



# ARKANSAS DEPARTMENT OF EDUCATION

**Open-Enrollment Public Charter School  
Renewal Application**

**Deadline for Submission: January 16, 2014**



**Charter School: Jacksonville Lighthouse Charter School**

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

**Contact Information**

|   |   |
|---|---|
| <b>Sponsoring Entity:</b>   | <b>Lighthouse Academies of Arkansas, Inc.</b>   |
| <b>Name of Charter School:</b>  | <b>Jacksonville Lighthouse Charter School</b>   |
| <b>School LEA #</b>   | 6050700- District: 6050701, 6050702,6050703,6050705   |
| <b>Name of Principal/Director:</b><br><b>Mailing Address:</b><br><b>Phone Number:</b><br><b>Fax Number:</b><br><b>E-mail address:</b> | <b>Dr. Phillis N. Anderson, Director</b>  |
| <b>Name of Board Chairman:</b><br><b>Mailing Address:</b><br><b>Phone Number:</b><br><b>Fax Number:</b><br><b>E-mail address:</b>     | <b>Keri Urquhart</b><br><b>2814 Gray Fox Lane</b><br><b>Jacksonville, AR 72076</b><br><b>501-786-0917</b><br><a href="mailto:Kju822@centurytel.net">Kju822@centurytel.net</a> |

**Number of Years Requested for Renewal (1-20) \_\_\_\_\_ 10 \_\_\_\_\_**

**Renewal Application Approval Date by the School/Entity Board(s) \_\_\_\_\_ 1/14/14 \_\_\_\_\_**

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

### Part A: Charter School Progress

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

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

Lighthouse Academies of Arkansas (LAA) is the sponsoring entity for Jacksonville Lighthouse Charter School (JLCS). The mission of JLCS is to prepare scholars for college through a rigorous, arts-infused program. College is the overarching goal. Arts-infusion is a strategy to achieve this goal. JLCS goals measure progress toward achieving this mission and preparing scholars academically and socially for college.

JLCS opened in 2009 with 344 scholars in grades K-6. These students were enrolled in several different school districts and home schools the previous year. After only four years of operation, JLCS enrolls over 800 scholars and continues to have one of the most diverse student populations in the state. JLCS enjoys strong community support and a healthy waitlist. Over the first four years of operations academic results show growth towards higher percentages of students achieving Proficient or Advanced status in both the Combined Population and in the disaggregated performance for Economically Disadvantaged students. Overall, in 2012-2013, JLCS outperformed the resident district (Pulaski County Special School District).

JLCS is a part of Lighthouse Academies, Inc., national nonprofit network of charter schools. Through that network, JLCS is connected to a growing community of more than 7,100 students and families and more than 830 teachers, principals and staff members.

#### *JLCS Academic Success*

Four individual schools make up the JLCS District.<sup>1</sup> The main JLCS campus includes three schools, JLCS Lower Academy (K-4), JLCS Upper Academy (5-8) and the JLCS College Prep Academy (9-12). The fourth school is Flightline Upper Academy (5-8) located on the Little Rock Air Force base. One way to examine JLCS’s success as a local educational option is to compare how JLCS scholars perform in comparison to other Jacksonville public schools. In general, JLCS outperformed most local schools in Math and many comparable local schools in Literacy. Comparable schools are those with similar percentages of Free and Reduced Lunch students (FRL).

- In 2012-2013, the JLCS Lower Academy had 84% of scholars at the Proficient or Advanced level in Math in 2013 on Arkansas State assessments. This compared to an average of 71% Proficient or Advanced at four local elementary schools (Pine Forest, Arnold Drive, Pinewood and Warren Dupree). Arnold Drive was the only local school with comparable performance (83% Proficient or Advanced). However, Arnold Drive’s FRL rate is about half that of JLCS Lower Academy. The JLCS Lower Academy outperformed Pine Forest, Pinewood and Warren Dupree by 6% to 24% (Proficient or Advanced).
- In 2012-2013 the JLCS Upper Academy and Flightline Upper Academy outperformed area middle schools in Math. The JLCS Upper Academy had 67% of scholars scoring Proficient or Advanced and the Flightline Upper Academy had 72% of scholars scoring the same. This compared to 45% and 65% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively.

Table 1 shows the 2012-2013 performance of local comparable elementary schools in Math. Table 2 shows the performance of local comparable middle schools in Math.

**Table 1. Performance of Local Elementary Schools in Math**

| School                                 | Total % Proficient or Advanced Math | School % FRL |
|--|-------------------------------------|--------------|
| Jacksonville Lighthouse Charter School | 84%                                 | 73%          |

<sup>1</sup> The Jacksonville Lighthouse schools became a district with the opening of Flightline Upper Academy in 2011. When referring to results over the entire charter period, the term JLCS District is used.

|                                 |     |     |
|---------------------------------|-----|-----|
| Arnold Drive Elementary School  | 83% | 38% |
| Pine Forest Elementary School   | 78% | 41% |
| Pinewood Elementary School      | 64% | 77% |
| Warren Dupree Elementary School | 60% | 79% |

**Table 2. Performance of Local Middle Schools in Math**

| School                         | Total % Proficient or Advanced Math | School % FRL |
|--------------------------------|-------------------------------------|--------------|
| Flightline Upper Academy       | 72%                                 | 49%          |
| Jacksonville Lighthouse Middle | 67%                                 | 64%          |
| Northwood Middle School        | 65%                                 | 65%          |
| Jacksonville Middle School     | 45%                                 | 76%          |

In Literacy, JLCS outperformed Warren Dupree by 2% for scholars scoring Proficient or Advanced, but underperformed Pinewood by 4%. Both of these schools have FRL rates within 6% of JLCS Lower Academy. JLCS Lower Academy has an Achieving Status in Literacy.

JLCS Upper Academy and Flightline Upper Academy significantly outperformed area middle schools in Literacy. The JLCS Upper Academy had 75% of the scholars scoring Proficient or Advanced and Flightline Upper Academy had 82% of scholars scoring the same. This compared to 44% and 71% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively. Table 3 shows the performance of local elementary schools in Literacy.

**Table 3. Performance of Local Elementary Schools in Literacy**

| School                                 | Total % Proficient or Advanced Literacy | School % FRL |
|--|---|--------------|
| Arnold Drive Elementary School         | 88%                                     | 38%          |
| Pine Forest Elementary School          | 85%                                     | 41%          |
| Pinewood Elementary School             | 80%                                     | 77%          |
| Jacksonville Lighthouse Charter School | 76%                                     | 73%          |
| Warren Dupree Elementary School        | 74%                                     | 79%          |

Table 4 shows the performance of local middle schools in Literacy.

**Table 4. Performance of Local Middle School in Literacy**

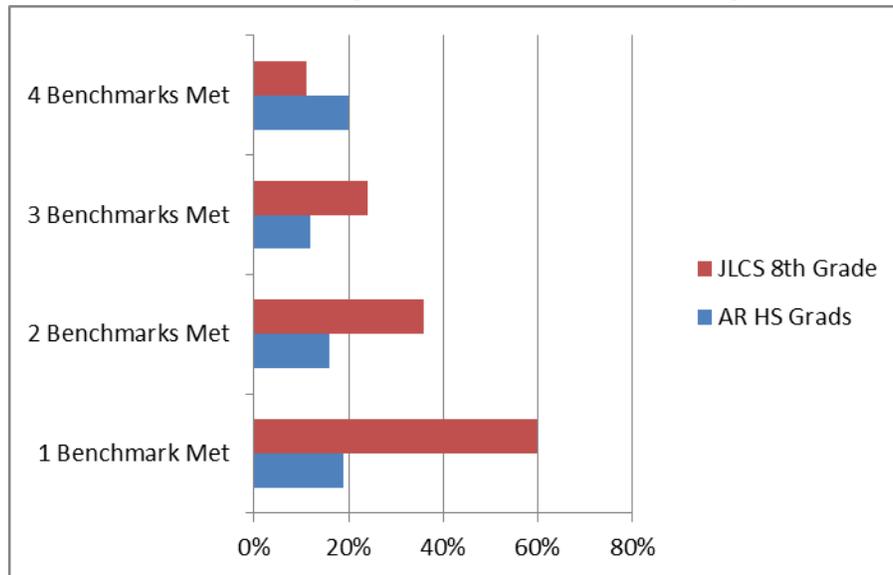
| School                         | Total % Proficient or Advanced Literacy | School % FRL |
|--------------------------------|---|--------------|
| Flightline Upper Academy       | 82%                                     | 49%          |
| Jacksonville Lighthouse Middle | 75%                                     | 64%          |
| Northwood Middle School        | 71%                                     | 65%          |
| Jacksonville Middle School     | 44%                                     | 76%          |

***College Readiness Analysis***

JLCS is preparing its scholars well for success in college. Data from the ACT Explore exam suggests that JLCS scholars are taking the necessary coursework and are exposed to a level of rigor that puts them in a good position to do well in college level course work. The data also suggests that JLCS scholars are prepared *early* for college success, which gives JLCS the opportunity to build on a solid college ready foundation for scholars while they are still in high school. Over half of JLCS 8<sup>th</sup> graders are already college ready in at least one subject area.

JLCS is also outperforming the State in relation to college readiness as measured by performance on the ACT benchmarks. Table 5 shows the performance of JLCS 8<sup>th</sup> grade scholars on the ACT Explore Exam as compared to the performance of the 2013 Arkansas high school graduates on the ACT.

**Table 5. JLCS 8<sup>th</sup> Grade College Benchmarks Met vs. AR High School Grads.**



In summary, JLCS outperforms local schools with similar levels of Free and Reduced Lunch in Math and performs almost as well as those same schools in Literacy. JLCS 8<sup>th</sup> graders outperform the state in the ACT college readiness assessment.

