
Osceola School District	18 0.86%	8 0.00%	977 31.21%	42 5.74%	0 0.16%	191 62.03%	1,236 --
Rivercrest School District	15 1.20%	3 0.24%	369 29.47%	86 6.87%	3 0.24%	776 61.98%	1,252 --
DISTRICTS TOTAL	80 1.07%	47 0.63%	3,449 46.04%	349 4.66%	17 0.23%	3,550 47.38%	7,492 --

Source: ADE Data Center, Oct. 1, 2013 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any active desegregation orders applicable to the Armored, Blytheville, Gosnell, Manila, Osceola, and Rivercrest school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated

simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

Desegregation Analysis

KIPP Blytheville College Preparatory School (BCPS) and KIPP Blytheville Collegiate High School (KBC), known collectively as KIPP Blytheville are requesting an amendment to reconfigure the grade spans each school serves and to relocate one school to another location still within the Blytheville School District (BSD). KIPP Blytheville will continue to comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

KIPP Blytheville should continue to have no negative impact on the ability or the efforts of the BSD or any other Arkansas public school districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The BSD has submitted information to the Arkansas Department of Education (ADE) stating that it is a party to active desegregation lawsuits. Based upon its careful review pursuant to Ark. Code Ann. §6-23-106, KIPP Blytheville does not believe that the granting of its requested amendment will hamper, delay or in any way negatively affect the desegregation efforts of the BSD.

KIPP Blytheville will continue to comply with all federal and state laws concerning enrollment in a public school and in particular those laws specified to enrollment in a public charter school. The current (January 5, 2016) student population of KIPP Blytheville is 263 students. The 2015-2016 school year student population of the BSD as maintained by the ADE Data Center is 2,238 students. KIPP Blytheville's student population is approximately 11.8% of the BSD student population.

KIPP Blytheville realizes it cannot exclude any student that may wish to attend due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Blytheville that there exists any intent to continue to operate a public school, by way of this amendment request, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

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

TABLE OF CONTENTS

		<u>Page No.</u>
1.	COVER LETTER	3
2.	CHARTER_AMENDMENT_REQUEST_FORM	4
3.	FACILITIES UTILIZATION AGREEMENT	5
4.	PROPOSAL OF AMENDMENT REQUEST	6-17
	• Proposed Structure and Description	6
	• Educational Benefits	6-12
	• Map of the locations of LISA Academy current site and the new site	13
	• Benefits of the new elementary building's location	13-14
	• Current year to date enrollment by race and grade	15
	• Current year to date percent free and reduced lunch	15
	• Waiting list chart	16
	• Distribution of the additional students with approval of the proposed amendments	17
5.	LISA ACADEMY BOARD RESOLUTION FOR CHARTER AMENDMENT	18
6.	MOST RECENT ESEA REPORTS	19-30
7.	LISA ACADEMY PROJECT-BUDGETS	31-32
8.	LISA ACADEMY- 2016-2017 SCHOOL YEAR- CASH FLOW STUDY.....	33
9.	LISA ACADEMY- DESEGREGATION ANALYSIS	34-35
10.	ZONING CERTIFICATION LETTER	36

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



ARKANSAS DEPARTMENT OF EDUCATION

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.

