



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 16, 2014



Charter School: Little Rock Preparatory Academy

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



Little Rock Preparatory Academy

A Member of the Exalt Education Network

Contact Information

Sponsoring Entity:	Collegiate Choices, Inc. DBA Little Rock Preparatory Academy
Name of Charter School:	Little Rock Preparatory Academy
School LEA #	6049700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Benjamin Lindquist, Executive Director 1616 S. Spring Street, Little Rock, AR 72206 501.683.0085 501.683-2948 blindquist@lrprep.org
Name of Board Chair: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Angela Webster-Smith 108 Nemours Court, Maumelle, AR 72113 501.683.0085 501.683.2948 awebstersmith@yahoo.com

Number of Years Requested for Renewal (1-20) 5 years

Renewal Application Approval Date by the School/Entity Board(s) January 9, 2014

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

Part A: Charter School Progress

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

Please Note: This section devotes a page to describing the “restart” that LRPA went through in January 2011, which is important in explaining why a fair appraisal of LRPA should focus on its performance over the past 2 ½ years.

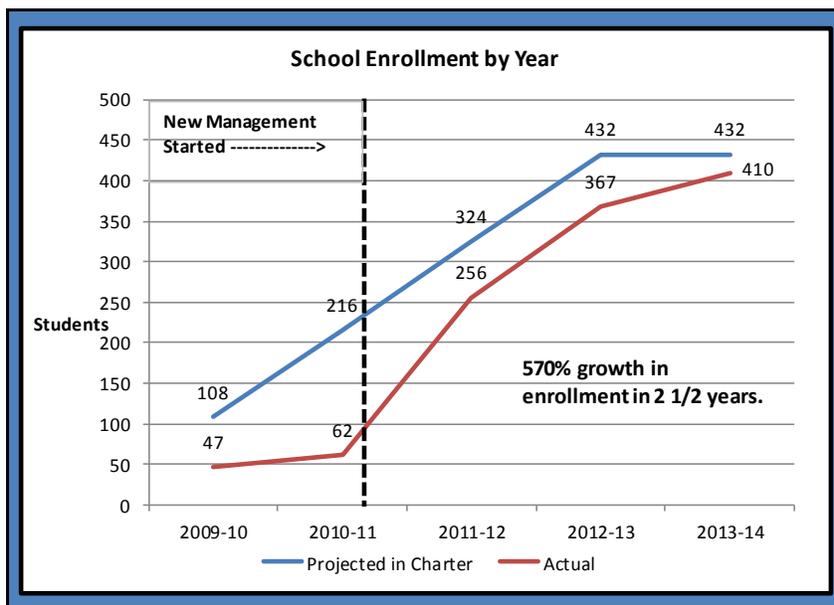
The First Start: August 2009 to December 2011

Little Rock Preparatory Academy (LRPA) opened in August 2009 under a five-year charter agreement with the Arkansas State Board of Education. During the first months, it became apparent that LRPA faced significant challenges starting with an unexpected enrollment shortfall of over 40 students. At the end of the year, three members of the startup team left including the director of curriculum. Nonetheless, the Academy’s leadership remained committed to the noble mission set forth in the charter application:

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

In August 2010, LRPA entered its second year of operation with less than one-third of the 216 students projected in the charter agreement. As the year progressed, student turnover continued, staff morale declined, and problems with financial management and public reporting surfaced. In December, the board of trustees held a special parent meeting to announce that the founding director was resigning her post and a new director would assume management of the Academy. LRPA’s board and parents rallied around the Academy despite its early challenges.

The Restart: January 2011 to May 2011



At the start of his engagement with the Academy, the new director conducted a needs assessment based on interviews with staff members and trustees. Among the primary findings were: (a) an overall lack of communication and coordination; (b) student discipline challenges; and (c) limited instructional leadership. The needs assessment made it clear that LRPA was in a very tenuous position. To change the Academy’s trajectory, the director developed a strategic plan for setting the institution on solid footing. That plan

called for adding grades K-4, installing a research-validated primary school design, and building out the Academy’s capacity to meet students’ intensive needs. The board of trustees approved the strategic plan for implementation in April 2011.

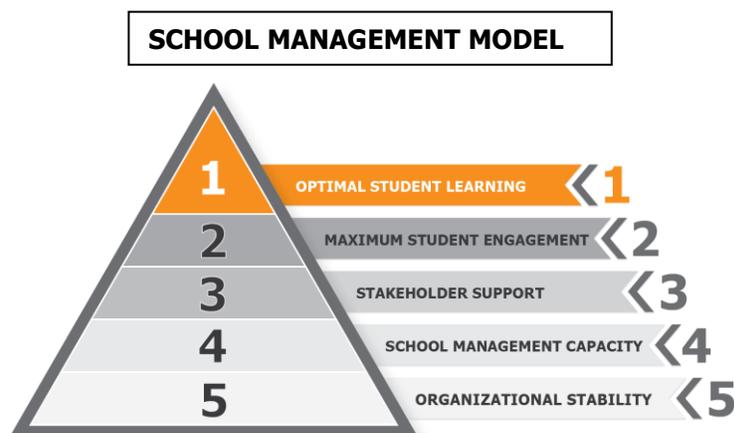
In May 2011, LRPA’s board chairman and executive director appeared before the Arkansas State Board of Education to request permission to add grades K-4 to the existing middle school. During that

appearance, LRPA's leadership announced that it planned to discontinue administering the Terra Nova exam in favor of administering the NWEA Measures of Academic Progress (MAP). The State Board's approval cleared the way for LRPA to implement key priorities identified in its strategic plan.

The Accomplishments of the Past Two Years: 2011-2012 and 2012-2013

Over the past two years, LRPA has made tremendous progress in advancing its mission. Although we are not yet the highest performing public school in Central Little Rock, as this renewal application shows, we are well on our way. As we have restarted LRPA, one of the key insights that informed our work is that a startup public charter school cannot succeed without the benefit of considerable managerial acumen and institutional capacity. This insight is particularly true for a school that is situated in one of the most historically underserved and high-poverty areas of Central Arkansas.

Under its current leadership, LRPA has implemented a School Management Model that calls for systematically building the foundation to support exemplary performance. That Model is depicted below:



The following is a brief description of the progress that LRPA has made in each level of this Model:

Level 5. Organizational Stability is the base of the pyramid. A charter school enjoys this stability when it has the back-office personnel and systems to manage finance, accounting, public reporting, facilities, enrollment and corporate reporting. When Exalt Education, an Arkansas-based non-profit organization, began managing LRPA in 2011, it brought the benefits of institutional capacity to bear on fulfilling LRPA's mission.

Major Milestones:

- **Financial Management:** Robust policies and procedures instituted for managing budget and cash flow position, including board reporting, budget-to-actual comparison, segregation of duties, check signing, reconciliation of bank statements, and strict controls over use of credit.
- **Facilities:** Relocated primary school to newly renovated facilities at 16th and Spring under 10-year lease with 10-year renewal option. Relocated middle school to new facility at 4520 South University under affordable lease agreement.
- **Compliance:** Diligent attention to authorizer compliance, including accreditation & nutrition audits in 2011, special education monitoring in 2012, and ACSIP monitoring underway.
- **Loan Repayment:** Timely, complete repayment of over \$450,000 in loan obligations incurred for purpose of completing facilities renovations and upgrades over past 36 months.
- **Audit:** In 2011, new management retroactively completed audits of first two years of operation. Audit of 2012-2013 year contained only one repeat finding.

- **Enrollment:** After rebounding from first 2 years of major enrollment shortfalls, school now within 6 percent of total enrollment cap set forth in charter agreement.

Level 4. School Management Capacity is the on-site leadership to manage people and programs. Without effective management of human capital, curriculum, instruction, assessment and performance, a charter school will never get to the apex of the pyramid.

Major Milestones:

- **Campus Management Teams:** Each LRPA campus benefits from a dedicated four-person site-management team that includes a Principal, Dean of Students, Director of Curriculum and Office Manager.
- **Veteran Qualifications & Experience:** Each member of the site-management team is highly qualified with significant domain-specific experience.
- **The Infrastructure to Perform:** Leading programs, curricula and systems have been installed to support student formative and summative assessment, behavior management, record-keeping, human resources, and instructional delivery. Major systems include NWEA MAP's, Illuminate, Taleo, CHAMPS, Positive Behavior Interventions and Supports (PBIS), Core Knowledge, and Reading Mastery.

Level 3. Stakeholder Support includes relations with families, the governing board, the authorizer, donors and partner institutions.

Major Milestones:

- **Carver Policy Governance Model:** The board of trustees has fully implemented the Carver Policy Governance Model, including Ends Statements, Executive Limitations, Self-Governing Policies, and Monitoring Reports.
- **Parent Support:** Enrollment has surged. Both campuses started the year with significant waiting lists. In a survey of parent satisfaction administered in spring 2013, over 86 percent of parents reported that they would recommend LRPA to a friend.
- **Authorizer Relations:** In its last two appearances before the State Board of Education in May 2011 and May 2012, LRPA's requests to add grades K-4, relocate its middle school to a new facility, and secure additional waivers have been approved.
- **Donors:** LRPA has benefitted from over \$375,000 in grant support since January 2011. Each member of LRPA's board of trustees makes at least one annual donation to the school.
- **Partner Institutions:** LRPA has developed partnerships with over a dozen different institutions, including the Central Little Rock Promise Neighborhood and its 7 other institutional members, the Little Rock Fire Department, Links, the College of Education at the University of Central Arkansas, and the Arkansas Black Hall of Fame.

Level 2. Student Engagement addresses the pre-conditions for student learning. Focused learning cannot occur unless student attendance and retention are high, tardiness is low, and routines are established that minimize misbehavior.

Major Milestones:

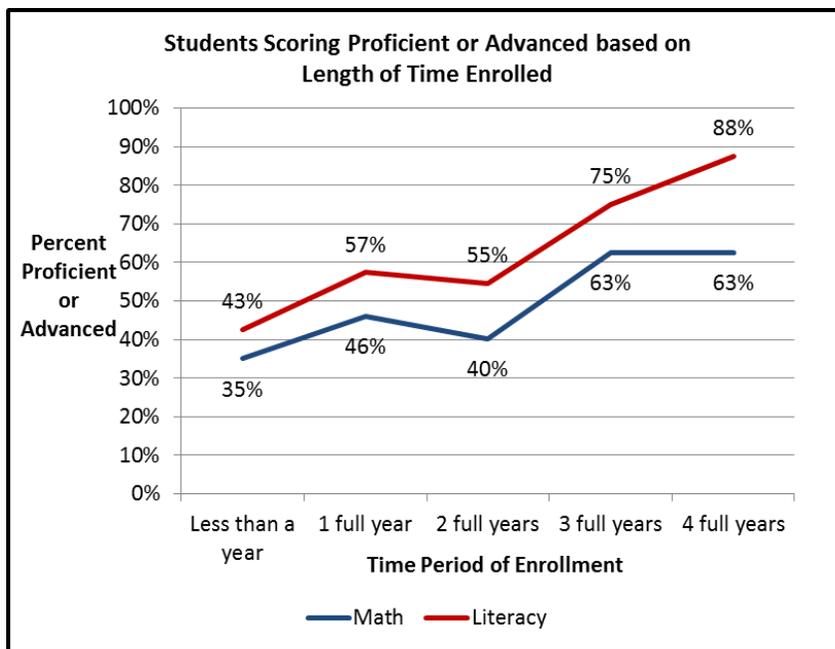
- **Student Retention:** As exhibited in Section 3 Part A of this application, which addresses *Student Retention*, LRPA's student retention rates are currently at an all-time high.
- **Daily Attendance:** Average daily attendance is over 94 percent so far this year, and was over 92 percent last year.
- **Tardiness:** Average daily tardiness is below 5 percent although there are a small group of students who are chronically tardy.

- **Behavior:** As it has grown, LRPA has taken a series of steps to improve student behavior, including: (a) adding a new classroom management system, (b) providing teachers with intensive training and ongoing support, (c) hiring a full-time Dean of Students at each campus, and most recently, (d) adding a school-wide Behavior Interventionist.

Level 1. Optimal Student Learning is a result of setting consistent classroom routines that engage every student in exemplary teaching and learning, enable students to master important concepts and skills, and equip them with the desire and aptitude to achieve at high levels.

Major Milestones:

- **Movement Towards Proficient and Advanced:** As the chart below illustrates, the longer that students are with LRPA, the higher a percentage of them achieve Proficient or Advanced on the ACTAAP's. This evidence is of the utmost importance because LRPA expects that incoming students will be performing at low levels, so its value proposition hinges on enabling students to make strong value-added gains over time.