***JLCS Fiscal and Operational Strength***

Since its first year of operations, JLCS has been fully enrolled with an active wait list approaching 600 scholars with fewer than 100 openings each year, including the entering Kindergarten class of 44 students. JLCS families are continually engaged to ensure that the mission is carried through into the home. Parents have consistently expressed a high level of satisfaction with the educational opportunity being provided to their children. On the 2012-2013 parent survey, 95% of the parents rank JLCS as excellent or good and said that they would recommend the school to others.

With a focus on sound accounting policies, an adequate and efficient accounting system, safeguarding assets, authorizing transactions, retaining supporting documentation for transactions, and maintaining a system of internal controls, the LAA Board has demonstrated the ability to prepare proper financial statements and to comply with applicable laws and regulations. This is evident in the fact that the LAA Board has received four consecutive unmodified audit reports with no audit findings in its four years of operations. Furthermore, JLCS’ long-term financial sustainability withstood the scrutiny of lenders, including the Arkansas Development Finance Authority, in closing on a \$5M in bond financing for the construction of the JLCS College Prep Academy. JLCS has been able to maintain positive cash flows and meets the required debt service coverage ratio. JLCS is in compliance with its charter and all state laws and regulations. Annually, the appropriate assurances have been submitted and cycle reports completed on time. JLCS has received appropriate approvals for its Special Education program, Child Nutrition, Technology, Parental Involvement, and ACSIP plans. The four schools are fully accredited and have never received any findings in the financial audit.

The stable enrollment, strong academic performance, and well-managed finances have enabled the LAA Board to expand the facility to support its projected growth to 1,019 scholars in grades K-12 by the 2015–2016 school year.

## **Part B: Desegregation Analysis**

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

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

Ark. Code Ann. §6-23-106 requires the applicant, the local school district in which the charter school is located, and the Charter Authorizer to “review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Subsection (b) requires the Charter Authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Subsection (c) provides that the Charter Authorizer “shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

The Arkansas State Board of Education made the determination required by §106 in 2008 upon granting the initial application of JLCS. No person or school district appealed that determination. Renewal of the charter of JLCS will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

### ***Current Desegregation Analysis***

Since the initial grant of the charter to JLCS in 2008:

- The Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- JLCS does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of JLCS.

Because all public school districts in Arkansas from which Jacksonville Lighthouse draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal of its charter can have no negative effect on the desegregation efforts of any public school district in this state.

In addition, JLCS is an open-enrollment public charter school, and therefore, must admit all applicants who apply, unless there are more applicants than spaces, in which case Jacksonville Lighthouse must fill spaces according to a random, anonymous lottery. Therefore, JLCS cannot predict its future student demographics.

JLCS’ 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 64.5% minority students, including 422 African-American students, 83 Hispanic students, 14 Asian students, 7 Native American students, and 1 student of two or more races.

The African-American and Hispanic enrollment at JLCS exceeds the percentage of these minority groups in the population of Pulaski County according to the 2010 census, while the Native American and Asian enrollment at JLCS is basically identical to the Pulaski County population, and the Caucasian enrollment at JLCS is below the County population.

The current enrollment of JLCS of 816 students would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,289 students enrolled in the public school

districts in Pulaski County according to their enrollment data reflected in the records of the Arkansas Department of Education Data Center as of November 2013. The total enrollment of JLCS is approximately 1% of that number.

Renewal of JLCS will have no negative impact on the efforts of traditional public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of the segregated public schools. In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the area of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, JLCS cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to create and maintain a unitary system of desegregated public schools.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8<sup>th</sup> Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves LISA Academy North, contends that the operation of LISA Academy North interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion.

**4. Disposition.** LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.

*Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

Therefore, JLCS submits to the Charter Authorizer that the renewal of JLCS' charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

## **Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others**

### **Part A: Composition of Governing Board**

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

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

The five member LAA Board of Directors is a stable team that provides competent governance and oversight of the institution through a wide range of expertise and professional experiences. Community members including parents make an application and are appointed by the existing board members as required by the Board’s bylaws. An effective Board of Directors is essential to the success of the school. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. The Board of Directors makes crucial decisions regarding the school’s long term strategy and direction. These decisions include, hiring and firing of the principal, approving the principal’s recommendations concerning the employment of other staff, approval of the budget, engaging of auditors, management of the property, oversight of Lighthouse Academies and the establishment of policies regarding such issues as curriculum, employment and discipline.

Ms. Keri Urquhart serves as the Department Head of the Rehabilitation Department at Woodland Hills Nursing and Rehab. Ms. Urquhart started her occupational therapy career at the University of Arkansas for Medical Sciences working with critical care patients. She was born and raised in Jacksonville. Ms. Urquhart has been an active member of the Jacksonville Junior Auxiliary and is now a Lifetime Member. Ms. Urquhart holds a B.S. in Occupational Therapy from University of Central Arkansas. Ms. Urquhart serves as Board Chair.

Deacon Curtis Green is a Deacon as well as the Church Clerk for the Mount Pisgah Baptist Church in Jacksonville. He also serves as the Chairman of the Deacon Board. Deacon Green spent 26 years in the Air Force and retired as a Master Sergeant. He spent 26 years as Lead Custodian in the Pulaski County Special School District. He also spent ten years as a Commissioner for the Parks and Recreation Department in Jacksonville.

Mr. Kevin McCleary is an Alderman in Jacksonville, Ward 1. He holds a City Council seat as well as seats on the boards of the Boys and Girls Club and Senior Citizens. He has also served on the Board of Adjustment and the Planning Commission. Mr. McCleary has been an active member of the Jacksonville community for more than 25 years.

Dr. Phillis Nichols Anderson has more than 20 years of experience in public education. She is a Senior Vice President for Lighthouse Academies, Inc. and is responsible for the Southern and Eastern Regions. She has led the fastest growing region in the Lighthouse Network. She opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. As an educator, her career has spanned from serving as a teacher in a tiny rural school district, Humnoke School District, to a teacher and administrator in the Little Rock School District, District of Columbia Public Schools and Prince George’s County Public Schools. Dr. Nichols-Anderson is a product of the University of Arkansas system, earning her Bachelor’s, Master’s and Doctorate degrees from those institutions. She participated in Harvard University’s Charter Schools Institute.

Mrs. Angie Curran is the Business Manager at Morgan Teeter Financial in Maumelle. She holds a B.S. in Business Management from Troy State University. Ms. Curran grew up in a military family and moved to Jacksonville 12 years ago with her husband who is still active duty Air Force. She has two children that attend Jacksonville Lighthouse Charter School. Ms. Curran serves as a Board Parent Representative and serves as the Board’s treasurer.

### ***Board Member Selection***

Each Board member serves a term of two years and may be reappointed for additional terms. Prospective board members are required to complete an application. The applicant is required to provide details on their work and education background and what expertise they believe that they will bring to the board. A board subcommittee interviews prospective board members and then shares its recommendations with the full board. The board votes to appoint new board members subject to completion of a background check. New board members are provided with an orientation and are also required to complete annual training required by Arkansas regulations. Board members are also required to complete a conflict of interest form annually.

### ***Shared Authority***

The Board of Directors intends to continue to contract with Lighthouse Academies Inc. (LHA) to provide business and education services. LHA provides the same services to twenty schools across the country. To insure appropriate controls, the Board contracts with an independent auditor to conduct an annual audit.

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. Each school in the LHA Network contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles.

### ***Board of Directors***

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application the Board adopts and upholds the Lighthouse Academies' mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA and the school's Principal.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits through approval of the annual budget.
- Contracts: The Board, in consultation Lighthouse Academies, approves all major contracts.
- Consultant Support: The Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

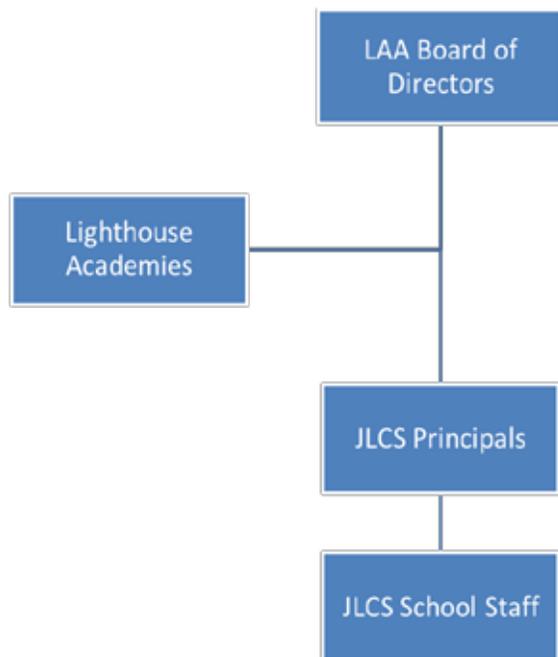
### ***Lighthouse Academies***

Lighthouse Academies is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any Lighthouse Academies school depends on a true partnership between the Board and LHA. In this partnership, LHA may hold one or more Board seats and works closely with both the Board and the Principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- Charter Application: LHA develops the master charter application and coordinates the charter application and renewal process.
- Principal Recruitment: LHA recruits, screens and proposes principal candidates to the Board. The Board makes the decision on hiring.
- Curriculum: LHA assists the schools with curriculum development and alignment, provides strategic recommendations on programs, instructional resources, and professional development.

- Evaluation & Assessment: LHA works with school leaders to create an accountability plan, school improvement plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the scholars and the school.
- Manuals and Handbooks: LHA provides the school with an Operations and Procedures Manual, an Employee Handbook and a Scholar Handbook that are customized to meet Arkansas rules and regulations.
- Operations Assistance and Oversight: LHA provides day-to-day assistance with and oversight of the implementation of the school’s education and staff development programs.
- Administrative Support: LHA provides administrative support including purchasing, financial management and human resources services.
- Budget: LHA develops the annual school budget with the principal for approval by the Board.
- Professional Development: LHA provides the school with initial pre-opening staff development and ongoing staff development for the school’s administrators.
- Marketing: LHA develops an initial marketing plan for recruiting and enrolling scholars using methods best suited to the local community

See below organizational chart showing the relationship of the LAA Board of Directors, the JLCS schools, and Lighthouse Academies Inc.