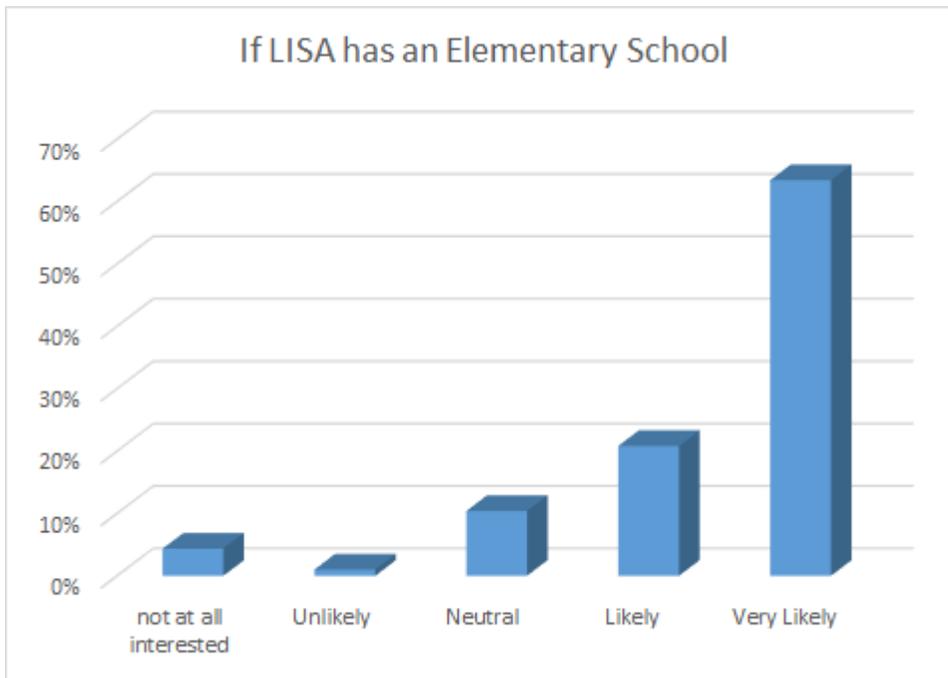
DEMANDS for an INNOVATIVE LISA ELEMENTARY SCHOOL IN WEST LITTLE ROCK

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:

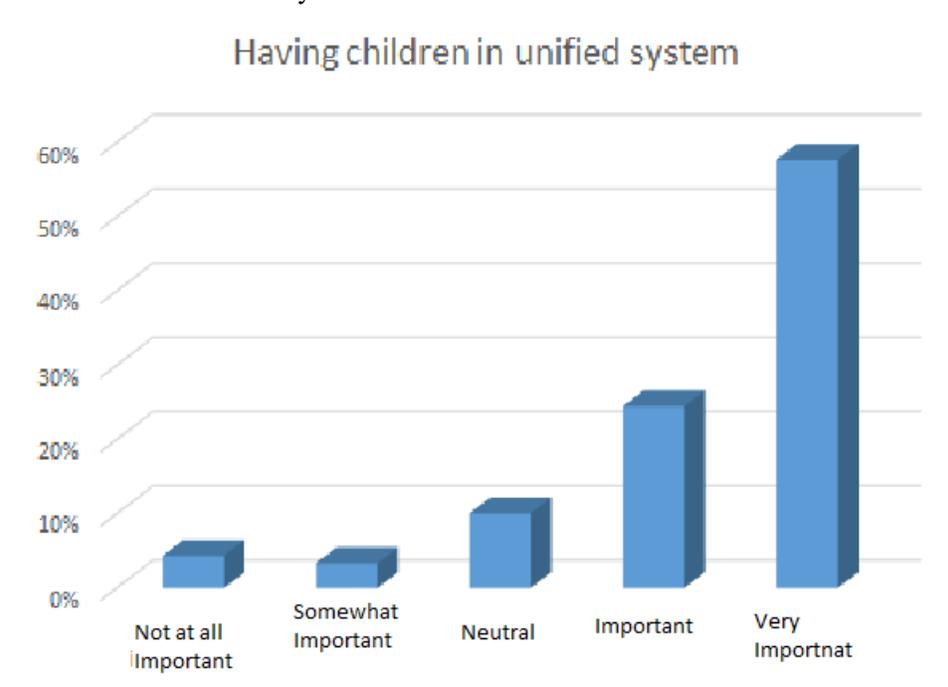
Grade Level	# of LISA-West Siblings
KG	50
1	44
2	48
3	56
4	42
5	31
Total	271

- **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?