- **Enrollment in College-Preparatory High Schools:** Over 87% of LRPA's first class of 8th graders enrolled in selective college preparatory programs at area high schools at the end of the 2012-2013 year. Below is a list of the programs that 8th grade students enrolled in for the 2013-2014 year:

LRPA Middle School 8th Grade Graduating Class of 2012-2013		
Placement into Selective College-Preparatory High School Programs		
8th Grade Students	High School Choice	College-Prep Program
1	McClellan High School	UALR TRIO
2	Central High School	UALR TRIO
3	Central High School	UALR TRIO
4	Central High School	AVID
5	J.A. Fair High School	AVID
6	eStem Public Charter School	College-Prep High School
7	Hall High School	AVID
8	Central High School	UALR TRIO
9	Chapel Hill High School, Atlanta, GA	
10	Lehman High School, Kyle, TX	
11	Central High School	AVID
12	Parkview High School	VISUAL ARTS MAGNET
13	J.A. Fair High School	UALR TRIO
14	Central High School	AVID
15	NLR High School	PHILANDER SMITH TRIO
16	Central High School	AVID
17	NLR High School	PHILANDER SMITH TRIO
18	DHS Custody	
19	Central High School	UALR TRIO
20	Lisa Academy	College-Prep High School
21	Central High School	AVID & UALR TRIO
22	Central High School	UALR TRIO
23	Parkview High School	VOCAL ARTS MAGNET
24	J.A. Fair High School	UALR TRIO

More evidence of student achievement on state tests is presented in Section 4 of this application, which addresses *Test Data*.

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.

Little Rock Preparatory Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Arkansas Code Annotated § 6-23-106(a) requires LRPA to “carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” LRPA is located within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, draws students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Therefore, LRPA reviews its potential impact on the desegregation obligations and efforts of these three districts.

The Federal District Court found the Little Rock School District (LRSB) and North Little Rock School District (NLRSD) to be unitary in all respects of their school operations and the Pulaski County

Special School District (PCSSD) to be unitary in all respects concerning inter-district student assignment. Therefore, the three districts have no further obligations to comply with court orders in these areas and the renewal of LRPA's charter cannot have a negative impact on the LRSD's, the NLRSD's, or the PCSSD's ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

LRPA's 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 99% minority students, including 387 African-American students, 21 Hispanic students, 1 Asian student, and 1 Pacific Islander student. It is therefore difficult to believe that LRPA's student body would have any negative impact on the efforts of public school districts to achieve and maintain a unitary system.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The Federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. In its motion, the LRSD argued that the operation of open-enrollment public charter schools within Pulaski County interfered 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, explaining:

To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

Little Rock School District, 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 page 29.

Accordingly, neither any existing federal District Court desegregation order affecting the LRSD, the NLRSD, or the PCSSD nor the 1989 Settlement Agreement prohibit the reauthorization of LRPA's charter to operate an open enrollment charter school. Nor will LRPA have any impact on desegregation efforts already in place in the three districts. Pursuant to Ark. Code Ann. § 6-23-306, LRPA is race-neutral and non-discriminatory in its student selection and admission processes. LRPA admits all applicants who apply. If there are more applicants than spaces, LRPA will fill spaces according to a random, anonymous lottery.

Section 2 – Composition of Charter School's Governing Board & Relationships to Others
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.

Part A: Composition of Governing Board

Little Rock Preparatory Academy (LRPA) has a strong, independent board that governs in accordance with all applicable state and federal laws. The board of LRPA implements the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. Under this model, the board has developed Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, regular monitoring reports and other means, the board will review how management is doing and work with the Executive Director to proactively make course corrections.

The board of trustees of LRPA is a self-governed, self-perpetuating board that exists for the purpose of governing the school. The board is professionally distinguished and well-rounded, including professional expertise in non-profit leadership, finance and accounting, law, business management, communications, and education.

The administration of the Little Rock Preparatory Academy does not serve on the board of trustees, but manages the school in accordance with state and federal laws and in alignment with the board's policies. The administration partners closely with teachers to serve as the academic leadership team of the school. The teaching faculty is the primary agent in serving students and families.

Selection & Composition

The Board of Trustees (“the Board”) shall consist of at least seven Trustees and no more than thirteen Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Board Responsibilities

The school board acts as the public fiduciary agent with the Arkansas State Board of Education. It is responsible for making sure that the Little Rock Preparatory Academy meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board oversees the finances, management and operations of the Academy.

Final Decision-making Authority

As the fiduciary agent, LRPA’s board of trustees have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director.

The board holds regular monthly meetings and complies with the Open Meetings Law and all other applicable laws. During these meetings, members of the management team provide the board with reports on all major aspects of the school, including but not limited to:

Board Reporting Priorities

Finance/Operations

- Budget formation & position
- Cash flow management
- Audit

- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

Stakeholder Engagement / Representation

- Parent demand & engagement
- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community Involvement

Performance Management

- Setting of Ends Statement policies
- Approval of annual performance goals
- Formative Assessments
- Summative Assessments
- Reporting against performance goals
- College preparation & matriculation

Managerial Practice

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

Teaching-and-Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

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.

Complete the table on the following page.

Relationship Disclosures

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.

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, 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, sibling).

Charter School Board Member’s Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Sharon Blackwood 13802 Saddle Hill Drive Little Rock, AR 72212	None	
Darrell Brown, Jr. 108 Alsace Cove Little Rock, AR 72223	None	
Nathaniel Noble #1 Nugget Court North Little Rock, AR 72118	None	
Dr. Angela Webster-Smith 108 Nemours Court Maumelle, AR 72113	None	
Charles O. Stewart 21 Bascom Drive Little Rock, AR 72223	None	
Jan Zelnick 321 Colonial Court Little Rock, AR 72205	None	
Dr. Rachida Parks 3 Witry Court Little Rock, AR 72223-9176	None	

There are no conflicting relationships between trustees and management.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	849	425	50%	5%	75%	2%	0.004%	8%	10%
Free/Reduced Lunch	700	342	49%	3%	77%	1%	1%	8%	9%
Two or More Races	1	1	100%	0	100%	0	0	0	0
Asian	4	3	75%	0	100%	0	0	0	0
African American	808	410	50%	5%	75%	2%	0.004%	7%	10%
Hispanic	29	7	24%	14%	43%	0	0	43%	0
Native American	1	0	0%	0	0	0	0	0	0
White/Caucasian	7	4	57%	25%	75%	0	0	0	0
Special Education	57	25	44%	76%	76%	0	0	0	0
English Language Learner	0	0	0	0	0	0	0	0	0

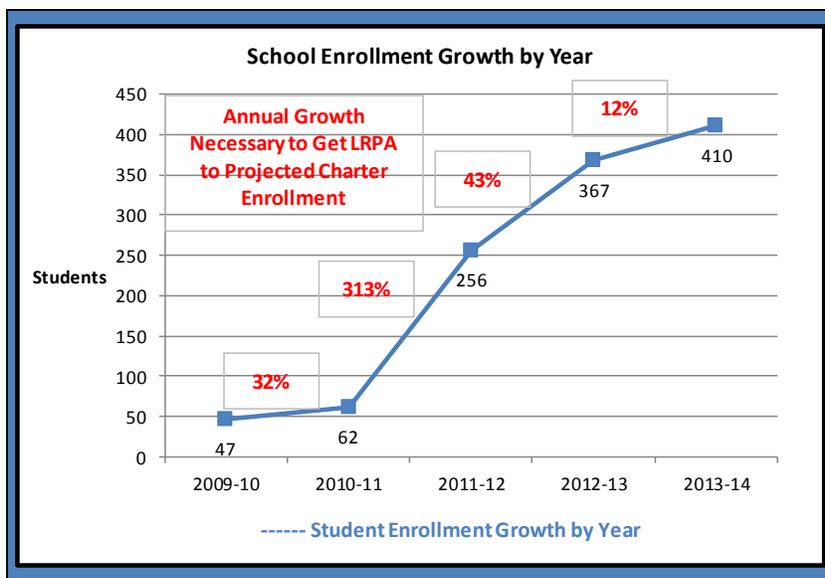
Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

Please Note: Relative to other charters seeking renewal mid-way into their 5th year of operation, LRPA is unique because it is the only public charter school that experienced a complete change in management – a “restart” – in the middle of its second year. So, to understand the recovery that LRPA has undergone, it is necessary to start this section by examining the enrollment growth that the Academy has experienced.

Enrollment Pattern

Little Rock Preparatory Academy has made major strides forward over the past 4 years. As the chart below illustrates, the Academy really struggled with enrollment in its first two years:

- In 2009-2010, LRPA’s target was to enroll 108 students in grade 5. In actuality, enrollment averaged 47 students.
- In 2010-2011, LRPA’s target was to enroll 216 students in grades 5-6. In actuality, enrollment averaged 62 students.



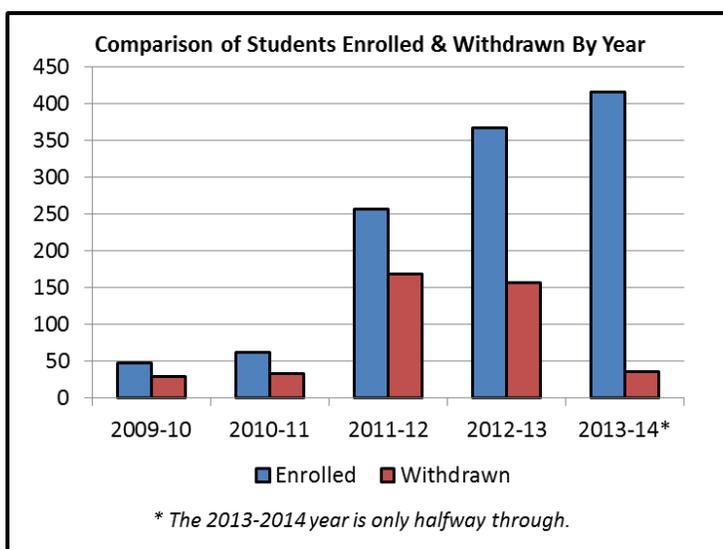
In the middle of the 2010-2011 year, a new director was retained to manage the Academy. Since then, LRPA has seen a dramatic increase in enrollment:

- In 2011-2012, LRPA’s target was to enroll 324 students in grades 5-7. In actuality, the Academy enrolled an average of 256 students in grades K-7.
- In 2012-2013, LRPA’s target was to enroll 432 students in grades 5-8. In actuality, the Academy enrolled an average of 367 students in grades K-8.
- In 2013-2014, LRPA’s target was to remain at 432 students in grades 5-8. In actuality, the Academy is currently maintaining an enrollment of approximately 410 students in grades K-8.

As these figures demonstrate, under new management, LRPA has been able to achieve the enrollment projections set forth in its charter application. Because enrollment directly affects funding, LRPA has become a strong, high-capacity, financially stable institution.

Student Retention Pattern

Student retention lags enrollment growth, but generally speaking, follows the same pattern as enrollment:



- In the 2009-2010 year, 62 percent of students withdrew.
- In the 2010-2011 year, 53 percent of students withdrew.

At the end of the second year, LRPA added grades K-4 and made sweeping changes in leadership and operating model. The Academy grew by over 300 percent, implemented a new behavior plan, added grades K-4 *in the same building*, and added four new full-time administrators. Consequently, many families that had been with the Academy had to re-evaluate whether or not LRPA was the right fit for their children. These changes are apparent in the student retention pattern:

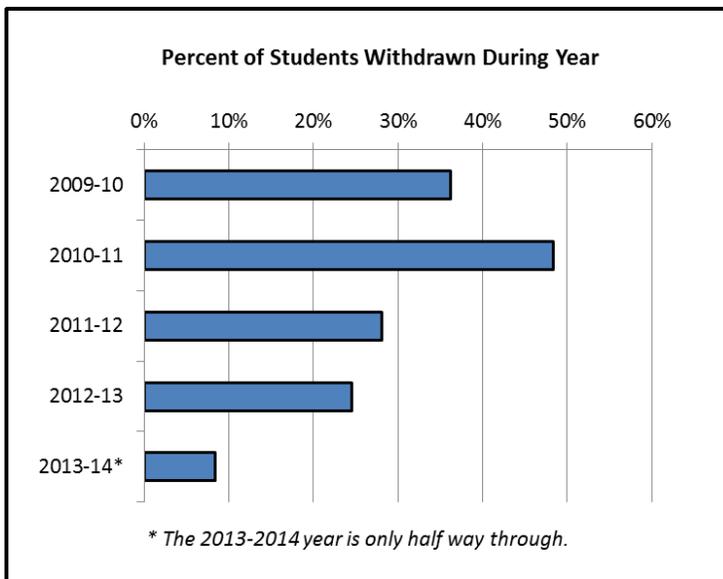
- In the 2011-2012 year, LRPA enrolled an average of 256 students; 66 percent of students withdrew.
- In the 2012-2013 year, LRPA enrolled an average of 367 students; 43 percent of students withdrew.
- In the 2013-2014 year, LRPA is enrolling an average of 410 students; so far, only 8 percent of students have withdrawn.