**Part B: Disclosure Information**

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member’s family member has or had a financial interest.

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

**Relationship Disclosures**

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

| Charter School Board Member's Name and Contact Information   | Name and Title of Individual Related to Board Member | Relationship |
|--|--|--------------|
| <b>Angie Curran</b><br><b>8414 Counts Massie Rd.</b><br><b>North Little Rock, AR 72113</b><br><b>501-960-0200</b><br><a href="mailto:Babs41@centurytel.net">Babs41@centurytel.net</a>  | NONE   |              |
| <b>Curtis Green</b><br><b>4 Georgeann</b><br><b>Jacksonville, AR 72076</b><br><b>501-982-6305</b><br><a href="mailto:Dec.green1@comcast.net">Dec.green1@comcast.net</a>  | NONE   |              |
| <b>Kevin McCleary</b><br><b>416 Oak Street</b><br><b>Jacksonville, AR 72076</b><br><b>501-982-5144</b><br><a href="mailto:Kevenee69@yahoo.com">Kevenee69@yahoo.com</a>   | NONE   |              |
| <b>Phillis Nichols-Anderson</b><br><b>251 N. First St.</b><br><b>Jacksonville, AR 72076</b><br><b>501-265-9366</b><br><a href="mailto:pnicholsanderson@lighthouse-academies.org">pnicholsanderson@lighthouse-academies.org</a> | NONE   |              |
| <b>Keri Urquhart</b><br><b>2814 Gray Fox Lane</b><br><b>Jacksonville, AR 72076</b><br><b>501-786-0917</b><br><a href="mailto:Kju822@centurytel.net">Kju822@centurytel.net</a>  | NONE   |              |

Lighthouse Academies of Arkansas entered into a five year service agreement with Lighthouse Academies Inc. for education and business services in 2008. Dr. Phillis N. Anderson is an employee of Lighthouse Academies Inc. Dr. Anderson recuses herself from all board votes related to the service agreement or other matters which may pose a conflict.

**Section 3 – Student and Teacher Retention**

**Part A: Student Retention**

Complete the following Student Retention Table:

**Table 6. Student Retention**

| <b>Group Combined Over All Years</b> | <b>Total Number</b> | <b>Number Left without Completing the Highest Grade Offered</b> | <b>% Left the Charter</b> | <b>% Left for Other Charter</b> | <b>% Left for Traditional Public</b> | <b>% Left for Private School</b> | <b>% Left for Home School</b> | <b>% Left the State</b> | <b>% Left for Unknown Reasons</b> |
|--------------------------------------|---------------------|---|---------------------------|---------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| <b>All</b>                           | 2055                | 310   | 15%                       | 7%                              | 36%                                  | 3%                               | 3%                            | 35%                     | 16%                               |
| <b>Free/ Reduced Lunch</b>           | 1193                | 138   | 11%                       | 0%                              | 34%                                  | 0%                               | 0%                            | 32%                     | 34%                               |
| <b>Two or More Races</b>             | 3                   | 0   | 0%                        | 0%                              | 0%                                   | 0%                               | 0%                            | 0%                      | 0%                                |
| <b>Asian</b>                         | 19                  | 2   | 11%                       | 50%                             | 0%                                   | 0%                               | 0%                            | 50%                     | 0%                                |
| <b>African American</b>              | 1021                | 126   | 12%                       | 10%                             | 35%                                  | 2%                               | 0%                            | 25%                     | 28%                               |
| <b>Hispanic</b>                      | 176                 | 14  | 7%                        | 0%                              | 25%                                  | 0%                               | 0%                            | 75%                     | 0%                                |
| <b>Native American</b>               | 11                  | 0   | 0%                        | 0%                              | 0%                                   | 0%                               | 0%                            | 0%                      | 0%                                |
| <b>White/ Caucasian</b>              | 822                 | 170   | 20%                       | 5%                              | 38%                                  | 4%                               | 5%                            | 40%                     | 8%                                |
| <b>Special Education</b>             | 146                 | 14  | 10%                       | 0%                              | 30%                                  | 0%                               | 14%                           | 50%                     | 6%                                |
| <b>English Language Learner</b>      | 40                  | 5   | 12%                       | 0%                              | 40%                                  | 0%                               | 0%                            | 60%                     | 0%                                |

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

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

Over a four year period, JLCS experienced 16% scholar attrition. The 310 scholars that left JLCS represented approximately 247 families. Of those who left, 35% relocated out of state. A large proportion of those who relocated out of state were scholars attending JLCS Flightline Upper Academy, which is located on the Little Rock Air Force Base. Approximately 50% of the scholars who attend this school are military personnel dependents.

The JLCS Lower Academy, Upper Academy and College Preparatory Academy also serve many military families and also experience significant mobility as a result. When relocations are factored out of the data, JLCS has a student retention rate of approximately 90%.

The data shows that out of the 36% of the students who left JLCS and returned to a traditional public school, the majority (approximately 60%) enrolled in schools outside of the Jacksonville area. Further analysis of the data does reveal a disparity in the race of the scholars who left the school. JLCS lost approximately one in ten African American scholars over the four year period of the charter and approximately two in ten White scholars. However, in the case of White scholars who left the school, nearly half left the state, many of which were departures of military families relocating out of state. If the scholars who left the state are removed from the calculation, then the retention rate for African American and White scholars is nearly equal at approximately 90%.

In addition to the turn-over that comes from serving military families, there are other factors that impact the retention rate. The longer instructional day sometimes conflicts with other family responsibilities or work schedules as does the extended school year. Other reason cited by families for leaving the school includes sports and the uniform requirement.

Overall, parent surveys suggest that JLCS families are highly satisfied with the school curriculum and culture and that the student turnover is not the result dissatisfaction with the academic program. For example, with over a response rate of over 90% on the 2012 -2013 parent survey, 95% of the parents at Flightline Upper Academy believe that the school prepares their child academically for success in a four year college. 95% felt that the school has helped their child develop social skills, and 98% felt that the school is a safe place where their child feels welcomed and part of the community. Almost 100% of the respondents state that they would recommend this school to other families.

Another indicator of the JLCS' overall strength is the fact that the school has maintained a waitlist of over 500 students since its inception. And, although the student population has changed, the school demographics have been consistent over the years with 37% White; 50% African American and 10% Hispanic. The schools' service to students with disabilities has increased over the term of the charter. The school opened serving just over 40 students with I.E.P's (11.6%) and now serves over 100 students (12.5%) with special needs.

**Part B: Teacher Retention**

Complete the following Teacher Retention Table:

**Table 7. Teacher Retention**

| <b>School Year</b> | <b>Total Number of Teachers</b> | <b>Number Who Returned to Teach at the School the Following Year</b> | <b>% Returned</b> | <b>Number Took Other Positions with the Charter Organization</b> | <b>% Took Other Positions with Charter Organization</b> | <b>Relocation</b> |
|--------------------|---------------------------------|--|-------------------|--|---|-------------------|
| <b>2009-2010</b>   | 17                              | 12   | 71%               | 0  | 0   | 2                 |
| <b>2010-2011</b>   | 22                              | 13   | 60%               | 0  | 0   | 6                 |
| <b>2011-2012</b>   | 36                              | 24   | 68%               | 0  | 0   | 6                 |
| <b>2012-2013</b>   | 40                              | 32   | 80%               | 0  | 0   | 4                 |

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.  
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

JLCS focuses on hiring and retaining high quality teachers, leaders and support staff. Based on the intensity of the instructional model and the unique nature of the arts infusion process, which requires a high level of collaboration and co-teaching, it has always been clear that JLCS teachers and administrators would need to be both exceptional educational professionals and dedicated learners themselves.

Entering the fifth year of the charter, JLCS has a four year teacher retention rate of 70%. When staff relocations are factored out of the data, the retention rate is 86% over four years. Seven teachers, or 40 % the founding staff, remain on the JLCS team. Of the founding instructional staff that remains, three have moved into leadership positions and the others continue to serve the school as teachers or academic interventionists.

Despite JLCS best retention efforts, turn-over is inevitable for a variety of reasons. Approximately, 5% of teacher attrition is due to nonrenewal. Other teachers have left voluntarily to relocate or in some instances due the challenging nature of the work and the longer day and a longer year.

**Section 4 – Test Data**

Review the following testing data summary, 2010-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of or progress toward achieving the charter’s current approved academic goals.