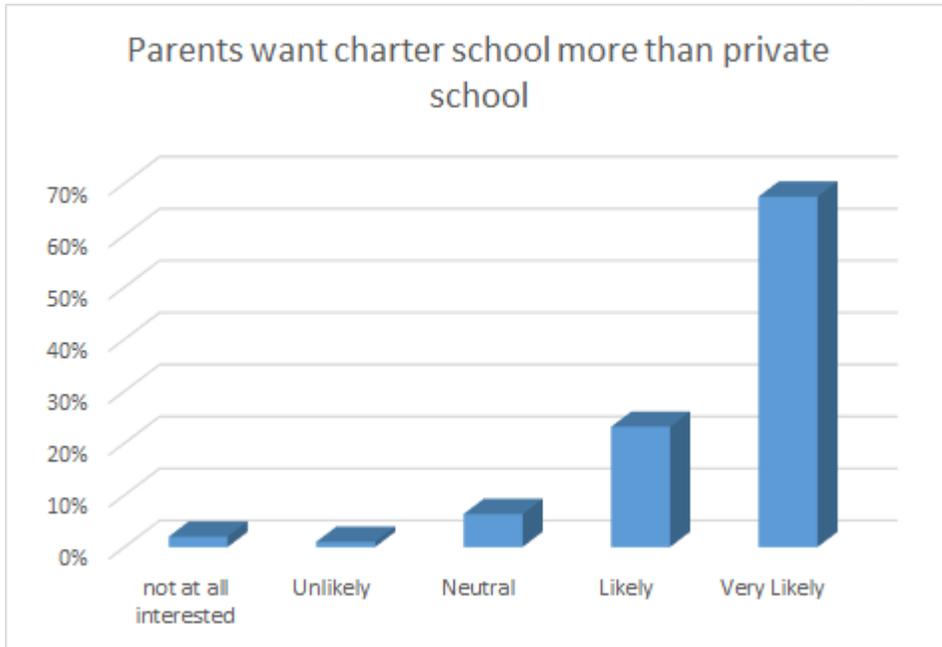
When it is asked to current parent at LISA West location 62% of the parent/guardian says they will very likely prefer LISA-Elementary and 19% are likely to be part of the system so 81% of the parents/guardians are willing to send their children.

- 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.