As this pattern illustrates, LRPA had to go through two distinct startup periods, one phase that occurred under the first director and a second phase that occurred under the second director. As LRPA progresses through its fifth year, there is clear evidence that student retention has increased dramatically.

Student Retention during each Academic Year

Perhaps the most telling sign of health in student retention for an open-enrollment school of choice can be observed by looking at the pattern of student withdrawals during the course of each academic year. When families are distressed by what they see in a school, they withdraw their students immediately – frequently in the middle of the year. When families are making a discerning choice about whether or not a school is the right option for their children, they withdraw students during the summer between years.

To the right, the chart illustrates the percent of LRPA’s students that have withdrawn in the course of each academic year. As this chart illustrates, a smaller and smaller percentage of families have withdrawn students during the course of each of the past 3 years. As of January 2014, only 8 percent of families have felt the need to withdraw students from LRPA. It is our expectation that over 80 percent of students will remain with LRPA for the entire year.



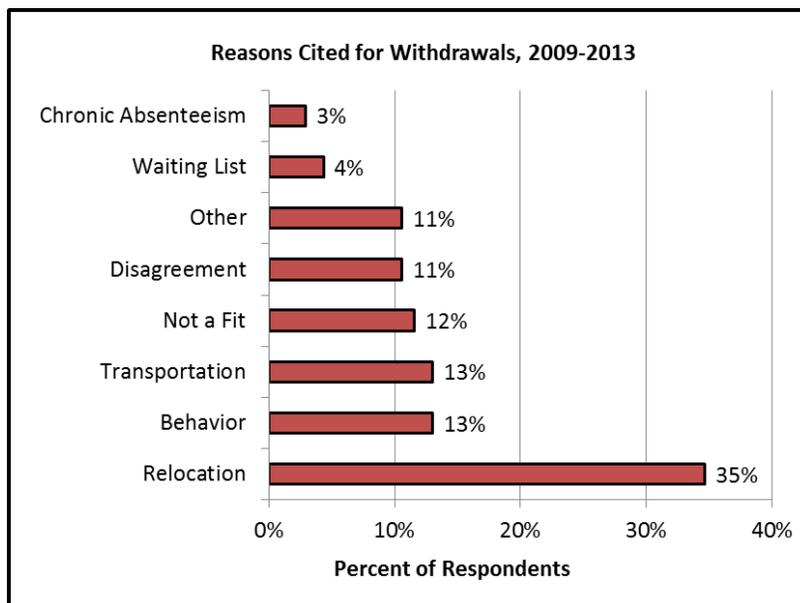
Reasons Given for Withdrawals

To determine why families withdraw their students, we looked at the reasons that parents cited at the time that they completed withdrawal forms. The analysis examines all four years of operation, from 2009 to 2013. The chart on the next page provides an analysis of the most frequently cited reasons. As this chart shows, relocation was the number one reason given by over one-third of responding parents. Other significant reasons that were given by parents include: chronic behavior problems (11%); transportation difficulties (13%); a decision that the school was not the right fit with students’ needs (12%); and a disagreement with the school administration (11%).

Why Retention will Remain High

Since LRPA enrolls a population of students who frequently enter performing at “below basic” or “basic” levels on the state tests, student retention is the key to high performance. After all, the Academy cannot expect to succeed with students unless they are enrolled long enough to progress from low levels of proficiency to high levels.

Because LRPA has seen such a recent increase in student retention, the question could be asked: How do we know that LRPA’s retention will remain high? The following is a list of reasons why we expect to sustain high rates of student retention:



1. **Strong Reputation:** Four years ago, LRPA was unknown. Today, the Academy is one of the better known public schools in Central Little Rock. Last spring, LRPA tested its name recognition as part of an institutional branding process. We found that many families are likely to recognize the name “Little Rock Preparatory Academy” almost as frequently as they recognize such leading institutions as “Central High School,” “Episcopal Collegiate Academy,” and “eStem.”
2. **Greater Stability:** Two and a half years ago, LRPA was a startup with no operating record and the uncertainty generated by a change in leadership. Today, the Academy enjoys the stability that comes with having continuous leadership in place, the institutional base that comes with serving over 400 students in grades K-8, and the financial strength that comes with managing a \$2.8 million operating budget.
3. **Excellent Facilities:** Two and a half years ago, LRPA was in a building that had no amenities – no playground, no gymnasium, no kitchen, and very limited space. Today, the Academy offers its students access to two computer labs, a playground, a gymnasium, an auditorium, after school programs, and two separate campuses.
4. **Esteemed Faculty:** Four years ago, every member of LRPA’s faculty and administration was new. At the end of last year, 19 teachers decided to return for the 2013-2014 year. At the primary school, at least two of the best teachers in every grade level decided to return for the new school year. At the middle school, LRPA has a strong core of dedicated faculty members.
5. **Proven Track Record of Performance:** As this renewal application demonstrates, LRPA is no longer an unproven startup. To the contrary, a close examination of the data reveals that LRPA has sustained impressive student achievement gains with its students. In fact, LRPA is outperforming the Little Rock School District in all primary tested subjects and grades even though LRPA is serving a student population that is higher poverty.

For these reasons, LRPA anticipates that demand among our target families in Central Little Rock will continue to grow and student retention will continue to increase.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

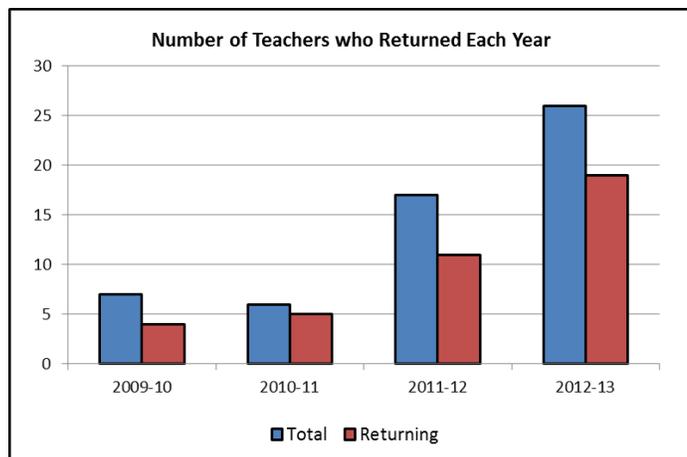
School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2009-2010	7	4	57%	0	0%
2010-2011*	6	5	83%	0	0%
2011-2012	17	11	65%	0	0%
2012-2013	26	19	73%	1	3%

**New executive director started January 2011*

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave.

Little Rock Preparatory Academy was opened by a founding director who stayed through the first year and a half of operation. Benjamin Lindquist, the current executive director, began serving in a voluntary transitional role in January 2011. The following is a description of major factors that influenced staffing during the first two years:

- 2009-2010 Year:** This was LRPA's first year of startup. The Academy was under-enrolled with fewer than 50 students in 5th grade relative to a 1st year projection of 108 students. The conditions were very challenging because everything – from scope and sequence to lessons plans to discipline to daily routines – was being implemented for the first time. Seven teachers finished the 1st year, but only four, or 57 percent, decided to return for the 2nd year. One teacher taught part-time and served as director of curriculum & instruction.



- 2010-2011 Year:** This was LRPA's second year of startup. The Academy was extremely under-enrolled with 64 students in grades 5-6 relative to a 2nd year projection of 216 students, which put a serious strain on the Academy's budget. The Executive Director announced that she would be leaving in November. The new Executive Director began his tenure in January 2011, and did not take any salary in the 2nd semester to avoid over-taxing the Academy's budget. In March, the board of trustees and new Director developed a strategic plan to reinvigorate the Academy and, in May, the State Board of Education approved the Academy's request to add grades K-4. Six classroom teachers finished the 2nd year, and five, or 83 percent, decided to return for the 3rd year. One teacher relocated to the Midwest due to a personal emergency.

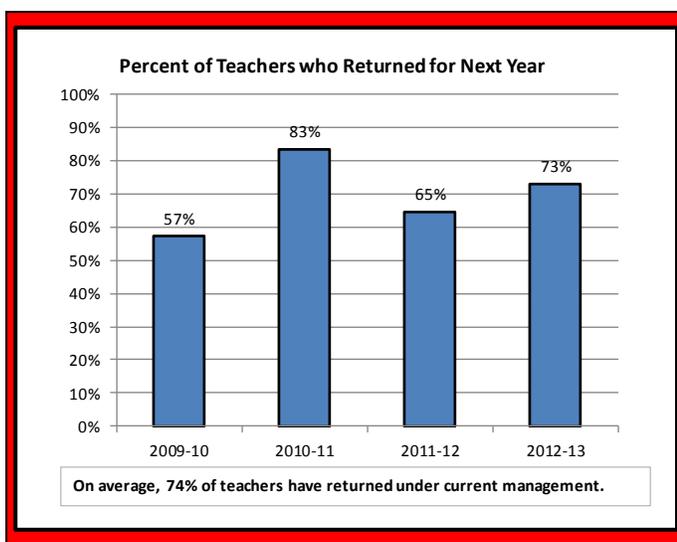
Exalt Education formally began managing the Little Rock Preparatory Academy in October of the 2011-2012 year. The following is a description of what has occurred while LRPA has been under Exalt's management:

- 2011-2012 Year: After being approved to add grades K-4 in May 2011, LRPA renovated the second floor of its facility and added 8 more classrooms in advance of re-opening for its 3rd year of operation. In a very compressed timeframe, the Executive Director retained a transitional Principal and 10 new classroom teachers for the primary grades K-4. LRPA re-opened with 256 students in grades K-7 and began implementing the Exalt academic design for the first time. The academic design called for implementing a positive behavior plan and research-validated instructional programs.

Three of five returning teachers had difficulty with the transition in academic programs and behavior systems, which brought greater accountability and transparency. Seventeen classroom teachers finished the year, and 11 teachers, or 65 percent, decided to return for the 4th year of operation. Two departing teachers moved to other classroom teaching positions, one relocated to Northwest Arkansas, and two others moved into childcare or youth services. Only one teacher had difficulty finding another position after LRPA declined to offer her the opportunity to return.

- 2012-2013 Year: Over the summer, LRPA relocated its middle school grades into a new facility and engaged in an aggressive student recruitment campaign. In August, LRPA reopened with 367 students in grades K-8 and 26 classroom teachers. At the end of the year, LRPA graduated its first class of 8th graders.

Twenty-six classroom teachers finished the year, and 19 teachers, or 73 percent, decided to return for the 5th year of operation. Two teachers were not offered the opportunity to return, two teachers went to graduate school, one teacher joined a local non-profit organization, and one teacher started her own childcare business.



Summary Findings

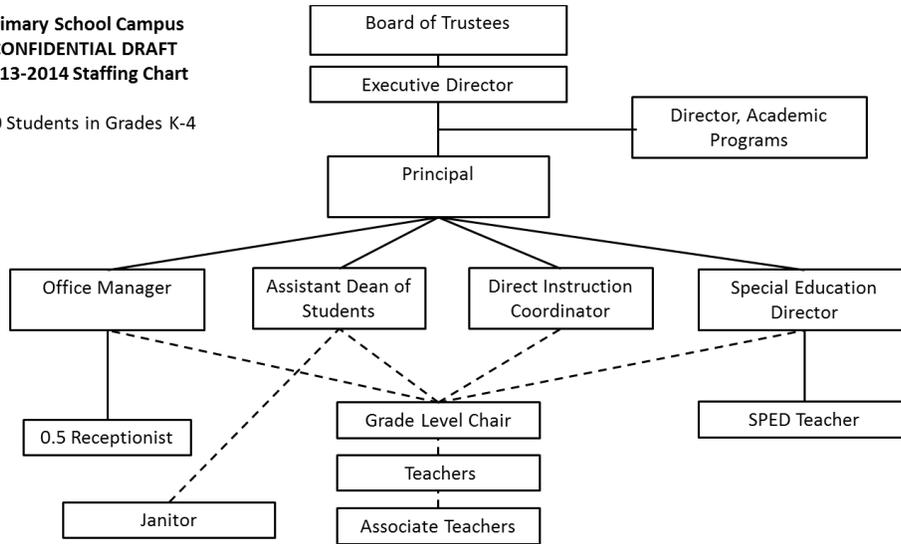
Over the past 2 ½ years that the current leadership has been managing Little Rock Preparatory Academy, an average of 74 percent of teachers have decided to return after finishing each academic year. We are proud of this statistic considering that, during that timeframe, LRPA has progressed through major changes in management, performance measurement, grade levels served, academic programs, behavioral plan and facilities. These changes have enabled LRPA to transition from a struggling startup that was on the verge of closing into a high-quality public education institution that is successfully making the transition from early-stage and unproven into sustainable and exemplary.

Development of Strong Site-Management Teams

For the 2013–2014 year, the site-management teams at both of LRPA’s campuses have been strengthened greatly. The Primary School has a five-person management team with an average of over 10 years of experience. The staffing chart is depicted below.