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

**Table 8. Assessment Scores Comparison to District 2010-2013**

| Jacksonville Lighthouse Charter School          |                         |          |             |        |            |          |            |
|---|-------------------------|----------|-------------|--------|------------|----------|------------|
| State-Mandated Assessment Scores, 2010-2013     |                         |          |             |        |            |          |            |
| Year  | Description             | # Tested | Below Basic | Basic  | Proficient | Advanced | Prof + Adv |
| <b>Benchmark/Literacy - Combined Population</b> |                         |          |             |        |            |          |            |
| 2010  | JACKSONVILLE LIGHTHOUSE | 180      | 5.00%       | 27.22% | 41.67%     | 26.11%   | 67.78%     |
|   | PULASKI COUNTY SPECIAL  | 7133     | 6.90%       | 25.28% | 40.85%     | 26.97%   | 67.83%     |
| 2011  | JACKSONVILLE LIGHTHOUSE | 231      | 3.90%       | 29.44% | 41.99%     | 24.68%   | 66.67%     |
|   | PULASKI COUNTY SPECIAL  | 7042     | 6.12%       | 22.45% | 40.23%     | 31.20%   | 71.43%     |
| 2012  | JACKSONVILLE LIGHTHOUSE | 448      | 3.79%       | 19.42% | 45.54%     | 31.25%   | 76.79%     |
|   | PULASKI COUNTY SPECIAL  | 6913     | 5.01%       | 15.94% | 36.63%     | 42.43%   | 79.05%     |
| 2013  | JACKSONVILLE LIGHTHOUSE | 441      | 3.63%       | 19.05% | 43.54%     | 33.79%   | 77.32%     |
|   | PULASKI COUNTY SPECIAL  | 7281     | 6.46%       | 19.06% | 36.63%     | 37.85%   | 74.48%     |
| <b>Benchmark/Literacy - Econ. Disadvantaged</b> |                         |          |             |        |            |          |            |
| 2010  | JACKSONVILLE LIGHTHOUSE | 82       | 8.54%       | 28.05% | 39.02%     | 24.39%   | 63.41%     |
|   | PULASKI COUNTY SPECIAL  | 4338     | 9.50%       | 30.96% | 41.17%     | 18.37%   | 59.54%     |
| 2011  | JACKSONVILLE LIGHTHOUSE | 126      | 5.56%       | 32.54% | 42.86%     | 19.05%   | 61.90%     |
|   | PULASKI COUNTY SPECIAL  | 4159     | 8.32%       | 28.35% | 42.20%     | 21.13%   | 63.33%     |
| 2012  | JACKSONVILLE LIGHTHOUSE | 267      | 4.49%       | 23.60% | 47.19%     | 24.72%   | 71.91%     |
|   | PULASKI COUNTY SPECIAL  | 4129     | 6.95%       | 21.22% | 40.37%     | 31.46%   | 71.83%     |
| 2013  | JACKSONVILLE LIGHTHOUSE | 275      | 4.00%       | 21.45% | 46.18%     | 28.36%   | 74.55%     |
|   | PULASKI COUNTY SPECIAL  | 4261     | 8.52%       | 24.95% | 38.68%     | 27.86%   | 66.53%     |
| <b>Benchmark/Math - Combined Population</b>     |                         |          |             |        |            |          |            |
| 2010  | JACKSONVILLE LIGHTHOUSE | 180      | 9.44%       | 22.22% | 35.00%     | 33.33%   | 68.33%     |
|   | PULASKI COUNTY SPECIAL  | 7135     | 13.62%      | 17.31% | 32.98%     | 36.09%   | 69.07%     |
| 2011  | JACKSONVILLE LIGHTHOUSE | 231      | 4.76%       | 12.99% | 43.29%     | 38.96%   | 82.25%     |
|   | PULASKI COUNTY SPECIAL  | 7042     | 12.06%      | 16.15% | 32.59%     | 39.21%   | 71.80%     |
| 2012  | JACKSONVILLE LIGHTHOUSE | 448      | 11.16%      | 17.41% | 37.72%     | 33.71%   | 71.43%     |
|   | PULASKI COUNTY SPECIAL  | 6914     | 11.24%      | 15.49% | 32.67%     | 40.60%   | 73.27%     |
| 2013  | JACKSONVILLE LIGHTHOUSE | 442      | 12.44%      | 14.71% | 38.91%     | 33.94%   | 72.85%     |
|   | PULASKI COUNTY SPECIAL  | 7286     | 14.36%      | 17.65% | 33.72%     | 34.27%   | 67.99%     |
| <b>Benchmark/Math - Econ. Disadvantaged</b>     |                         |          |             |        |            |          |            |
| 2010  | JACKSONVILLE LIGHTHOUSE | 82       | 14.63%      | 23.17% | 31.71%     | 30.49%   | 62.20%     |
|   | PULASKI COUNTY SPECIAL  | 4338     | 17.61%      | 21.07% | 34.62%     | 26.69%   | 61.32%     |
| 2011  | JACKSONVILLE LIGHTHOUSE | 126      | 4.76%       | 16.67% | 46.03%     | 32.54%   | 78.57%     |
|   | PULASKI COUNTY SPECIAL  | 4159     | 15.82%      | 20.25% | 34.72%     | 29.21%   | 63.93%     |
| 2012  | JACKSONVILLE LIGHTHOUSE | 267      | 14.61%      | 20.60% | 36.33%     | 28.46%   | 64.79%     |
|   | PULASKI COUNTY SPECIAL  | 4129     | 15.45%      | 20.22% | 34.25%     | 30.08%   | 64.33%     |
| 2013  | JACKSONVILLE LIGHTHOUSE | 276      | 14.13%      | 15.94% | 39.49%     | 30.43%   | 69.93%     |
|   | PULASKI COUNTY SPECIAL  | 4264     | 18.95%      | 21.55% | 34.83%     | 24.67%   | 59.50%     |

| <b>Benchmark/Science - Combined Population</b> |                         |      |        |        |        |        |        |
|--|-------------------------|------|--------|--------|--------|--------|--------|
| 2010   | JACKSONVILLE LIGHTHOUSE | 44   | 13.64% | 45.45% | 36.36% | 4.55%  | 40.91% |
|  | PULASKI COUNTY SPECIAL  | 2342 | 30.66% | 44.41% | 22.76% | 2.18%  | 24.94% |
| 2011   | JACKSONVILLE LIGHTHOUSE | 89   | 15.73% | 49.44% | 33.71% | 1.12%  | 34.83% |
|  | PULASKI COUNTY SPECIAL  | 2278 | 27.04% | 40.83% | 28.88% | 3.25%  | 32.13% |
| 2012   | JACKSONVILLE LIGHTHOUSE | 180  | 15.56% | 43.33% | 34.44% | 6.67%  | 41.11% |
|  | PULASKI COUNTY SPECIAL  | 2320 | 23.28% | 42.67% | 29.87% | 4.18%  | 34.05% |
| 2013   | JACKSONVILLE LIGHTHOUSE | 167  | 14.37% | 35.93% | 40.72% | 8.98%  | 49.70% |
|  | PULASKI COUNTY SPECIAL  | 2407 | 26.55% | 39.88% | 28.87% | 4.69%  | 33.57% |
| <b>Benchmark/Science - Econ. Disadvantaged</b> |                         |      |        |        |        |        |        |
| 2010   | JACKSONVILLE LIGHTHOUSE | 18   | 22.22% | 44.44% | 27.78% | 5.56%  | 33.33% |
|  | PULASKI COUNTY SPECIAL  | 1428 | 38.94% | 43.84% | 16.53% | 0.70%  | 17.23% |
| 2011   | JACKSONVILLE LIGHTHOUSE | 46   | 15.22% | 52.17% | 30.43% | 2.17%  | 32.61% |
|  | PULASKI COUNTY SPECIAL  | 1325 | 34.94% | 44.53% | 19.40% | 1.13%  | 20.53% |
| 2012   | JACKSONVILLE LIGHTHOUSE | 114  | 21.05% | 43.86% | 28.95% | 6.14%  | 35.09% |
|  | PULASKI COUNTY SPECIAL  | 1400 | 30.29% | 44.71% | 22.71% | 2.29%  | 25.00% |
| 2013   | JACKSONVILLE LIGHTHOUSE | 90   | 21.11% | 42.22% | 30.00% | 6.67%  | 36.67% |
|  | PULASKI COUNTY SPECIAL  | 1392 | 35.92% | 41.88% | 20.26% | 1.94%  | 22.20% |
| <b>Alg/Geo/EOC - Combined Population</b>       |                         |      |        |        |        |        |        |
| 2012   | JACKSONVILLE LIGHTHOUSE | 75   | 1.33%  | 29.33% | 57.33% | 12.00% | 69.33% |
|  | PULASKI COUNTY SPECIAL  | 1930 | 7.15%  | 27.36% | 43.89% | 21.61% | 65.49% |
| 2013   | JACKSONVILLE LIGHTHOUSE | 135  | 4.44%  | 30.37% | 51.11% | 14.07% | 65.19% |
|  | PULASKI COUNTY SPECIAL  | 2045 | 6.99%  | 28.17% | 44.25% | 20.59% | 64.84% |
| <b>Alg/Geo/EOC - Econ. Disadvantaged</b>       |                         |      |        |        |        |        |        |
| 2012   | JACKSONVILLE LIGHTHOUSE | 37   | 2.70%  | 35.14% | 56.76% | 5.41%  | 62.16% |
|  | PULASKI COUNTY SPECIAL  | 1060 | 9.91%  | 32.64% | 42.17% | 15.28% | 57.45% |
| 2013   | JACKSONVILLE LIGHTHOUSE | 76   | 6.58%  | 38.16% | 40.79% | 14.47% | 55.26% |
|  | PULASKI COUNTY SPECIAL  | 1011 | 8.11%  | 34.82% | 44.31% | 12.76% | 57.07% |

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and Economically Disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center (<http://arc.arkansas.gov/>).

### **Summary**

JLCS Charter Goals in the 2009 application focused on the idea that through a unique educational model JLCS will steadily increase the academic performance of scholars who have attended JLCS schools for several years. In that way, JLCS distinguishes itself as an attractive, local, educational option for families in the region. Overall the data in Table 5 above shows JLCS scholars are continuing to progress towards higher percentages of Proficient or Advanced across nearly every subject area that has been assessed over the past four school years. The data shows steadily increasing percentages of Proficient or Advanced scholars in both the Combined Population and in the disaggregated performance for Economically

Disadvantaged. The data also shows that in many subject areas where JLCS matched the performance of the resident district at the opening of the charter, JLCS is now outperforming the resident district.

***Increasing Proficient and Advanced Scholars***

JLCS Charter Goals are based on a commitment to consistently increase the percentage of scholars who are performing at Proficient or Advanced levels. Since inception, JLCS has steadily increased the number of scholars designated as Proficient or Advanced in nearly every subject area tested. Overall, the percentage of all scholars (Combined Population) testing Proficient or Advanced in Literacy, Math and Science has increased an average of 8% from 2010 to 2013. During that same time period, the percentage of Economically Disadvantaged scholars testing Proficient or Advanced in the same subject areas increased an average of 7%.

JLCS scholars have shown the most growth in Literacy. In 2010, 67.78% of all scholars scored Proficient or Advanced. By 2013, that percentage had increased to 77.32%. This is an increase of almost 10%. During that same time period, the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Literacy increased by 11%.