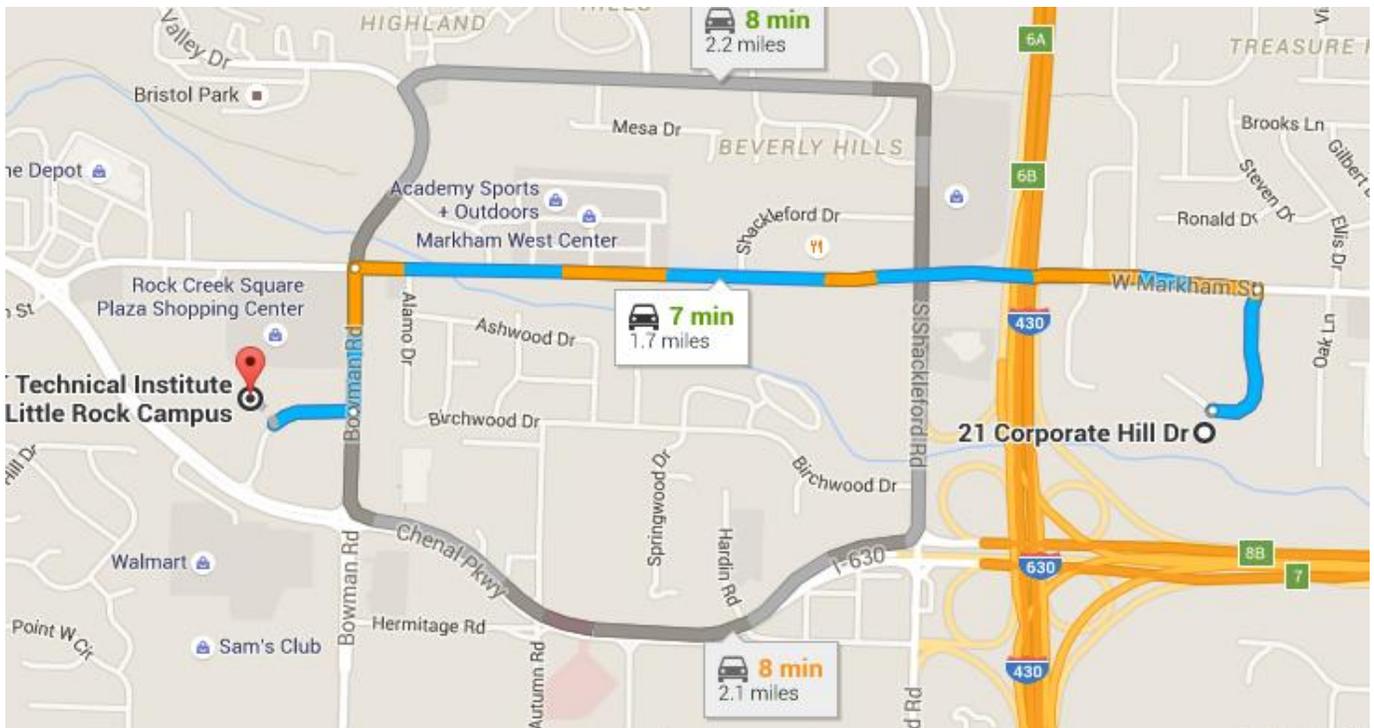
LISA West High School

- 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

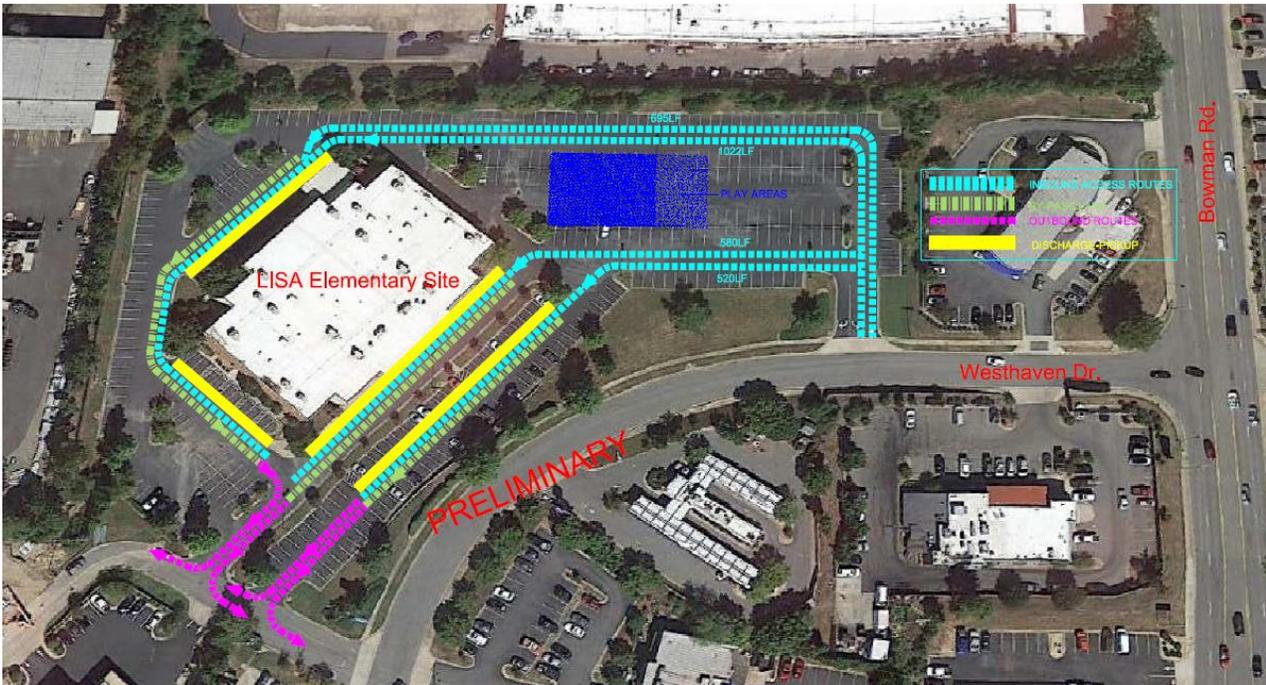
The proposed location offers many benefits for families enrolled. The proximity to I-430 and I-630 will allow accessibility for families throughout the metro area. Also, the location offers accessibility from both Bowman and Chenal main thoroughfares making the campus easily accessible from all directions. 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
LISA West Campus	TOTAL	800	110	208	339	141	2	56.38	266	65	41.38
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
LISA North Campus	TOTAL	700	123	309	214	49	5	48.86	277	69	49.43
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;