**Primary School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

280 Students in Grades K-4

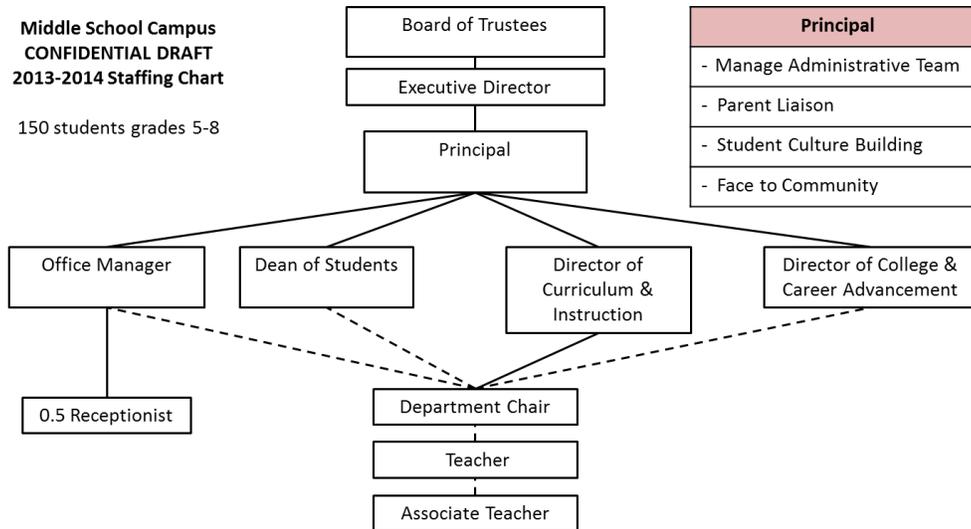


Office Manager	Assistant Dean	DI Coordinator	Special Education Director
Principal's Gatekeeper	Student Management	Teacher Management	Learner Supports
- Reporting & Records	- Student Policies	- Teacher Policies/Supports	- Inclusion
- Parent Communication	- Custodian	- Professional Conduct	- Pull-outs
- Visitors & Events	- Supervision	- Performance Evaluation	- Services

The Middle School has a five-person management team with an average of over 20 years of experience managing schools. The staffing chart is depicted below.

**Middle School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

150 students grades 5-8



Office Manager	Dean of Students	Director Curriculum & Instruction	Director, College & Career Advancement
Principal's Gatekeeper	Student Management	Teacher Management	High School Placement
- Reporting & Records	- Behavior	- Curriculum Development	- Supervision & Discipline
- Parent Communication	- Learner Supports	- Instructional Delivery	- 8 th grade Capstone
- Visitors & Events	- Supervision	- Performance Evaluation	- Alumni support

These highly qualified teams are bringing the dedicated on-site expertise and capacity that is necessary to manage the LRPA campuses. LRPA's leadership has worked hard to develop these teams so that the faculty and students at each campus are receiving the attention and supports they need to succeed.

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.

Little Rock Preparatory Academy State-Mandated Assessment Scores, 2010-2013

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
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Benchmark/Literacy – Combined Population

2010	LITTLE ROCK PREP	49	10.20%	36.73%	36.73%	16.33%	53.06%
	LITTLE ROCK SD	9804	9.36%	28.23%	38.53%	23.88%	62.40%
2011	LITTLE ROCK PREP	65	10.77%	44.62%	35.38%	9.23%	44.62%
	LITTLE ROCK SD	9798	8.21%	26.73%	38.39%	26.68%	65.06%
2012	LITTLE ROCK PREP	148	8.78%	31.76%	38.51%	20.95%	59.46%
	LITTLE ROCK SD	9831	7.49%	21.42%	36.75%	34.34%	71.09%
2013	LITTLE ROCK PREP	182	10.44%	31.87%	35.16%	22.53%	57.69%
	LITTLE ROCK SD	10008	9.25%	22.88%	35.00%	32.86%	67.87%

Benchmark/Literacy - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	11.63%	37.21%	37.21%	13.95%	51.16%
	LITTLE ROCK SD	7057	11.92%	34.24%	39.89%	13.96%	53.85%
2011	LITTLE ROCK PREP	47	8.51%	46.81%	36.17%	8.51%	44.68%
	LITTLE ROCK SD	7113	10.38%	32.94%	40.18%	16.50%	56.68%
2012	LITTLE ROCK PREP	112	9.82%	31.25%	38.39%	20.54%	58.93%
	LITTLE ROCK SD	7208	9.52%	25.90%	40.04%	24.54%	64.58%
2013	LITTLE ROCK PREP	149	10.74%	31.54%	33.56%	24.16%	57.72%
	LITTLE ROCK SD	7222	11.28%	27.78%	38.00%	22.94%	60.94%

Benchmark/Math - Combined Population

2010	LITTLE ROCK PREP	49	26.53%	24.49%	28.57%	20.41%	48.98%
	LITTLE ROCK SD	9810	17.29%	19.77%	32.06%	30.89%	62.95%
2011	LITTLE ROCK PREP	65	21.54%	32.31%	33.85%	12.31%	46.15%
	LITTLE ROCK SD	9798	16.44%	19.96%	32.11%	31.49%	63.59%
2012	LITTLE ROCK PREP	148	26.35%	28.38%	33.78%	11.49%	45.27%
	LITTLE ROCK SD	9834	17.36%	19.89%	31.75%	31.00%	62.75%
2013	LITTLE ROCK PREP	182	27.47%	25.27%	30.77%	16.48%	47.25%
	LITTLE ROCK SD	10027	19.98%	20.73%	29.59%	29.70%	59.29%

Benchmark/Math - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	30.23%	25.58%	27.91%	16.28%	44.19%
	LITTLE ROCK SD	7061	21.56%	23.74%	33.61%	21.10%	54.71%

2011	LITTLE ROCK PREP	47	19.15%	34.04%	36.17%	10.64%	46.81%
	LITTLE ROCK SD	7113	20.54%	23.84%	34.20%	21.41%	55.62%
2012	LITTLE ROCK PREP	112	27.68%	30.36%	32.14%	9.82%	41.96%
	LITTLE ROCK SD	7210	21.54%	23.87%	33.68%	20.92%	54.59%
2013	LITTLE ROCK PREP	149	27.52%	23.49%	31.54%	17.45%	48.99%
	LITTLE ROCK SD	7237	24.58%	24.21%	31.66%	19.55%	51.21%

Benchmark/Science - Combined Population

2010	LITTLE ROCK PREP	49	12.24%	36.73%	44.90%	6.12%	51.02%
	LITTLE ROCK SD	3229	37.88%	39.86%	18.27%	4.00%	22.27%
2011	LITTLE ROCK PREP	19	31.58%	42.11%	26.32%	0.00%	26.32%
	LITTLE ROCK SD	3282	34.61%	37.57%	22.30%	5.51%	27.82%
2012	LITTLE ROCK PREP	66	46.97%	42.42%	10.61%	0.00%	10.61%
	LITTLE ROCK SD	3332	32.44%	39.50%	21.91%	6.15%	28.06%
2013	LITTLE ROCK PREP	54	40.74%	42.59%	12.96%	3.70%	16.67%
	LITTLE ROCK SD	3275	31.97%	37.22%	22.05%	8.76%	30.81%

Benchmark/Science - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	13.95%	37.21%	46.51%	2.33%	48.84%
	LITTLE ROCK SD	2318	46.85%	41.89%	10.66%	0.60%	11.26%
2011	LITTLE ROCK PREP	15	33.33%	46.67%	20.00%	0.00%	20.00%
	LITTLE ROCK SD	2373	43.11%	40.29%	14.75%	1.85%	16.60%
2012	LITTLE ROCK PREP	45	48.89%	42.22%	8.89%	0.00%	8.89%
	LITTLE ROCK SD	2432	40.05%	43.87%	14.47%	1.60%	16.08%
2013	LITTLE ROCK PREP	43	39.53%	41.86%	13.95%	4.65%	18.60%
	LITTLE ROCK SD	2430	38.02%	41.11%	18.15%	2.72%	20.86%

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/>.

The testing data shown above is helpful in illustrating the following:

Staying True to Mission & Target Population

First, it demonstrates that Little Rock Preparatory Academy is fulfilling its mission of serving a high-needs population in Central Little Rock. Below, the chart compares three primary attributes of LRPA's student body with the attributes of students in the Little Rock School District and the State of Arkansas. As this chart shows, LRPA is a community public charter school that is serving a very high-poverty population in Central Little Rock.

Over the past 3 years, LRPA's enrollment has grown from 64 students in grades 5-6 to 410 students in grades K-8. During this time period, the percent of students who qualify for the Federal Free & Reduced Lunch Program has increased by 10 percent, from 71 percent in 2011 to 81 percent in 2013. If LRPA were attempting to reposition itself to serve a more advantaged population, it is unlikely that there would be an increase in the percent of students living in poverty.

Primary Student Attributes	LRPA	Little Rock School District	State of Arkansas
Qualify for Federal Free & Reduced Lunch	81%	71%	60%
African American	93%	68%	21%
From Central Little Rock	70%	23%	0.01%

The attributes of LRPA’s students are fairly comparable to those of other elementary and middle schools with attendance zones in Central Little Rock.

As the data from the Arkansas Research Center reveals, aggregate groups of students who took the ACTAAP tests at LRPA between 2009 and 2013 starting out performing, on average, between 10 percent and 20 percent below the average of students in the Little Rock School District. Even though the Academy has expanded its enrollment from 47 students in grade 5 to 64 students in grades 5-6 to 256 students in grades K-7 to 410 students in grades K-8, we have continued to enroll students who come to us performing at low levels relative to the surrounding district.

Addressing a Very Clear Need for Quality Education in Central Little Rock

Below, the chart lists the elementary and middle public schools with attendance zones in Central Little Rock. These schools serve a population of students with similar attributes to that of Little Rock Preparatory Academy’s students.

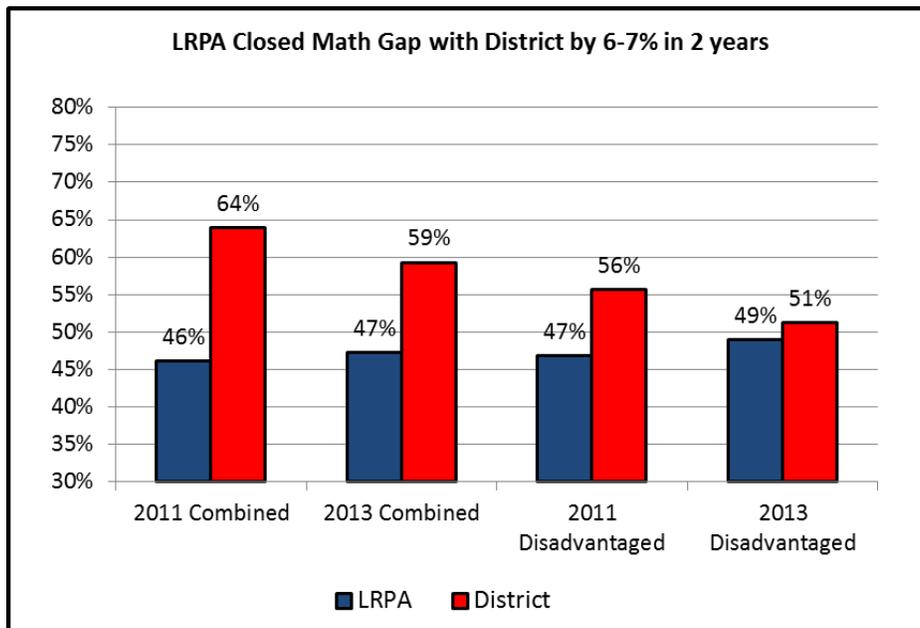
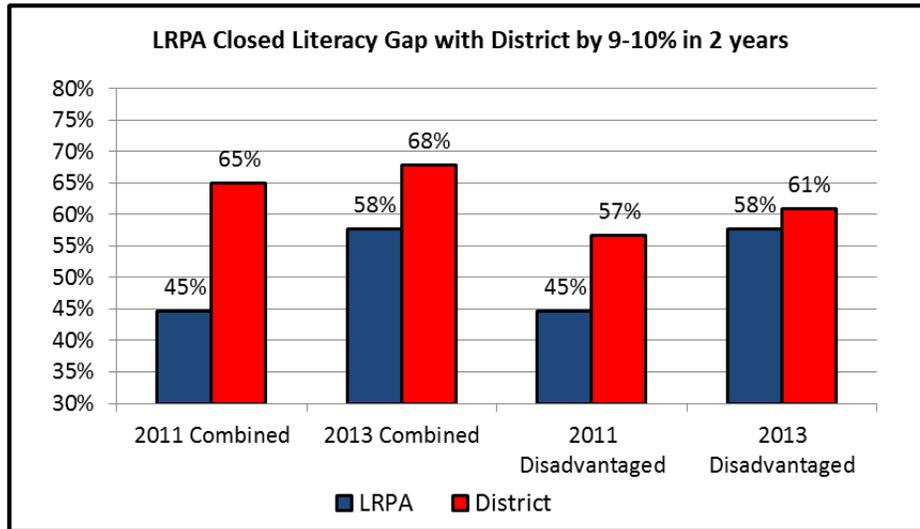
As the chart shows, 5 of 7 elementary schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education. Three out of 4 middle schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education.