Math has also been a growth area for JLCS scholars. In 2010, 68.33% scored Proficient or Advanced. By 2013, that number had increased by nearly 5% to 72.85%. Economically Disadvantaged scholars slightly outperformed the Combined Population during this time frame. In 2010, 62.20% of those scholars were scoring Proficient or Advanced and by 2013, 69.93% were performing at those levels. The increase of over 7% demonstrates a narrowing of the achievement gap between the Combined Population of JLCS scholars and Economically Disadvantaged scholars.

In Science, there has been significant improvement in the performance of the Combined Population and more modest improvement in the performance of Economically Disadvantaged Scholars during the last four years. The percent of all scholars scoring Proficient or Advanced has increased by 9% over the four year period, and the percent of Economically Disadvantaged scholars performing at that level has increased by 4%. Table 9 shows the percent change in Proficient/Advanced scholars during the first four years of JLCS charter.

**Table 9. JLCS Change in Percentage Proficient/Advanced**

| <b>Year</b>           | <b>Literacy - Combined</b> | <b>Literacy-ED</b> | <b>Math - Combined</b> | <b>Math -ED</b> | <b>Science - Combined</b> | <b>Science-ED</b> |
|-----------------------|----------------------------|--------------------|------------------------|-----------------|---------------------------|-------------------|
| 2010                  | 67.78                      | 63.41              | 68.33                  | 62.2            | 40.91                     | 33.33             |
| 2011                  | 66.67                      | 61.9               | 82.25                  | 78.57           | 34.83                     | 32.61             |
| Change                | -1.11                      | -1.51              | 13.92                  | 16.37           | -6.08                     | -0.72             |
| 2012                  | 76.79                      | 71.91              | 71.43                  | 64.79           | 41.11                     | 35.09             |
| Change                | 10.12                      | 10.01              | -10.82                 | -13.78          | 6.28                      | 2.48              |
| 2013                  | 77.32                      | 74.55              | 72.85                  | 69.93           | 49.7                      | 36.67             |
| Change                | 0.53                       | 2.64               | 1.42                   | 5.14            | 8.59                      | 1.58              |
| <b>Overall Change</b> | <b>9.54</b>                | <b>11.14</b>       | <b>4.52</b>            | <b>7.73</b>     | <b>8.79</b>               | <b>3.34</b>       |

Discussed in Section 5 below is the progress made with JLCS scholars who have been at the school several consecutive years. Disaggregating the data in this way shows the impact JLCS has on scholars over time and the strength of continued exposure to our academic program.

***JLCS District Performance vs. Resident District***

The four JLCS schools are referred to as the JLCS District. Pulaski County Special School District (PCSSD) is referred to as the resident district. The charter goals in the 2009 application were based on the idea that the JLCS District would provide a viable alternative to local educational options wherein scholars have the opportunity to achieve at higher levels. When examining percentage rates for Advanced

and Proficient, JLCS matched or exceeded the performance of the resident district in 6 out of 8 areas during the 2013 testing. The JLCS District has an average of 13% more scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district. In addition, JLCS has an average of 11% more Economically Disadvantaged scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district.

In 2010, 67.78% of JLCS scholars were Proficient or Advanced in Literacy, compared to 67.83% of the resident district students. In 2013, the JLCS District was outperforming the resident district by 3%. In 2013 8% more Economically Disadvantaged students enrolled in the JLCS District attained Proficient or Advanced status than Economically Disadvantaged students enrolled in the resident district.

In 2010, 68.33% of the JLCS scholars were performing at Proficient or Advanced in Math compared to 69.07% of resident district students. Data from 2013 shows that while performance levels for the resident district have dropped by a little over 1%, Proficient and Advanced levels for students in the JLCS District increased by over 3%. In 2013, scholars in the JLCS District outperformed the resident district in Proficient and Advanced levels in Math by just under 5%.

The difference is more pronounced when looking at the performance of Economically Disadvantaged students in Math. In 2010, JLCS and the resident district had essentially the same levels of Proficient and Advanced students: 62.2% for JLCS and 61.32% for resident district. By 2013, JLCS had increased the percentage of Proficient or Advanced scholars to 69.93% while the resident district's performance level had dropped to 59.5%. In 2012-2013, the JLCS District outperformed the resident district by slightly more than 10% in the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Math.

In Science, both the JLCS District and the resident district have improved the percentage of scholars performing at Proficient or Advanced level from 2010 to 2013. In 2013, the Proficient or Advanced percentage for Combined Population of scholars in the JLCS District was 16% higher than the Combined Population in the resident district. In 2012- 2013, Economically Disadvantaged scholars in the JLCS District had a Proficient or Advanced rate that was 14% higher than the resident district.

For Algebra/Geometry/End of Course testing, JLCS scholars performed on par with the resident district in 2013. For the Combined Populations in these courses, there was less than 1% difference in the Proficient and Advanced percentages, and less than 2% difference Economically Disadvantaged students. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district. Table 10 compares the performance of JLCS scholars with the resident district across the first four years of the current charter.

**Table 10. JLCS vs. Resident District Comparison of Proficient/Advanced Rates**

|                   | Literacy - Combined | Literacy -ED  | Math - Combined | Math - ED    | Science - Combined | Science - ED  | AL/GEO - Combined | AL/GEO - ED  |
|-------------------|---------------------|---------------|-----------------|--------------|--------------------|---------------|-------------------|--------------|
| 2010 JLCS         | 67.78%              | 63.41%        | 68.33%          | 62.20%       | 40.91%             | 33.33%        | NA                | NA           |
| 2010 PCSSD        | 67.83%              | 59.54%        | 69.07%          | 61.32%       | 24.94%             | 17.23%        | NA                | NA           |
| <b>Difference</b> | <b>-0.05%</b>       | <b>3.87%</b>  | <b>-0.74%</b>   | <b>0.88%</b> | <b>15.97%</b>      | <b>16.10%</b> | <b>NA</b>         | <b>NA</b>    |
| 2011 JLCS         | 66.67%              | 61.90%        | 82.25%          | 78.57%       | 34.83%             | 32.16%        | NA                | NA           |
| 2011 PCSSD        | 71.43%              | 63.33%        | 71.80%          | 69.93%       | 32.13%             | 20.53%        | NA                | NA           |
| <b>Difference</b> | <b>-4.76%</b>       | <b>-1.43%</b> | <b>10.45%</b>   | <b>8.64%</b> | <b>2.70%</b>       | <b>11.63%</b> | <b>NA</b>         | <b>NA</b>    |
| 2012 JLCS         | 76.79%              | 71.91%        | 71.43%          | 64.79%       | 41.11%             | 35.09%        | 69.33%            | 62.16%       |
| 2012 PCSSD        | 79.05%              | 71.83%        | 73.27%          | 64.33%       | 34.05%             | 25.00%        | 65.49%            | 57.45%       |
| <b>Difference</b> | <b>-2.26%</b>       | <b>0.08%</b>  | <b>-1.84%</b>   | <b>0.46%</b> | <b>7.06%</b>       | <b>10.09%</b> | <b>3.84%</b>      | <b>4.71%</b> |

|                   |              |              |              |               |               |               |              |               |
|-------------------|--------------|--------------|--------------|---------------|---------------|---------------|--------------|---------------|
| 2013 JLCS         | 77.32%       | 74.55%       | 72.85%       | 69.93%        | 49.07%        | 36.67%        | 65.19%       | 55.26%        |
| 2013 PCSSD        | 74.48%       | 66.53%       | 67.99%       | 59.50%        | 33.57%        | 22.20%        | 64.84%       | 57.07%        |
| <b>Difference</b> | <b>2.84%</b> | <b>8.02%</b> | <b>4.86%</b> | <b>10.43%</b> | <b>15.50%</b> | <b>14.47%</b> | <b>0.35%</b> | <b>-1.81%</b> |

Data analysis in Section 5 below presents a more detailed look at the performance of scholars who have been at JLCS three or more years.

***School Level Performance, Annual Measurable Objectives (AMO)***

It is also useful to examine the performance of the four individual schools that make up the JLCS District from the perspective of Annual Measurable Objective (AMO). As stated above, the main JLCS campus includes three schools: JLCS Lower Academy (grades K-4), JLCS Upper Academy (grades 5-8) and the JLCS College Prep Academy (grades 9-12). The JLCS campus on the Little Rock Air Force Base is Flightline Upper Academy. Each school received an individual performance designation based on their performance relative to the AMO set by Arkansas Department of Education.

The JLCS Lower Academy is currently designated Achieving in Literacy and Needs Improvement in Math. The school missed the Status Performance AMO target in Math by less than 1% and the Three Year Average Status Performance AMO by less than 1%. Additionally, the disaggregated performance data shows that African American scholars exceeded their Status Performance AMO in Math by nearly 5%.

The JLCS Upper Academy has the same designation, Achieving in Literacy and Needs Improvement in Math. Upper Academy scholars exceeded the Status Performance AMO in Literacy by more than 8% for all scholars, and approximately 4% for Targeted Achievement Gap Group (TAGG) scholars. In the area of Math, ELL scholars met the Performance AMO and Students with Disabilities and ELL students met the Growth AMO.

The Flightline Upper Academy is designated as Needs Improvement in both Math and Literacy. It is worth noting that for all scholars at Flightline Upper Academy, the Status Performance AMO for Literacy was missed by only 1%, and for TAGG scholars the Literacy AMO was missed by just over 1%.

Subgroups also performed well at Flightline Upper Academy, where African American scholars exceeded the Literacy Status Performance AMO by over 14%, and Economically Disadvantaged scholars exceeded the Literacy Status Performance AMO by nearly 10%. Both groups also did well in the Growth Performance AMO. African American scholars exceeded the Growth Performance AMO by nearly 10% and Economically Disadvantage scholars exceeded the Growth Performance AMO by 4%. Flightline Upper Academy has been the highest performing middle school in the Jacksonville area since its opening.