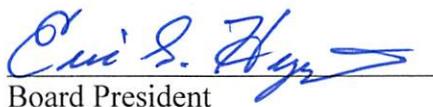
WHEREAS, (4) members were present, a quorum was declared by the chair;

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


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

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: ACHIEVING				
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: ACHIEVING				
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	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
-------------------------------	-----------------------

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

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

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:		ACHIEVING			
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:		ACHIEVING			
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.

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:** 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	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

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: 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
-------------------------------	-----------------------

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:	ACHIEVING			
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:	ACHIEVING			
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

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

LISA Academy Public Charter School Proposed Budget 2015-2016				Proposed Budget 2016-2017		Proposed Budget 2017-2018	
Line#	Revenues		Total	2000 students		2100	
	Amount			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	
NSLA	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							
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)							
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)							
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	
Supplies and Materials				0.00		0.00	
Equipment				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	

1/7/2016	LISA ACADEMY- 2016-2017 School Year- Cash Flow Statement											
	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							\$1,834,296.00			\$1,222,864.00		
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 CCRP PROGRAM												
2232 ARK SCH RECOGNITION												
2240 SPECIAL ED												
2246 TEACHER FUNDING GRAN												
2260 EARLY CHILDHOOD SP E												
2265 SP ED CATASTROPHIC												
2271 G/T ADV PLACE INCENT										\$5,000.00		
2276 ENGLISH LANGUAGE LEA							\$24,273.33					
2281 NLSA	\$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	\$42,349.48	\$42,349.48	\$42,349.48	\$42,349.48	\$42,349.48	\$42,349.48
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												
6752 (ARMAC)MEDICAID ADMINIS. CL							\$5,400.00				\$12,600.00	
6756 TITLE II PART A							\$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 Expence	\$218,462.18	\$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	\$538,875.22	\$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	(\$96,879.13)	(\$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 Drive
Little 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	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
-------------------------------	-------------------------------

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

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	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

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

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:		ACHIEVING			
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:		ACHIEVING			
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:		ACHIEVING		
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:		ACHIEVING		
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	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

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: 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
------------------------	-------------------

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	% Prof/Adv.
Address: 21 CORPORATE HILL	Enrollment: 539	2014 Math + Literacy 80.5
Address: LITTLE ROCK, AR 72205	Attendance: 96.76	2013 Math + Literacy 82.0
Phone: 501-227-4942	Poverty Rate: 35.81	2012 Math + Literacy 84.5

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

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	% Prof/Adv.
Address: 5410 LANDERS RD.	Enrollment: 177	2014 Math + Literacy 74.4
Address: SHERWOOD, AR 72117	Attendance: 96.83	2013 Math + Literacy 79.9
Phone: 501-945-2727	Poverty Rate: 43.50	2012 Math + Literacy 87.2

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

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: CUNEYTK AKDEMIR	
LEA: 6041703	Grade: 9 - 12	% Prof/Adv.
Address: 21 CORPORATE HILL	Enrollment: 260	2014 Math + Literacy 80.0
Address: LITTLE ROCK, AR 72205	Attendance: 95.68	2013 Math + Literacy 76.5
Phone: 501-227-4942	Poverty Rate: 38.08	2012 Math + Literacy 69.2

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

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	% Prof/Adv.
Address: 5410 LANDERS ROAD	Enrollment: 112	2014 Math + Literacy 89.2
Address: SHERWOOD, AR 72117	Attendance: 96.31	2013 Math + Literacy 81.6
Phone: 501-945-2727	Poverty Rate: 33.04	2012 Math + Literacy 81.9

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

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 72120-9469

501-590-1055 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 Programs

Co-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 that reads "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 in 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 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.