Central Little Rock Public Schools	Status 2011	Status 2012	Status 2013
Elementary Schools			
Little Rock Preparatory Elementary			
Bale Elementary	Focus School	Focus School	Focus School
Franklin Incentive Elementary	Focus School	Focus School	Focus School
M.L. King Magnet Elementary		Focus School	Focus School
Stephens Elementary	Focus School	Focus School	Focus School
Geyer Springs Elementary	Priority School	Priority School	Priority School
Washington Magnet Elementary			
Middle Schools			
Little Rock Preparatory Middle			
Dunbar Magnet Middle School	Focus School	Focus School	Focus School
Forest Heights Middle School			
Henderson Middle School	Priority School	Priority School	Priority School
Cloverdale Aerospace Tech. Charter	Priority School	Priority School	Priority School

Little Rock Preparatory Academy, the Washington Magnet Elementary School, and Forest Heights Middle School are designated as *Needs Improvement Schools*. This comparison indicates the need that exists among public schools in Central Little Rock, and the progress that LRPA has made in addressing the educational need relative to other elementary and middle schools.

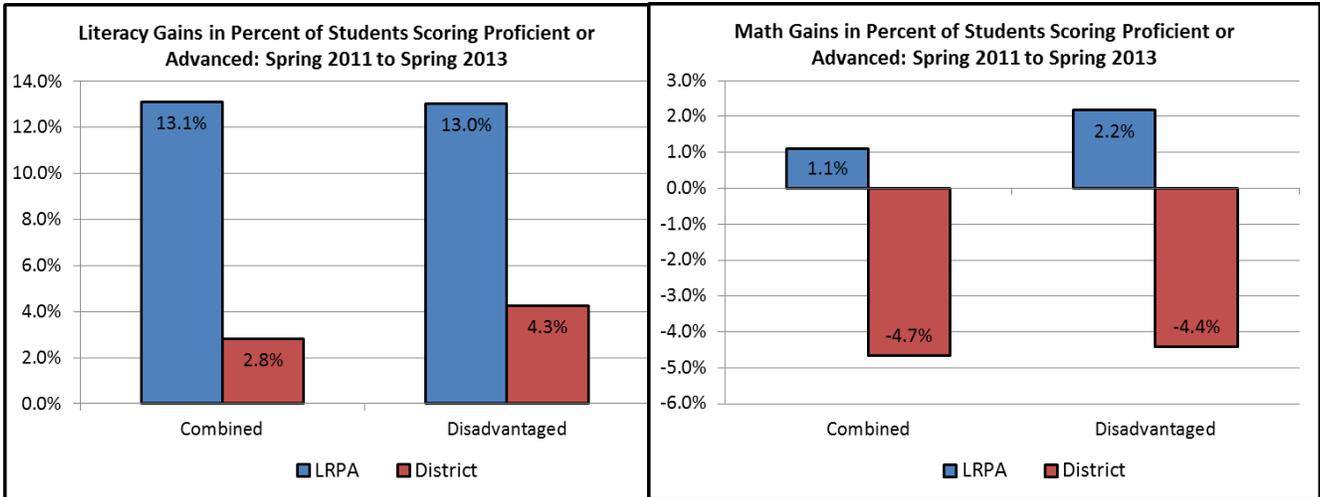
Making Greater Achievement Gains with All Students

The second thing that the Test Data demonstrates is that Little Rock Preparatory Academy's current management, which started in January 2011, has been quite successful in raising the Literacy and Math scores of all students enrolled at the Academy between 2011 and 2013. Below, the charts compares the gains that students enrolled in LRPA made between Spring 2011 and Spring 2013 relative to the Little Rock School District.



The charts illustrate the following positive trends:

- In *Literacy – All Students Combined*, 13.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.1 percent during a period when the District's students only gained 2.8 percent.
- In *Literacy – Economically Disadvantaged Students*, 13.0 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.0 percent during a period when the District's students only gained 4.2 percent.

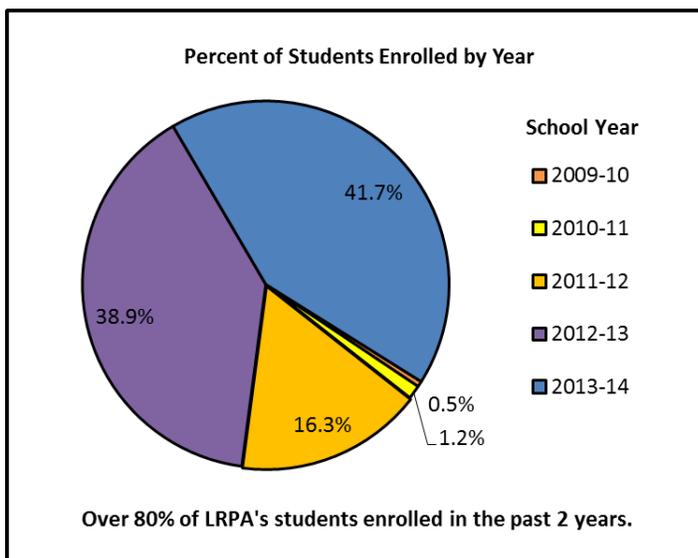


- In *Math – All Students Combined*, 1.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep’s students have made a gain of 1.1 percent during a period when the District’s students declined 4.7 percent.
- In *Literacy – Economically Disadvantaged Students*, 2.2 percent more students at LRPA are achieving proficient or advanced than they were just 2 years ago. Little Rock Prep’s students have made a gain of 2.2 percent during a period when the District’s students declined 4.4 percent.

LRPA has been able to make these gains with all tested students during a 2 ½ year period when we have expanded the Academy’s enrollment by 570 percent.

To See What’s Really Happening, the Numbers have to be Disaggregated

Unfortunately, when looked at in the aggregate, the figures above do not show how effective Little Rock Preparatory Academy has been in serving the students who stay with us over time. After all, LRPA cannot control how students performed before they came to us, but what we can control is the gains that students make while they are with us.



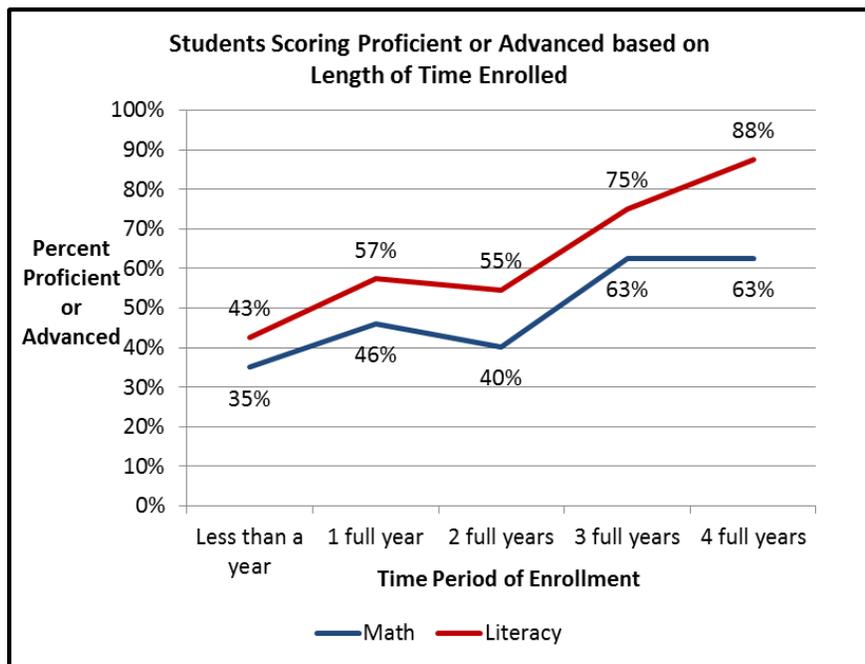
The downside of the enrollment pattern necessitated by Little Rock Preparatory Academy’s “restart” in 2011 is that we have had very little time to educate the vast majority of our students. As the pie chart on the preceding page illustrates, over 80 percent of LRPA’s students have only been enrolled for two years. As these students are promoted from elementary to middle school, they will have the advantage of getting the comprehensive literacy foundation that they need to succeed in a college-preparatory middle school program. But it will take 2 to 4 more years to see the full benefits of serving students from kindergarten through eighth grade.

Students Making Major Gains the Longer They Are Enrolled

When the numbers shown above are disaggregated, a very clear picture emerges.

Below, the chart shows how well students at LRPA are performing based upon how long they have been enrolled. As this chart shows, students who stay with LRPA for at least 2 full years are making very impressive gains.

In fact, among students who have stayed with LRPA for 3 or more years, over 10 percent more students are achieving Proficient or Advanced than among all students in the surrounding district. These students are closing the achievement gap with their more affluent peers in the city and state.



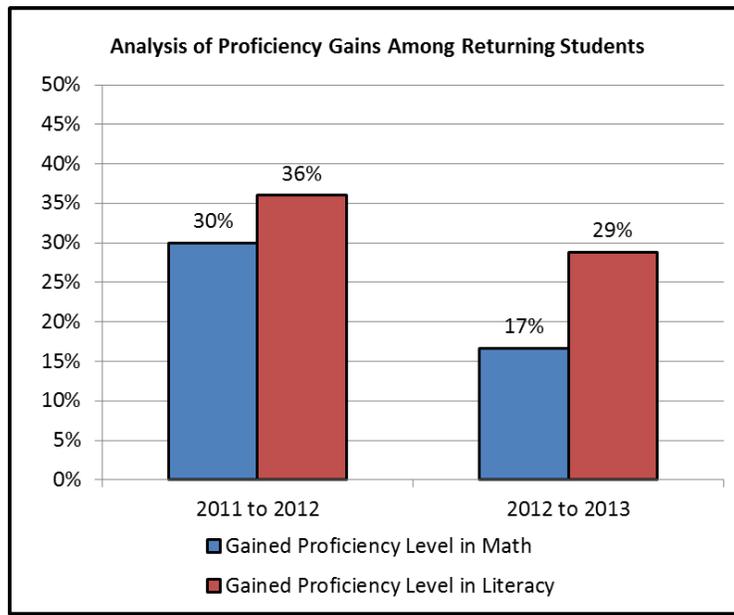
An Impressive Record of Annual Gains

To see how LRPA has performed with returning students who stay enrolled for at least a year, it is helpful to look at what percentage of these students gain a proficiency level.

Below, the chart shows the percentage of returning students that gained a proficiency level from Spring 2011 to Spring 2012 and from Spring 2012 to Spring 2013. As the chart shows, for two straight years, LRPA has enabled an average of over 25 percent of its returning students to gain a proficiency level in just one year's time.

Analysis of ACTAAP Growth	Math		Literacy	
	2011 to 2012	2012 to 2013	2011 to 2012	2012 to 2013
Gained from "Below Basic" to "Basic"	2%	8%	14%	9%
Gained from "Basic" to "Proficient"	25%	5%	14%	17%
Gained from "Proficient" to "Advanced"	2%	5%	9%	3%
Total	30%	17%	36%	29%

Below, the bar graph shows the total percent of returning students that gained a proficiency level by year:



As this analysis demonstrates, Little Rock Preparatory Academy’s team has done the heavy lifting that was necessary to turn the Academy around from a downward trajectory to a strong upward trajectory. Now that the Academy has stabilized at the target enrollment set forth in our charter agreement, increased student retention, and implemented a proven formula for raising the achievement of students who stay with us, we are poised to become a community public school that provides an exemplary option to under-resourced students in one of the most historically significant but underserved regions of Central Arkansas.

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.

The following factors should be taken into account when viewing LRPA’s performance against the Current Performance Goals:

- Change in Management: The goals were developed under previous management. The founding director started the school in 2008 and 2009, but resigned in December 2011. The new management inherited an Academy that was not performing well and experienced declines from 2009 to 2011. Our job was to build a track record of upward achievement gains.
- Different Enrollment Pattern: LRPA experienced severe enrollment shortfalls in the 2009-2010 and 2010-2011 years. These shortfalls necessitated that the Academy engage in an aggressive enrollment campaign once new management was retained. LRPA has now reached the enrollment level set forth in its five-year charter, but the sharp upswing in enrollment has affected student achievement.
- Changes in State Testing: The goals related to the state tests were developed in 2009 before sweeping changes were made in the selection and design of state assessments, including replacing the

Metropolitan Achievement Tests and Stanford Achievement Test with the Iowa Test of Basic Skills. Those changes have made it impossible to assess whether or not LRPA’s students are scoring in the Proficient or Advance category relative to the exams, scoring scales, and Proficient or Advanced cutoffs that existed in 2008 and 2009 when the goals were written.