The JLCS College Prep Academy (CPA) is designated Needs Improvement in Math. However, the CPA is only in its 2<sup>nd</sup> year of operation. The initial Performance AMO for the CPA was based on JLCS District’s AMO.

**Section 5 – Academic Performance Goals**

**Part A: Current Performance Goals**

Each of the charter’s student academic performance goals, approved by the State Board of Education is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

**Summary**

In 2009, JLCS committed to achieving 16 goals in the original charter application. Of those 16 goals, four are no longer applicable based on changes in state testing and are being assessed using Northwest

Evaluation Association (NWEA) assessments and Iowa Tests of Basic Skills (ITBS). The JLCS District met 10 of the remaining 12 goals and partially met one. JLCS did not make one out of the original 16 goals.

**Goals in Reading**

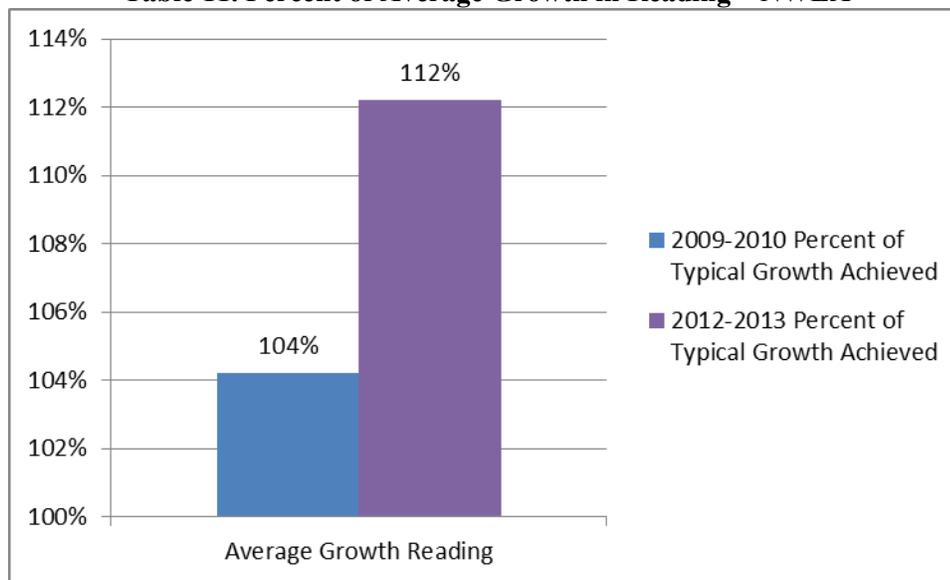
1. Students taking the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test’s reading exam (where applicable).

**Goal Met** – NA- State did not administer this exam after 2009-2010. School opted to use NWEA test to measure growth.

**Explanation/Analysis** - The school administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in reading in each year of the current charter.

On average, over four years, JLCS District scholars have shown 118% of typical growth. Table 11 shows the average percent of typical grown on reading for all JLCS scholars.

**Table 11. Percent of Average Growth in Reading – NWEA**



2. Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in the resident district with comparable demographic compositions.

**Goal Met** – Yes

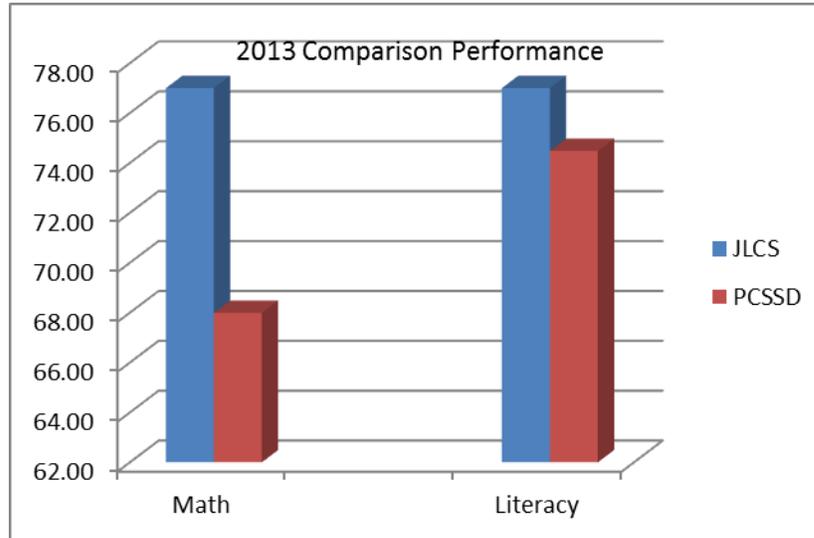
**Explanation/Analysis** - In 2013, students who spent three full years in the JLCS District, on average, scored as well or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in resident district with comparable demographic.

In 2013, students who spent three full years in the JLCS District, on average, scored better on the Arkansas Augmented Benchmark Exams in Literacy than students who attended Jacksonville Middle School, the nearest resident district school.

In 2013, an average of 76% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Literacy.

Table 12 shows the performance of JLCS District scholars who have spent three full years at the school as compared to the resident district.

**Table 12. JLCS District Scholars Performance vs. Resident District in Literacy**



(Source: JLCS benchmark results in TLI data system & Arkansas Department of Education website> test scores by year)

- At the end of its third year, the school will meet its AYP Targets in Literacy.

**Goal Met** – Yes

**Explanation/Analysis** - In 2012, the JLCS District achieved Achieving Status in the area of Literacy. AMO was 69.45% and JLCS scored 76.67% for all students. The TAGG Group AMO was 63.62% and JLCS scored 70.67%.

In 2013, the JLCS District earned an Achieving Status. The AMO was 72.23 and the JLCS District scored 77.08 for all students. The TAGG Group AMO was 66.93 and the JLCS District scored 72.05. Jacksonville Lower Academy and Upper Academy also earned Achieving Status in Literacy. Table 13 compares the percent of JLCS District scholars scoring Proficient or Advanced as compared the AMOs for 2012 and 2013.

**Table 13. JLCS District Performance at Proficiency or Advanced vs. AMO**

| AMO 2012 | JLCS 2012 | State 2012 | AMO 2013 | JLCS 2013 | State 2013 |
|----------|-----------|------------|----------|-----------|------------|
| 69.45    | 76.67     | 75.51      | 72.23    | 77.08     | 77.73      |

- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the reading test (for students taking this test).

**Goal Met** – NA- State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

**Explanation/Analysis** – While JLCS District did not utilize the Stanford – 10, the Iowa Test of Basic Skills (ITBS) provided a comparable measurement of Literacy proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2<sup>nd</sup> grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students, which is the target metric for the goal.

In 2010, the Kindergarten cohort completing the ITBS showed a 22% gap between the percentage of White students scoring proficient or above in Literacy and the percentage of Black students scoring proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 4%, and in 2012, it was only 5%.

In the 1<sup>st</sup> grade cohort tested in 2010, the performance gap of White scholars outscoring African American scholars was 26%. By 2011, the gap for the same cohort decreased to 20%.

The 1<sup>st</sup> grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 15% decrease in the difference in performance between African American and White students from 2012 to 2013.

- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in reading will increase by 10% each year as measured via the NWEA.

**Goal Met** – Yes

**Explanation/Analysis** - The 8<sup>th</sup> grade proficiency cut score of 212 was determined in NWEA’s Scale Link Study conducted in 2011, JLCS’ scores have increase each year for students in grades from grades 4 through 8. Proficiency levels have increased by an average of 21.5 percent during the last three years. Table 14 shows the current 8<sup>th</sup> grade reading proficiency levels at each grade.

**Table 14. Reading Proficiency Percentages for Grade Level Cohorts**

| Grade | SY 10-11 | SY 11-12 | SY 12-13 | Average Difference |
|-------|----------|----------|----------|--------------------|
| 4     | 30%      |          |          |                    |
| 5     | 35%      | 45%      |          |                    |
| 6     | 56%      | 48%      | 65%      | 17.5%              |
| 7     | 75%      | 79%      | 84%      | 24.5%              |
| 8     |          | 89%      | 100%     | 22.5%              |

**Goals in Reading Comprehension**

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.

**Goal Met** – Yes

**Explanation/Analysis** – JLCS District scholars demonstrated the ability to select a reading strategy and apply it on internally created assessments by scoring 70% or higher on the assessment rubrics utilized to measure skills. For the years 2010 through 2013, all students assessed who have spent two full years at the school scored the required 70% or higher with the exception of a small group of 1<sup>st</sup> grade students assessed in 2011.

In 2010-2011, all scholars who spent two full years at JLCS met the desired goal of scoring 70% or higher on the assessment rubrics. In 2011-2012, the average score for this cohort was 78%, and in 2013 it was 79%.

Table 15 shows the average score earned by each grade level for scholars who attended the JLCS District for two years or more.

**Table 15. Average Reading Rubric Score by Grade Level and Year**

| Literacy Rubric Results Analysis |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| Literacy                         | 2010-2011 | 2011-2012 | 2012-2013 |
| Grade 1                          | 75%       | 61%       | 70%       |
| Grade 2                          | 77%       | 75%       | 81%       |
| Grade 3                          | 80%       | 79%       | 76%       |
| Grade 4                          | 84%       | 85%       | 81%       |
| Grade 5                          | 83%       | 81%       | 82%       |
| Grade 6                          | 86%       | 86%       | 74%       |
| Grade 7                          |           | 79%       | 77%       |
| Grade 8                          |           |           | 88%       |
|                                  | 81%       | 78%       | 79%       |

- All students who spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades (70%) on JLCS rubrics.

**Goal Met** – Yes

**Explanation/Analysis** - JLCS scholars generate evidence of daily reading and successful participation in grade-level appropriate reading activities by a earning passing grades (70%) on JLCS rubrics.