MEMO

DATE: February 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Lisa Academy

I. INTRODUCTION

Lisa Academy is an open-enrollment charter school with campuses located within the boundaries of the Little Rock and North Little Rock School Districts. The school is approved to serve grades kindergarten (K) through twelve (12) with an enrollment cap of 1,500.

Lisa Academy is requesting to increase its enrollment cap to 2,100 and to add a new elementary campus in west Little Rock, and reconfigure grade levels at its middle school campuses.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendments has been received.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 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 1.17%	567 2.45%	15,070 65.06%	3,124 13.49%	66 0.28%	4,065 17.55%	23,164 --
N. Little Rock School District	57 0.68%	88 1.05%	4,974 59.12%	680 8.08%	31 0.37%	2,583 30.70%	8,413 --
Pulaski Co. Spec. School District	557 3.36%	341 2.06%	7,220 43.59%	1,248 7.54%	87 0.53%	7,109 42.92%	16,562 --
DISTRICT TOTAL	886 1.84%	996 2.07%	27,264 56.64%	5,052 10.49%	184 0.38%	13,757 28.58%	48,139 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0 0.0%	27 3.2%	123 14.4%	60 7.0%	10 1.2%	663 77.7%	853 --
Capitol City Lighthouse (NLRSD)	2 0.7%	0 0.0%	273 91.9%	15 5.1%	2 0.7%	5 1.7%	297 --
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	98 57.3%	72 42.1%	0 0.0%	1 0.6%	171 --
E-Stem (LRSD)	46 3.1%	45 3.1%	658 45.0%	84 5.7%	3 0.2%	626 42.8%	1,462 --
Exalt Academy (LRSD)	0 0.0%	0 0.0%	128 54.9%	102 43.8%	0 0.0%	3 1.3%	233 --
Jacksonville Lighthouse (PCSSD)	1 0.1%	16 1.6%	555 55.3%	94 9.4%	8 0.8%	330 32.9%	1,004 --
Lisa Academy (LRSD/NLRSD)	22 1.4%	186 12.2%	562 36.9%	247 16.2%	19 1.2%	489 32.1%	1,525 --
LR Prep Academy (LRSD)	0 0.0%	0 0.0%	381 88.6%	46 10.7%	0 0.0%	3 0.7%	430 --
Premier High School (LRSD)	0 0.0%	0 0.0%	98 84.5%	4 3.4%	0 0.0%	14 12.1%	116 --
Quest LR Middle School (LRSD)	0 0.0%	20 8.7%	45 19.5%	16 6.9%	4 1.7%	146 63.2%	231 --
Rockbridge Montessori (LRSD)	5 4.5%	0 0.0%	56 50.5%	2 1.8%	0 0.0%	48 43.2%	111 --
SIATech Little Rock (LRSD)	0 0.0%	1 0.6%	150 90.4%	2 1.2%	0 0.0%	11 6.6%	166 --
CHARTER TOTAL	76 1.2%	295 4.5%	3,127 47.4%	744 11.3%	46 0.7%	2,339 35.4%	6,599 --
COUNTYWIDE TOTAL	962 1.8%	1,291 2.4%	30,391 55.5%	5,796 10.6%	230 0.4%	16,096 29.4%	54,738

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 Lisa Academy draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner

negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the amendment will negatively affect PCSSD's efforts to achieve full unitary status.

However, it is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

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.