- **Known Population:** A substantially higher percentage of LRPA’s students are African American and qualify for the Federal Free & Reduced Lunch Program than in the Little Rock School District and the State of Arkansas. These realities of LRPA’s student population were not known when the goals were written in 2008 and 2009.

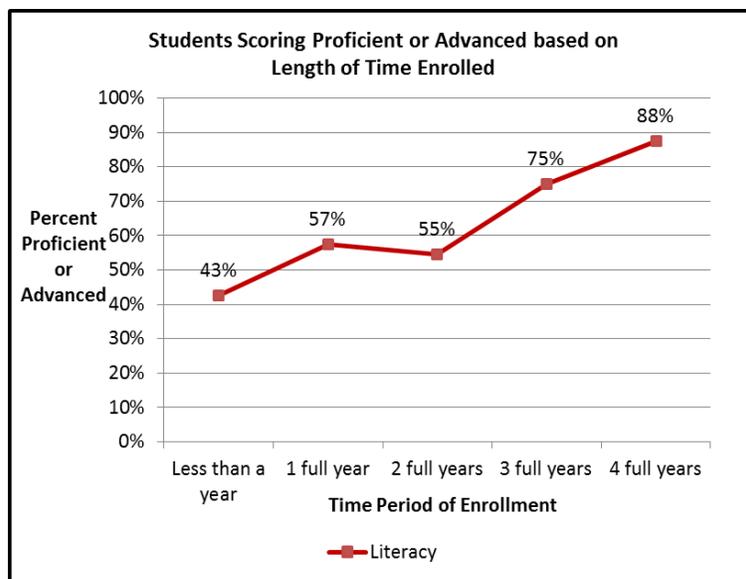
These factors apply to all of the Performance Goals. Other significant factors that only apply to certain of the Current Performance Goals are noted below as appropriate.

Academic Goals

Performance Goal 1: Students demonstrate proficient or advanced skills in Reading.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

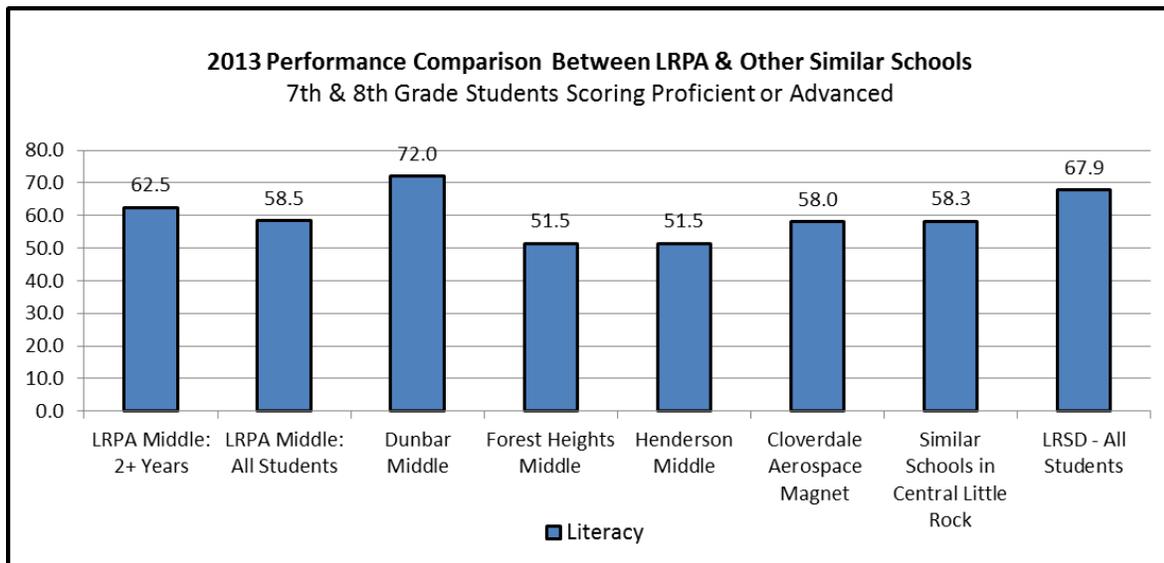
As the chart below illustrates, 75 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Literacy on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Literacy, more of LRPA's students scored at or above Proficient than three other middle schools with attendance zones in Central Little Rock. Only Dunbar outperformed LRPA in Literacy.



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Literacy Performance and Growth measures.

LITERACY PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	49.24	59.46	53.70	57.69	58.47
Targeted Achvmt. Gap Group (TAGG)	46.08	58.41	50.98	56.58	55.89
African American	48.91	59.18	53.98	59.30	58.20
Hispanic	100.00	n<10	100.00	28.57	100.00
Economically Disadvantaged	49.29	58.93	53.90	57.72	58.51
Students with Disabilities	8.33	n<10	16.67	8.33	25.00

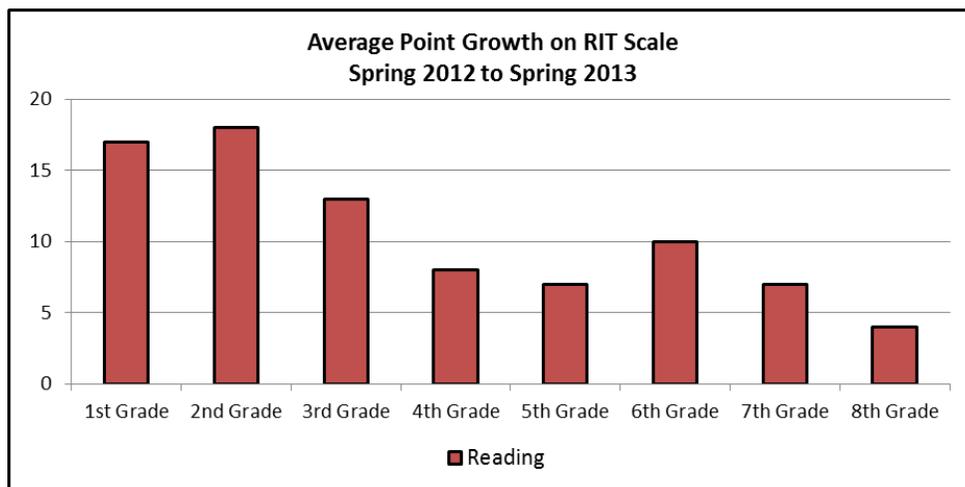
LITERACY GROWTH	2012 Growth AMO	2012 LRPA Growth	2013 Growth AMO	2013 LRPA Growth	2014 Projected Growth AMO
All students	49.73	66.34	55.88	61.34	58.87
TAGG	45.75	68.42	50.68	59.18	55.62
African American	49.43	66.00	55.73	63.06	58.62
Hispanic	100.00	n<10	100.00	40.00	100.00
Economically Disadvantaged	49.07	69.33	53.70	61.05	58.33
Students with Disabilities	8.33	n<10	16.67	11.11	25.00

As these charts show, in Literacy, LRPA met the AMO requirements in the 2011-2012 and 2012-2013 years.

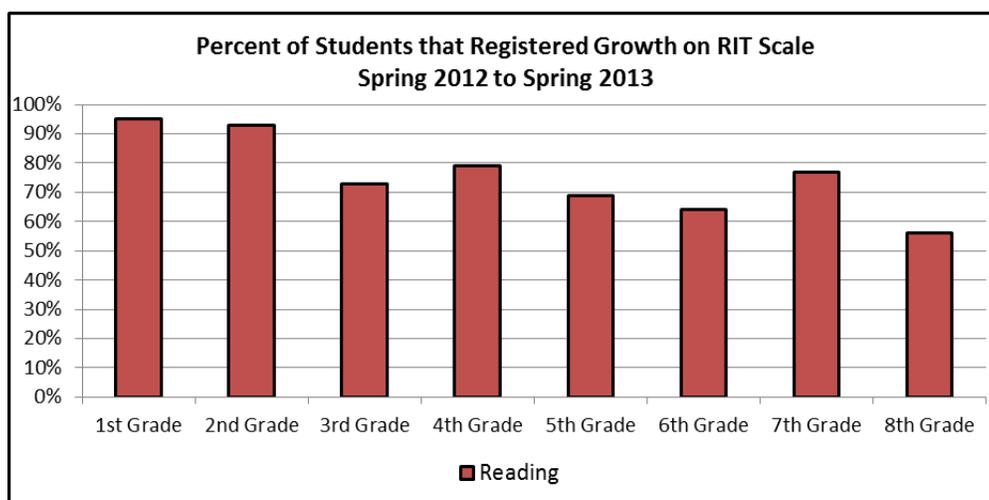
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy’s leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA’s progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP’s. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 4-5 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating the cross-section of students who made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that over 80 percent of students at LRPA registered gains from Spring 2012 to Spring 2013, and that the gains they made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year’s time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA’s students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

Percent of Students Meeting Growth Projections in Reading (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	4.5%	57.1%	52.6%
Class of 2018	26.3%	33.3%	7.0%
Class of 2017	27.6%	35.7%	8.1%
Class of 2016	41.2%	33.3%	-7.9%
Class of 2015	38.5%	50.0%	11.5%
Class of 2014	50.0%	53.8%	3.8%
Class of 2013*	60.5%	22.2%	-38.3%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

Performance Goal 2: Students will demonstrate proficient or advanced literacy skills in Reading Comprehension.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading Comprehension segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of “Reading Comprehension.”

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of “Reading Comprehension.”

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading comprehension as defined by the No Child Left Behind legislation.

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

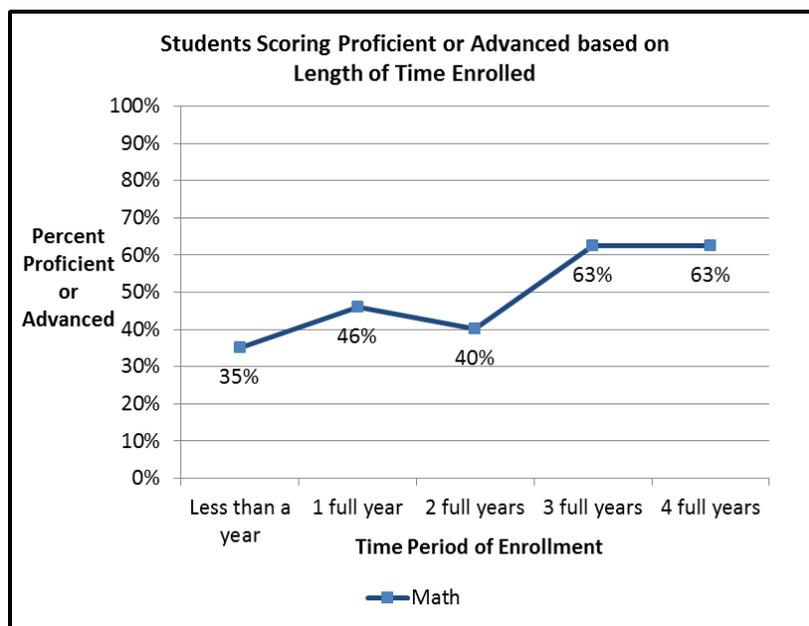
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

This goal is reported in the previous section, which summarizes LRPA’s performing in Reading.

Performance Goal 3: Students will demonstrate proficient or advanced skills in Mathematics.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination in Mathematics in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

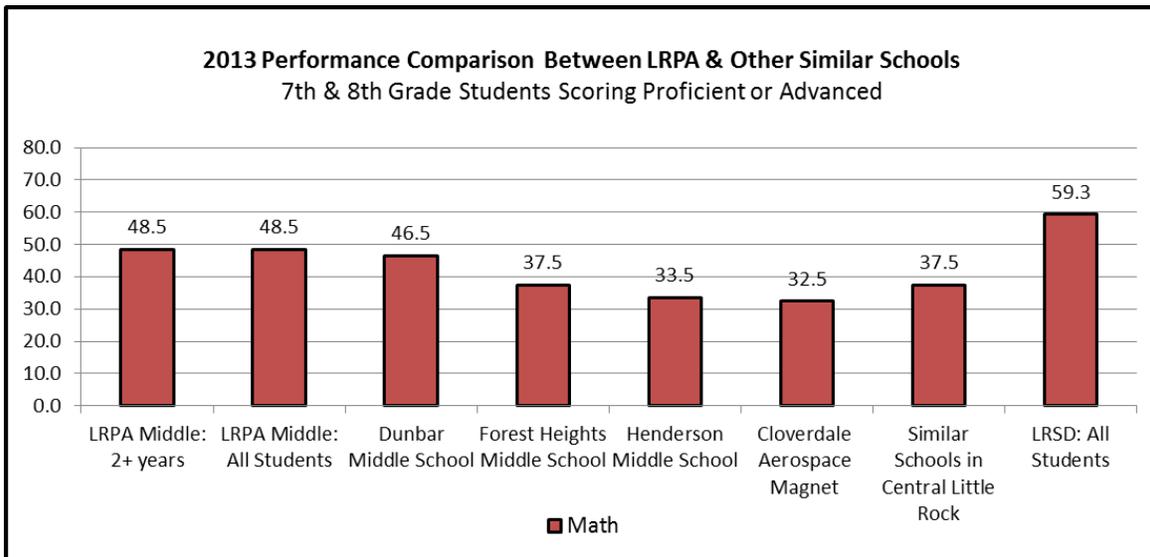
As the chart below illustrates, 63 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Math on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Mathematics, more of LRPA’s students scored at or above Proficient than all four other middle schools. In fact, 11 percent more students in 7th and 8th grade at LRPA scored at or above Proficient than among students in grades 7-8 at other Central Little Rock middle schools (48.5% vs. 37.5%).