In 2010-2011 all students who spent two full years at the school earned a passing grade of 70% or higher. In 2010-2011, the overall average score was 74.1%. In 2011-2012, the JLCS District exceeded the goal by 83.61%, and in 2012-2013, the average score was 82.5%. Table 16 shows the average rubric score by grade and by year.

**Table 16. Average Rubric Score by Grade and Year**

|         | 2010-2011 | 2011-2012 | 2012-2013 |
|---------|-----------|-----------|-----------|
| Grade 5 | 76%       | 78%       | 82.60%    |
| Grade 6 | 72.00%    | 85%       | 81.10%    |
| Grade 7 | 74.30%    | 86%       | 83.25%    |
| Grade 8 | NA*       | 82.60%    | 82.88%    |
| Average | 74.1%     | 82.65%    | 82.5%     |

\*In 2010-2011, JLCS included grades K through 7.

- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in Literacy.

**Goal Met** – Yes

**Explanation/Analysis** - In grades 3-8 the state assessment scores shows that 76.79% of scholars in 2012 and 77.32% of scholars in 2013 scored Proficient or Advanced on the Literacy benchmarks.

For both years, JLCS exceeded the 75% goal by approximately 2%. In the first year of testing in 2010, JLCS was at 67.78%. However, by the second year of the charter, JLCS scholars were exceeding the goal, and by 2012-2013, JLCS scholars had increased their Proficient and Advanced rate by 9.54%.

### **Goals in Mathematics**

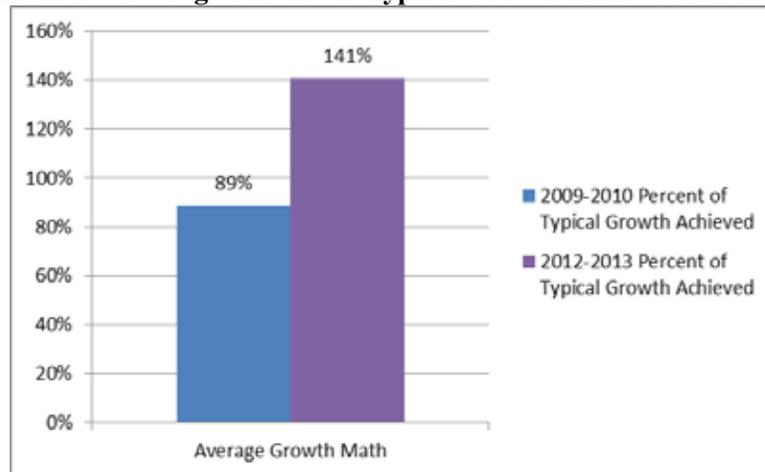
1. Students who take the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's Mathematics exam (where applicable).

**Goal Met** – NA- - State did not administer this exam after 2009-2010. School opted to use NWEA to measure growth as an assessment.

**Explanation/Analysis** - The JLCS District administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in each year of the current charter.

On average, over four years, JLCS District scholars have shown 126% of typical growth. Table 17 shows the average percent of typical growth on Math for all JLCS District during the first four years of the current charter.

**Table 17. Average Percent of Typical Growth Achieved in Math**



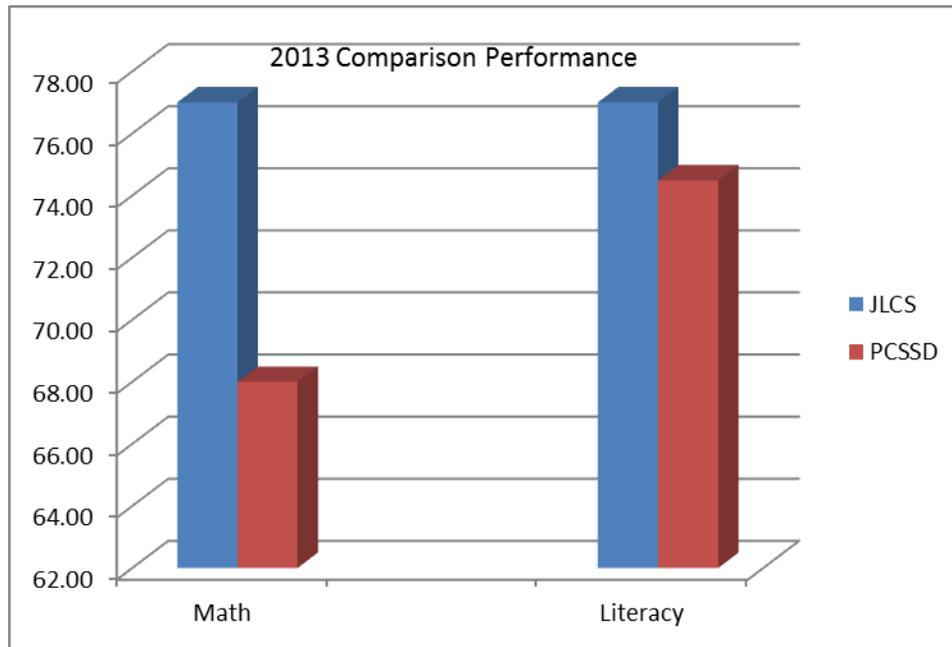
2. Students who have spent three full years in the District will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Mathematics than students in schools in the resident district with comparable demographics.

**Goal Met** – Yes

**Explanation/Analysis** - In 2013, students who spent three full years in the JLCS District on average, scored as well or better on Arkansas Augmented Benchmark Exams in Math than students in schools in resident district with comparable demographics.

In 2013, 77% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics. Table 18 shows JLCS scholar performance vs. the resident district.

**Table 18. JLCS Scholar Performance vs. Resident District**



- At the end of its third year, the school will meet its AYP Targets in Mathematics.

**Goal met** – No

**Explanation/Analysis** – JLCS District missed the Math AMO, but it is important to note that several subgroups did meet the Performance and Growth AMOs, and the individual JLCS schools were very close to meeting the goal.

For example, JLCS Lower Academy combined performance was 85.87% with an AMO Performance of 86.84 missing the mark by less than one point or one scholar. The TAGG group AMO Performance was 82.89 with an AMO goal of 83.05, which is less than one percent or a single scholar difference.

African Americans also met the AMO at the JLCS Lower Academy in Math is evidence that the school is meeting the needs of the at risk population. While JLCS Upper Academy and Flightline Upper Academy did not meet the AMO, both schools are the highest performing middle schools in the Jacksonville area in Math. Table 19 shows the comparison Math performance of the Jacksonville area middle schools.

**Table 19. JLCS Math Performance vs. Resident District Middle Schools**

| School                         | Total % Proficient or Advanced Math | School % FRL |
|--------------------------------|-------------------------------------|--------------|
| Flightline Upper Academy       | 72%                                 | 49%          |
| Jacksonville Lighthouse Middle | 67%                                 | 64%          |
| Northwood Middle School        | 65%                                 | 65%          |
| Jacksonville Middle School     | 45%                                 | 76%          |

Additionally, ELL scholars met the Performance and Growth AMO goal, and Students with Disabilities met AMO Growth goal.

As noted above, JLCS College Prep Academy did not meet AMO in their first year of operation. However, it is important to note that the AMO set for the school was the AMO of the JLCS District’s and not based on previous student performance of the scholars enrolled at the school. The AMO for Math for 2014 is 52, which is significantly less than the 2013 AMO of 85.21. The school has strategically planned to meet these benchmarks.

This year, the JLCS District implemented new Math curriculum in grades 5-8. The McGraw Hill My Math was developed after the completion of the Common Core State Standards and follows the intended scope and conceptual development as prescribed by the CCSSM. The majority of lessons in this curriculum are devoted to the coverage of the CCSSM standards with emphasis on the major and supporting clusters. This includes attention to supporting the goals of proficiency and fluency for computational skills while emphasizing real world Mathematical connections. Remediation time is built into the daily schedule along with an intensive afterschool program.

As mentioned earlier, JLCS scholars performed on par with the resident district in 2013. For Algebra/Geometry/End of Course testing, the JLCS District Combined Populations outperformed the resident district by close to 1% in the proficient and advanced percentage and the JLCS’ Economically Disadvantaged students underperformed the resident district by less than 2% difference. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district

4. Among students who have spent three full years in the JLCS District, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the Mathematics test.

**Goal met** – State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

**Explanation/Analysis** –ITBS provided a comparable measurement of Math proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2<sup>nd</sup> grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students (the target metric for the goal).

In 2010, the Kindergarten cohort completing the ITBS showed a 23% gap between the percentage of White students scoring Proficient or above in Math and the percentage of Black students scoring Proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 5%, and in 2012, it was 4%.

In the 1<sup>st</sup> grade cohort tested in 2010, the performance gap was 26% of White scholars outscoring African American scholars. By 2011, the performance gap for the same cohort was decreased to 11%.

The 1<sup>st</sup> grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 13% decrease in the difference in Math performance between African American and White students from 2012 to 2013.

- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in Math will increase by 10% each year as measured via the NWEA.

**Goal met** – Yes

**Explanation/Analysis** –The 8<sup>th</sup> grade proficiency cut score of 229 was determined in NWEA’s Scale Link Study conducted in 2011. Grade level cohort data shows consistent progress towards 8<sup>th</sup> grade proficiency cut score in Math for JLCS scholars. Across all grades, JLCS showed an average increase of 20% growth towards proficiency across the 3 schools years measured. That growth was most pronounced in the cohort beginning in 5<sup>th</sup> grade and least pronounced with the cohort beginning in 6<sup>th</sup> grade.

Table 20 shows the percentage of proficient students by cohort as indicated by color coding.

**Table 20. Percent Proficient in Math by Cohort**

| Grade | SY 10-11 | SY 11-12 | SY 12-13 | Average % Change |
|-------|----------|----------|----------|------------------|
| 4     | 8%       |          |          |                  |
| 5     | 24%      | 34%      |          |                  |
| 6     | 52%      | 44%      | 56%      | 22%              |
| 7     | 48%      | 68%      | 73%      | 25.5%            |
| 8     |          | 72%      | 78%      | 13%              |

- All students who have spent two full years at the school will demonstrate the ability to accurately arrive at solutions to grade-level computation problems, as shown by passing grades on tests and JLCS rubrics.