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Mathematics Performance and Growth measures.

MATH PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	50.64	45.27	54.86	47.25	59.61
TAGG	49.68	41.59	54.25	48.03	58.83
African American	48.91	44.9	52.73	46.51	58.2
Hispanic	100.00	n<10	100.00	85.71	100.00
Economically Disadvantaged	51.24	41.96	55.68	48.99	60.11
Students with Disabilities	19.79	n<10	27.08	0.00	34.38

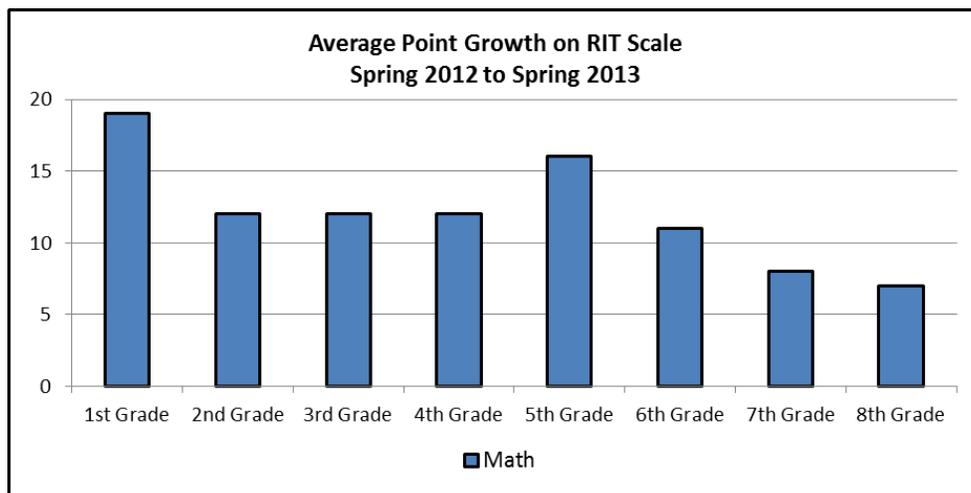
MATH PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	50.64	45.27	54.86	47.25	59.61
TAGG	49.68	41.59	54.25	48.03	58.83
African American	48.91	44.90	52.73	46.51	58.2
Hispanic	100.00	n<10	100.00	85.71	100.00
Economically Disadvantaged	51.24	41.96	55.68	48.99	60.11
Students with Disabilities	19.79	n<10	27.08	0.00	34.38

As these charts show, in Mathematics, LRPA has not met the AMO requirements in the 2011-2012 and 2012-2013 years. However, between Spring 2012 and Spring 2013, LRPA' students did register gains in every category of Math Performance and Growth. Unfortunately, these gains were not sufficient to meet the AMO's.

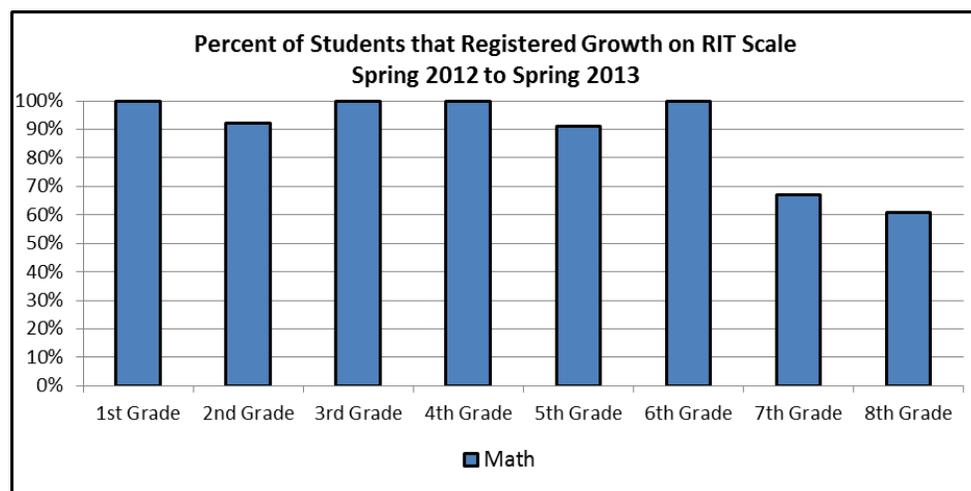
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentile per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy’s leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA’s progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP’s. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 2-4 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating how many students made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that most students made gains from Spring 2012 to Spring 2013, and that the gains that made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year's time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA's students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

Percent of Students Meeting Growth Projections in Math (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	9.1%	16.7%	7.6%
Class of 2018	5.3%	40.0%	34.7%
Class of 2017	41.4%	57.1%	15.7%
Class of 2016	47.1%	70.0%	22.9%
Class of 2015	53.8%	83.3%	29.5%
Class of 2014	61.8%	58.3%	-3.5%
Class of 2013*	69.4%	38.9%	-30.5%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

Performance Goal 4: Students will demonstrate proficient or advanced skills in Mathematics Reasoning.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination for Mathematics Reasoning in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of “Mathematics Reasoning.”

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics Reasoning score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of “Mathematics Reasoning.”

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics reasoning as defined by the No Child Left Behind legislation.

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentile among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentiles per year until the average percentile score reaches 75.**

This goal is reported in the previous section, which addresses LRPA's performance in Mathematics.

Performance Goal 5: Students will demonstrate proficient or advanced skills in Science.

- **Measure: Each cohort of Little Rock Preparatory Academy students will make Adequate Yearly Progress in Science as defined by the No Child Left Behind legislation.**

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova every year until 100% of students have demonstrated proficient or advanced.**

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

Performance Goal 6: Students will demonstrate proficient or advanced skills in Social Studies.

- **Measure: Each cohort of Little Rock Preparatory Academy students will made Adequate Yearly Progress in Social Studies as defined by the No Child Left Behind legislation.**

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer *considers Adequate Yearly Progress* measures among sub-groups of students.

- **Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova.**

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

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 academic performance;

- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Please Note: In writing this section, the applicant sought to follow four primary guidelines: (a) keep the objectives simple and specific to valid-and-reliable state and national assessments; (b) state the objectives clearly and explicitly; (c) design the objectives in such a way that they are most likely to be valid over the requested 5-year charter term; and (d) focus on growth in achievement over time as demonstrated across all grades and the key transitional grades of 3, 6 and 8.

Little Rock Preparatory Academy will meet the following performance objectives:

Overall Goals

- On average over the 5-year period of the charter, the percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.
- As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.
- Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.
- As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

With these Overall Goals in mind, LRPA has set the following specific performance goals for the 5-year period from the start of the 2014-2015 year to the end of the 2019-2020 year.

Student Achievement Relative to Similar Schools

- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.*

**Please Note: If the attendance zones change, the comparison will be done between LRPA and a sampling of other public elementary and middle schools with a similar percent of students who qualify for the Federal Free & reduced Lunch Program and are African American and/or Hispanic.*

Student Achievement Relative to the Little Rock School District

- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.

Student Growth across Grades 1-8

- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.
- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

End of Third Grade

- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.
- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.

End of Sixth Grade

- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.
- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

End of Eighth Grade

- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the State of Arkansas in grade 8.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the State of Arkansas in grade 8.
- On average over the 5-year period of the charter, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

This section assumes that the State of Arkansas will continue to transition from the Arkansas Learning Standards to the Common Core Standards and from the ACTAAP to the PARCC exams.

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.

Below are the findings from the 2011-2012 audit report, as reported by the Legislative Joint Auditing Committee on May 9, 2013:

Finding 1: (NOTED AS A REPEAT FINDING)
Controls are not in place to require approval of transactions prior to disbursement. As a result of disbursement testing, it was noted that some disbursements did not have approval other than the signature on the actual check. The lack of a requirement for approval does not allow the School to acknowledge that the expenditures are allowable under grant/funding requirements and that they are for valid expenditures.

Finding 1: LRPA has implemented a procurement policy. In March of 2013, an additional position was added of Chief Administrative Officer and the disbursement policies were adjusted to provide for separation of duties. The policies implemented will eliminate a repeat finding in the area of disbursements. The policies were implemented and should result in no repeat findings for the 2012-13 audit. The procedure is as follows:

1. Purchase Request must be submitted to the Finance Director who will:
 - a. Determine if the expenditure is budgeted
 - b. Determine if the source document is properly coded
 - c. Determine if funds are currently available for expenditures (i.e. cash flow)
 - d. Determine if the expenditure is reasonable, necessary, and allowable under the appropriate revenue source.

- e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations.
 - f. Determine if goods and services are sufficiently described on purchase request.
 - g. Determine if the price is competitive and prudent.
2. Once the Finance Director has made the determination that the expense is an approved expense, s/he will complete a Purchase Order and submit it to the Chief Administrative Officer for approval.

Finding 2: Contracts for making of major repairs or alterations, for the erection of buildings or other structures or improvements that exceed \$20,000, shall be procured by soliciting bids in accordance with Arkansas Code Annotated 22-9-203. The School was unable to provide documentation that bids were solicited for the construction contract to renovate the School’s building. The School has not implemented a policy to solicit bids for purchases over \$20,000 and to maintain documentation of the solicited bids.

Finding 2: LRPA hired a new Finance Director in 2013 and has a Chief Administrative Officer who works with them through the management agreement. Both the Finance Director and Chief Administrative Officer have attended Tier I training and understand the laws governing bidding for services greater than a certain dollar amount. The following is a part of the LRPA financial policies and is being followed in all LRPA’s financial dealings. As a result, Finding 2 should not be a repeat finding in future audits.

“The school will request bids or quotations verbally on transactions not expected to exceed \$3,500, and in writing for transactions between \$3,500 and \$10,000. Items greater than \$10,000 will require formal bid requests and evaluation. Note: (1) Arkansas law requires informal bids (documented) for all goods and services equal to or greater than \$10,000 and formal bids (documented) for all goods and services greater than \$20,000, (2) construction contracts require additional bid procedures.”

Section 7 – Waivers

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

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

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history
6-17-111	Duty-free lunch periods
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)

6-17-919	Warrants void without valid certification and contract (the 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)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law

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

9.03.3.4	Grades 5-8 Social Studies
10.02	Class Size and Teaching Load (maximum of 34 students per class)
10.03	Instructional Materials
15.01	School District Superintendent
15.02	Principals
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
16.03.1	School Nurse
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Waivers from Other Rules:

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule

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.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-16-102 (length of school day) because LRPA's education model requires an extended day. LRPA's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, LRPA builds many of these enrichment activities into its curriculum, necessitating an extended school day.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-114 (concerning daily planning period) because the LRPA education model requires the flexibility to adapt teacher schedules to

its unique curriculum and practices regarding curriculum planning and teacher support. LRPA places great emphasis on planning and monitoring teacher and student performance, offers an innovative staggered teacher schedule in grades K-4, and ensures that teachers have the support they need to plan effectively.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-117 (concerning non-instructional duties) because the LRPA education model requires flexibility to assign duties to maximize use of teacher and administrator time.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-2201 (Classified School Employee Minimum Salary Act) because the LRPA education model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, LRPA teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01 – 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under LRPA’s education model, each child is taught at his or her own level using performing grouping and differentiated-instructional techniques. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as “gifted and talented”, thus excluding others from enriched programs.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-18-1001 et seq. (concerning guidance and counseling services) because the LRPA model includes a dedicated site-management team and a full array of support services that have proven effective in supporting students and families. The Academy is a college preparatory school, and as such, offers each student guidance counseling and related services.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing Educator Licensure 317-1 to 317-40. LRPA already has a waiver from Ark. Code Ann. §6-17-301 and Ark. Code Ann. §6-15-104 (concerning teacher certification and qualifications). This request seeks to fully effectuate the flexibility in licensure and certification that are granted under the existing waivers.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-13-109 et seq. and Ark. Code Ann. §6-17-427 et seq. (concerning superintendent licensure and mentoring) because the LRPA model requires the flexibility to hire and retain a superintendent with unique qualifications and experience relative to district superintendents. The Superintendent has completed all necessary training requirements in the State of Arkansas. Additionally, Little Rock Preparatory Academy requests a waiver from ADE Rules Governing the School Superintendent Mentoring Program 310-1 to 310-4 and Standards for Accreditation 15.01 so that it can fully effectuate the flexibility granted under these waivers.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites 318-1 to 318-5. LRPA already has a waiver from Ark. Code Ann. §6-17-201 et seq. (concerning written personnel policies and teacher salary schedule). This request seeks to fully effectuate the flexibility in setting salaries that is granted under the existing waivers.