**Goal Met:** Partially Met

**Explanation /Analysis:** JLCS partially met the goal all students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning and apply it on internally created assessments, as shown by passing grades on JLCS rubrics with passing scores of 70% or higher.

In 2010-2011, all grade levels met the desired goal. In 2011-2012, the overall average score for the school was 75%, which is 5% higher than the established goal. All grade levels except Grade 7 and Algebra I students met the goal. In 2012-2013, the overall average score exceeded the goal by 4%. All grades levels except grade 3, 7, Algebra 1, and Geometry met the goal.

Table 21 shows the average rubric score by grade level for scholars who have attended the JLCS District for two years or more.

**Table 21. Average Math Rubric Score by Grade Level**

| Math Rubric Results Analysis |           |           |           |
|------------------------------|-----------|-----------|-----------|
| Math                         | 2010-2011 | 2011-2012 | 2012-2013 |
| Grade 1                      | 93%       | 87%       | 82%       |
| Grade 2                      | 75%       | 82%       | 90%       |
| Grade 3                      | 70%       | 72%       | 68%       |
| Grade 4                      | 85%       | 71%       | 70%       |
| Grade 5                      | 77%       | 76%       | 76%       |
| Grade 6                      | 71%       | 70%       | 73%       |
| Grade 7                      | 93%       | 67%       | 66%       |
| Grade 8                      |           | 71%       | 68%       |
| Algebra I                    |           | 59%       | 67%       |
| Geometry                     |           |           | 54%       |
| Average for Year-            | 81%       | 75%       | 74%       |

After reviewing the end of course results in Table 21, the school adopted College Board’s SpringBoard Curriculum for Pre-Algebra, Algebra, Geometry and Algebra II. SpringBoard offers a flexible framework that helps math teachers build students’ college and career readiness by successfully implementing the powerful shifts demanded by the Common Core. SpringBoard’s unique instructional design enables teachers to focus instruction on fewer topics in greater depth, ensure that major topics are presented coherently across grade levels, and provide ample opportunity for rigor with a balanced emphasis on procedural fluency, conceptual understanding, and proficiency with mathematical practices.

Four key differentiators set the SpringBoard math program apart:

- Instructional strategies supporting CCSS content and practice standards are embedded throughout the program.
- SpringBoard’s instructional approach emphasizes mathematical reasoning and communication while providing more practice to build procedural fluency.
- Based on the “Understanding by Design” model, the program is vertically aligned from Grade 6 through Pre-Calculus so that all students benefit from coherence, rigor, and a consistent culture of high expectations.
- Mathematical procedures, concepts, and practices are presented in career-relevant contexts.

JLCS math and ELA teachers attended a three day College Board Regional Institute that also provided them with Pre-AP curriculum training in the summer of 2013 and will attend advanced level training in the summer of 2014.

### **Goals in Mathematical Reasoning**

1. All students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning (comparing values or figures, determining best answers or explanations, modeling scenarios and equations, demonstrating techniques of problem solving, representing Mathematical concepts in words and diagrams, and explaining their thinking and decision-making) and apply it on internally created assessments, as shown by passing grades on JLCS rubrics.

See narrative above.

2. 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Arkansas Benchmark Exam in Mathematics.

**Goal met** – Yes

**Explanation/Analysis** - In 2013, 76% of JLCS scholars who spent three full years at the school demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics.

**Part B: New Performance Goals**

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

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

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

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

**Measuring Effectiveness of School**

**Assessment**

Jacksonville Lighthouse Charter School District (JLCS) will comply with federal ESEA requirements as contained in the No Child Left Behind Act and will comply with the Common Core Standards, federal, state, and district assessment measures. JLCS will annually administer the Arkansas Comprehensive Testing, Assessment and Accountability Assessments, or next generation assessments, and report in accordance with the Arkansas Annual Assessment Calendar for each school year of the charter. JLCS will design and execute its programs to meet all of the proposed educational goals and expectations in the Arkansas State statutes.

**Table 22. Academic Goal – Reading**

|                                      |  |
|--------------------------------------|--|
| <b>Performance Goal</b>              | The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy.   |
| <b>Assessment Tools and Measures</b> | State benchmark exams (will be replaced by PARCC)  |
| <b>Baseline Data</b>                 | SY 14.15 performance   |
| <b>Annual Targets</b>                | Set by ADE   |
| <b>Performance Goal</b>              | <b>Reading Growth:</b> Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in reading. |
| <b>Assessment Tools and Measures</b> | Each year, students at JLCS will take the NWEA’s MAP reading assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.  |
| <b>Baseline Data</b>                 | Fall baseline data will be collected in the first three weeks of school each year.   |

|                       |  |
|-----------------------|--|
| <b>Annual Targets</b> | <i>Does not meet standard:</i> Less than 125% growth is made for reading.<br><i>Meets standard:</i> 125% growth in reading is achieved<br><i>Exceeds standard:</i> 126% growth or better in reading is achieved. |
|-----------------------|--|

**Table 23. Academic Goal – Mathematics**

|                                      |   |
|--------------------------------------|---|
| <b>Performance Goal</b>              | The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math.  |
| <b>Assessment Tools and Measures</b> | State benchmark exams (will be replaced by PARCC)   |
| <b>Baseline Data</b>                 | SY 14.15 performance  |
| <b>Annual Targets</b>                | Set by ADE.   |
| <b>Performance Goal</b>              | <b>Math Growth:</b> Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in Mathematics. |
| <b>Assessment Tools and Measures</b> | Each year, students at JLCS will take the NWEA’s MAP Math assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.  |
| <b>Baseline Data</b>                 | Fall baseline data will be collected in the first three weeks of school each year.  |
| <b>Annual Targets</b>                | <i>Does not meet standard:</i> Less than 125% growth is made for Mathematics.<br><i>Meets standard:</i> 125% growth in Mathematics is achieved<br><i>Exceeds standard:</i> 126% growth or better in Mathematics is achieved.  |

**Table 24. College Readiness Goals**

|                                     |  |
|-------------------------------------|--|
| <b>Performance Goal</b>             | <b>Scholars will take rigorous courses.</b>  |
| <b>Assessment Tools and Measure</b> | Each College Prep Academy (CPA) scholar will take a minimum of 2 AP courses over the course of their high school career. College readiness will be tracked progressively from 7th grade by student performance on assessments such as: ReditStep, PSAT, SAT, Explore Testing, and ACT. |
| <b>Baseline Data</b>                | Data will be collected annually.   |
| <b>Annual Targets</b>               | 100% of 10 <sup>th</sup> -12 <sup>th</sup> graders will take a PreAP or AP course.   |
| <b>Performance Goal</b>             | 100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.       |
| <b>Assessment Tools and Measure</b> | Annual completion of 8 credits successfully.   |
| <b>Baseline Data</b>                | Credits earned by scholars enrolled as 9 <sup>th</sup> graders during the SY 14.15.  |
| <b>Annual Targets</b>               | Earned a least 7 credits per year.   |

|                                     |  |
|-------------------------------------|--|
| <b>Performance Goals</b>            | 100% of 12th grade graduates are accepted to at least one four-year college. |
| <b>Assessment Tools and Measure</b> | Acceptance status of each scholar during his/her Senior year.                |
| <b>Baseline Data</b>                | Class of 2016.   |

***Non-Academic Goal- Family Satisfaction***

|                                      |   |
|--------------------------------------|---|
| <b>Mission Statement</b>             | <i>We prepare students for college through a rigorous arts-infused program.</i>   |
| <b>Performance Goal</b>              | Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher.  |
| <b>Assessment Tools and Measures</b> | Jacksonville Lighthouse Charter School Family Survey will be administered at least once annually at the third quarter Student – Family – Teacher Conferences.   |
| <b>Baseline Data</b>                 | Spring 2015 will be the first administration of the JLCS Family Survey.   |
| <b>Annual Target</b>                 | <i>Does not meet standard:</i> Overall rating is Fair, Poor or Very Poor and/or survey return rate is less than 75%<br><i>Meets standard:</i> Overall rating is Good or Excellent with a return rate of at least 75%.<br><i>Exceeds standard:</i> Overall rating is Excellent with a return rate greater than 75% |

**Section 6 – Finance**

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

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

**There were no findings for in the 2011-2012 annual financial audit. No additional response is needed.**

**Section 7 – Waivers**

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

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

|           |   |
|-----------|---|
| 6-17-301  | Employment of certified personnel   |
| 6-17-401  | Teacher licensure requirement   |
| 6-17-702  | Staff development sessions  |
| 6-17-919  | Warrants void without valid certification and contract (the only requirement which would be waived is 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) |
| 6-17-2403 | Minimum teacher compensation schedule   |

**Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

|        |  |
|--------|--|
| 7.02.2 | Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only) |
|--------|--|

- 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
- 15.01 School District Superintendent
- 15.03.1 Licensure and Renewal
- 16.01 Guidance and Counseling
- 16.02.3 Media Services
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

**Part A: New Waiver Requests**

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

**If no new waivers are requested, state this.**

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

No new waivers are requested.

**Part B: Waivers to Be Rescinded**

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

- 7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

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

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

JLCS wishes to maintain all current waivers.

**Section 8 – Requested Amendments**

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

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

**If no charter amendments are requested, state this.**

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

There are no charter amendments requested at this time.

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

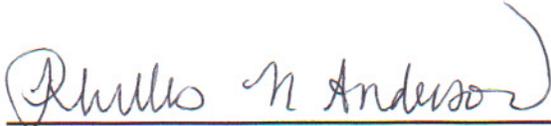
The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

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

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

- (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntary close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



*Signature of Charter Leader*

1/15/14

*Date*

Dr. Phillis N. Anderson

*Printed Name/Position*