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.

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

Little Rock Preparatory Academy wishes to maintain all current approved waivers.

Section 8 – Requested Amendments

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

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

If no charter amendments are requested, state this.

Please Note: Little Rock Preparatory Academy is requesting one amendment to its charter at this time.

Requested Change in Enrollment Cap

Little Rock Preparatory Academy is requesting that its enrollment cap be lifted from 432 students in grades K-8 to 540 students in grades K-8. The rationale for this request is that, unless the enrollment cap is increased to the requested level, LRPA cannot:

1. Provide students in all grades with the programs and facilities that they need;
2. Financially support strong site-management teams at each of its campuses on an ongoing basis;
3. Serve the same size classes of students from grades K-8; and
4. Expand to an efficient, sustainable operating size.

Below, the chart provides an approximation of LRPA’s target enrollment under the current cap of 432 students in grades K-8. As this chart shows, under the current cap, LRPA cannot admit successive classes of students in Kindergarten and then serve them all the way through 8th grade. In fact, the current enrollment cap could force LRPA into the position of discouraging a substantial portion of its middle school students from staying with the Academy as the move through grades 5-8.

Current Enrollment Cap			
Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	24	24	48
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	24	24	48
6 th Grade	24	24	48
7 th Grade	24	0	24
8 th Grade	24	0	24
Grades K-8	240	192	432

There are other shortcomings associated with the current enrollment cap. To ensure that it is providing students and families with the quality of services that they deserve, LRPA has assembled a strong site-management team to lead its academic programs at each campus. This team includes a dedicated Principal, Director of Curriculum and Instruction, Dean of Students, Office Manager and Special Education Teacher at each site. A minimum level of public operating revenues is necessary to sustain this site-management team at each LRPA campus, which is a major advantage for students and families.

LRPA’s current middle school serves approximately 130 students in grades 5-8. There is no way that such a limited enrollment and revenue base can support a highly qualified site-management team on an ongoing basis. Unless LRPA can expand the middle school to 240 students in grades 5-8, we are at risk of having to make staffing trade-offs that will hurt the quality of our academic programs. We are also put into a position where we cannot afford the kinds of facilities amenities and extracurricular programs that middle school students need because we lack the financial resources.

At the requested enrollment of 540 students in grades K-8, LRPA can serve the same number of students at each grade level across the continuum from kindergarten through eighth grade. The proposed increase would allow for LRPA to expand its total enrollment by 25 percent. The increase represents less than 0.45 percent of the total students enrolled in public schools in Little Rock and 2.5 percent of the total students enrolled in Central Little Rock’s neighborhood public schools.

Proposed Enrollment Cap			
Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	30	30	60
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	30	30	60
6 th Grade	30	30	60
7 th Grade	30	30	60
8 th Grade	30	30	60
Grades K-8	270	270	540

If its request were to be approved, LRPA plans to simply fill in the extra slots in the middle school as students are promoted upward from 4th grade to 5th grade to 6th grade and so on. A budget projection is attached with a scenario that illustrates how the proposed enrollment increase would unfold over the next three years.

**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 involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader

Benjamin S. Lindquist
Executive Director

Printed Name/Position

January 16, 2014

Date

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Students				
Kindergarten	47	56	60	60
1st Grade	74	60	60	60
2nd Grade	47	60	60	60
3rd Grade	53	60	60	60
4th Grade	62	60	60	60
5th Grade	44	60	60	60
6th Grade	44	60	60	60
7th Grade	30	44	58	56
8th Grade	14	25	42	54
Total Students	415	485	520	530
Staffing				
Student-to-Teacher Ratio	13.8	14.3	14.9	14.7
Number of FTEs	40.0	44.0	45.0	46.0
Part Time Employees	4.0	5.0	5.0	5.0
Number of teachers	30.0	34.0	35.0	36.0
Average teacher salary/benefits	39,769	40,821	41,790	42,768
REVENUES				
Opening Balance				
Year-end surplus from 2012-2013	10,996			
State Revenues				
Foundation Funding - Per Pupil	6,393	6,393	6,393	6,393
Foundation Funding - Total Funding	2,653,095	3,100,605	3,324,360	3,388,290
NSLA per Pupil	1,033	1,033	1,033	1,033
NSLA Funds	416,599	501,005	537,160	547,490
Professional Development	16,720	21,340	22,880	23,320
Federal Revenues				
Child Nutrition-Reimbursements	234,447	273,992	293,765	299,414
Food Sales	16,000	18,699	20,048	20,434
Medicaid Reimbursements	15,000	17,530	18,795	19,157
Title I Estimated Funds	154,707	180,802	193,850	197,578
Title II-A Professional Development	5,565	6,504	6,973	7,107

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Title VI-B Special Education	69,662	81,412	87,287	88,966
Other Revenues				
Private Grants/Donations	90,000	90,000	90,000	90,000
Primary School Relocation Loan	250,000			
Erate Reimbursements	40,000	40,000	40,000	40,000
Miscellaneous	21,118	24,680	26,461	26,970
Total Revenues	3,982,913	4,356,569	4,661,579	4,748,725

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
EXPENDITURES				
Salaries				
Administrative Support Team	378,596	376,964	391,370	406,364
Teachers	975,581	1,133,583	1,193,890	1,256,007
Benefits for Salaried Employees	500,184	530,544	551,667	573,344
Performance Pay	120,000	132,000	135,000	138,000
Hourly Workers	45,600	46,968	48,377	49,828
Total Salaries	2,019,961	2,220,059	2,320,305	2,423,544
<i>As Percent of Total Revenue</i>	51%	51%	50%	51%
Instruction				
Principal Incentives Program	5,000	5,843	6,265	6,386
Instructional Materials	50,000	59,170	63,440	64,660
Classroom Supplies	2,600	3,400	3,500	3,600
Library	3,000			
Substitute Teachers	30,000	34,000	35,000	36,000
Student Assessment	6,225	7,275	7,800	7,950
Field Trips	4,150	14,550	15,600	15,900
Electives (Arts & Athletics)	10,375	12,125	13,000	13,250
Total Instruction	111,350	136,363	144,605	147,746
<i>As Percent of Total Revenue</i>	3%	3%	3%	3%

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
<i>Service & Supplies</i>				
School Support Services				
Academic leadership positions	186,808			
Management of finance & compliance	80,061			
Academic tools, systems & supports	64,049			
Human resources administration	58,711			
Facilities & growth management	42,699			
Advancement, Marketing	42,699			
Performance management	37,362			
Legal counsel	21,350			
Subtotal Exalt Staffing & Services	533,739	612,637	656,848	669,480
Student Uniforms	15,000	24,250	26,000	26,500
Parent Outreach and Programing	2,000	5,000	5,000	5,000
Office Supplies	21,600	24,480	25,200	25,920
Printing Copying Services	32,003	40,000	40,000	40,000
Postage & Shipping	2,075	2,910	3,120	3,180
Private Audits & 990 Reports	12,500	14,000	14,000	14,000
Legal Consulting Fees	2,500	5,000	5,000	5,000
Staff Professional Development	6,000	13,200	13,200	13,200
Special Education Services	69,662	81,412	87,287	88,966
Health Supplies	3,000	3,506	3,216	3,058
APSRC	5,000	5,000	5,000	5,000
Transportation	74,475	121,250	130,000	132,500
Fines & Fees	3,000	5,000	5,000	5,000
Miscellaneous	6,000	20,000	20,000	20,000
Total Services and Supplies	788,554	977,645	1,038,872	1,056,803
<i>As Percent of Total Revenue</i>	20%	22%	22%	22%

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Facility				
Buildings & Grounds				
Maintenance				
Playground	1,500	1,500		
Facility Design & Project Management	15,000	15,000		
Relocation of School Contents	14,000	14,000		
Classroom Furniture	12,000	12,000	3,000	3,000
Student Recruitment	6,000	6,000	6,000	6,000
Technology Setup & Support	47,395	23,000	23,000	23,000
Liability/Property/Content Insurances	10,000	15,000	15,000	15,000
Loan Repayment	100,000	108,611	108,611	108,611
New Campus Construction/Buildout	236,601	50,000		
Student Technology	10,000	12,125	13,000	13,250
Classroom Technology	3,600	3,600	3,600	3,600
Teacher Technology	4,000	4,000	4,000	4,000
Facility Lease Fee (Middle School)	70,000	81,807	87,711	89,398
Facility Lease Fee (Primary School)	138,721	138,721	138,721	138,721
Construction Loan Interest Expense	12,848			
Phone/Internet service	6,187	6,187	6,187	6,187
Food Service	276,083	322,651	345,935	352,588
Pest Control	1,920	2,400	2,400	2,400
Janitorial Contract/Supplies	47,600	53,000	53,000	53,000
Security	8,400	8,400	8,400	8,400
Water & sewer	7,128	8,747	9,847	10,538
Utilities (Electricity)	20,578	25,251	28,427	30,423
Total Facility	1,049,561	881,500	856,839	868,115
<i>As Percent of Total Revenue</i>	26%	20%	18%	18%
Contingency Reserve				
<i>As Percent of Total Revenue</i>	5.0%	5.0%	5.0%	5.0%
Previous Year Balance	105,850	119,488	217,828	233,079
Current Year Setaside	13,638	98,340	15,251	4,357
Contingency Reserve	119,488	217,828	233,079	237,436

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
<i>Total Expenditures</i>	3,983,064	4,313,908	4,375,872	4,500,565
<i>Current Year's Surplus (Deficit)</i>	10,848	42,661	285,708	248,160

NOTES
Based on Yr 1 actual.

NOTES
Includes all teacher positions.
Based on Yr 1 actual.
Budgeted at \$3,000/employee/year.
Receptionists, food service, bus monitor, nurse
For campus supplies and materials, teacher professional development.
\$122 per student
\$100/teacher
Based on actual year expenditures 2012/13
\$15/student
\$25 per student

NOTES
Surplus (Deficit)

**Little Rock Preparatory Academy
Board Meeting Minutes
January 9, 2014**

A special called meeting of the Board of Trustees (the "Board") of the Little Rock Preparatory Academy (the "Academy") was held on January 9th at 6:00 pm at the Middle School Campus at 4520 S. University Ave., Little Rock, Arkansas 72204.

Call to Order: The meeting was called to order by Charles Stewart at 6:15 pm.

Roll Call: The following members of the board were present: Sharon Blackwood, Jan Zelnick, Nathaniel Noble, Charles Stewart and Darrell Brown. Dr. Angela Webster-Smith joined the meeting at 6:45 pm. A board quorum was established. Darryle Hinton, Jennifer McMahan, Ben Lindquist, Sonja Taylor-Larkowski, and Sylvia Wynn were present.

Active Agenda: Stewart moved to adopt the proposed agenda, which was approved unanimously.

Citizen Comments: None

Governance: On behalf of the governance committee, Brown reported to the board that Dr. Rachida Parks met with Stewart, Zelnick and himself in December. Prior to the meeting, Dr. Parks was given a tour of the primary school. In the board packet is a copy of her resume and short biography. Dr. Parks expressed her interest in joining the LRPA board of trustees, should the invitation be extended. The governance committee is recommending Dr. Parks for election as a new board member for LRPA Board of Trustees. The election of Dr. Parks was approved unanimously by the board.

On behalf of the governance committee, Brown presented a slate of candidates for election of new officers for LRPA Board of Trustees. The slate consists of Dr. Angela Webster-Smith for Board Chair, Nathaniel Noble for Vice Chair, and Sharon Blackwood for Secretary in accordance with the bylaws. The slate of officers as presented was approved unanimously by the board. A resolution for the appointment of officers was presented and signed by each board member.

Compliance: Lindquist informed the board that included in the packet is a copy of the charter renewal application for submission to the AR Department of Education, Charter School Office. Lindquist presented the contents of the charter renewal application to the board. Discussion ensued amongst the board and Lindquist regarding the application. Zelnick made a motion to approve submission of the charter renewal application subject to input from expert reviewers, which was seconded by Brown and approved unanimously. A resolution of the board of trustees for approval and submission of the charter renewal application was presented and signed by each board member.

Next Meeting: The next meeting is scheduled for Monday, January 27, 2014 at 6:00 p.m.

Adjournment: The meeting was adjourned at 7:08 pm.