



ARKANSAS DEPARTMENT OF EDUCATION

Public Charter School Renewal Application for Lincoln High School Charter

Deadline for Initial Submission: 5:00 PM on October 4, 2021



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

EVENT/DEADLINE	Renewal Applications
Initial Applications Due by 5:00 p.m. Submitted to ade.charterschools@ade.arkansas.gov	October 4, 2021
Application Reviews with DESE	October 15-31, 2021
Application Revision Window	November 1-15, 2021
Final Applications Due by 5:00 p.m. Submitted to ade.charterschools@ade.arkansas.gov	November 15, 2021
Charter Authorizing Panel Hearings	December 14-15, 2021
State Board of Education Meeting – Review of Charter Authorizing Panel Decisions	January 13, 2022

Charter Information

Name of Charter:	Lincoln High School Charter
LEA Number:	7205706
Authorization Date:	
Expiration Date:	June 2022
Enrollment Cap:	none
Grades Served:	9-12
Superintendent:	Dr. Mary Ann Spears
Superintendent Email:	mspears@lincolncsd.com
Charter Mailing Address:	107 E. School St. Lincoln AR 72744
Charter Physical Address:	1392 E. Pridemore Dr. Lincoln AR 72744
Contact for the Application:	Stan Karber, LHS Principal
Contact Email:	skarber@lincoln.k12.ar.us
Contact Phone:	479-824-7452

Number of Years Requested for Renewal (1-5):

5 years

Section 1: Charter Data

Current Accreditation Status: Accredited
Level of Support: General

Enrollment (3 Quarter ADM)

2017-18	2018-19	2019-20	2020-21

Graduation Rates

	2017-18	2018-19	2019-20	2020-21
4 Year				
5 Year				

Letter Grades

2017-18	2018-19	2019-20	2020-21
C	C	N/A	N/A

ESSA School Index

	2017-18	2018-19	2019-20	2020-21
Overall Index	65.88	66.41	N/A	62.83
Weighted Achievement	48.57	47.77	N/A	39.22
Growth	79.4	80.29	N/A	79.53
SQSS	52.88	55.69	N/A	51.47

Section 2: Charter Mission Statement

Previous mission statement:

The mission of the Lincoln High School is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

If the mission statement for the charter will change, please provide the new mission:

What type of educational model does the school follow?

- Alternative Learning Environment
- Traditional
- Virtual Only
- College Prep
- Credit Recovery
- Other Focus Area: trade/skill/certification/college/career

How is the selected educational model incorporated in the day-to-day operations of the school, curriculum, class offerings, etc.?

Lincoln High School proposes an educational program with several distinct facets. The School will employ an educational philosophy based on the tenets of trade/skill/certification/college/career and interdisciplinary learning, with curricular and instructional strategies placed within a learning management system. In order to facilitate success in this new system and expand educational options, several changes will be proposed, including course specific changes, a new learning environment, internships, work-based learning opportunities and industry recognized certifications programs. Lincoln High School will be both a career focused school and a college ready school which will meet the needs of ALL students at Lincoln High School. The diversity of Lincoln High School is not a racial diversity, but rather a socio-economic diversity and Lincoln High School must meet the needs of both the college bound student and the student that is going to be a skilled laborer, which is a huge need in Northwest Arkansas.

I. Digital Learning Platform

Lincoln High School, like many other high schools across the nation, experienced a sudden and significant shift in educational practices during the spring of 2020. Virtual educational strategies were quickly adopted and implemented. Schools struggled to find ways to try and adequately provide a viable educational opportunity for their students. This experience, like many dramatic experiences, provided valuable insight into how we will now continue to provide our students with virtual educational opportunities.

We have partnered with Virtual Arkansas in order to provide our students with a very equitable virtual learning experience. We have the Virtual Arkansas Facilitator of the year in our building, she uses our communication model to quickly and effectively inform students about progress and needed work. This system has allowed many of our students to gain employment needed to provide needed income, help with ill family members, and continue their daily educational requirements while juggling their home lives. It has proven to be an invaluable tool for our students and staff.

II. Personalized Learning

Personalized learning for students at Lincoln High School provides opportunities for students to learn at their own pace. Our teachers are using flipped classrooms and digital enhancements to supplement in class instruction. Every teacher at Lincoln High School utilizes a Learning Management System. Intervention is occurring in the school day through the use of Personal Learning Time. If a student falls below a 70% in any of their classes, then the teachers intervene by requiring students to attend mandatory learning time in their offices for small group instruction or one to one instruction depending on the level that the student needs. If after 10 days in Mandatory personal learning time a student's grade is still below 70% then the student is required to attend a more intensive level of support known as Structured Learning Time. Students who have grades above 70% have several options available to them for enrichment; subject level offices are open to those students, certification courses, or moving through a course more quickly.

III. Expanding Educational Offerings: Courses & Certification Programs

Lincoln High School is implementing new certification courses for our students which include: CNA, PCA, Forklift, OSHA 10, Youth Quality Care of Animals, Beef Quality Assurance,

Digital Literacy, Financial Literacy, First Aid, Career Readiness, SafeServ, Microsoft Office Suite, IT Networking, ICTC Landscaping Design/Grounds Maintenance, ICTC Welding, ICTC Automotive Technicians, and NTI Diesel Mechanics. We will continue to research new opportunities and partnerships. Computer programming courses will be offered above and beyond the state requirements.

IV. Student Perseverance: Mentor Program all about Communication

Lincoln High School has spent extensive amounts of time researching our most needed areas of improvement. Consistently, communication is at the top of that list. We have designed and implemented a communication plan that utilizes our ability to communicate to students, staff, stakeholders, and parents within our district. This process is part of an overall goal to not only model our communication efforts to our students but to simultaneously have them become part of these efforts. Mentors are assigned to each of our students, these mentors act as customer service representatives to communicate with everyone who has a stake in that particular student's success. This has allowed us to streamline our communication, make our parent-teacher conferences more efficiently run, and nothing is lost in translation.

Section 3: Charter Goals

Please use the following space to evaluate the goals approved in the last charter application.

SMART Goal 1	Metric	Evaluation of Goal
Achievement in Reading, Reading Comprehension, Mathematics, and Mathematical Reasoning and Science will continue to increase to meet AYP and individual student growth goals each year for the next five years.	Act Aspire	Through the use of our ACT aspire data, and the intervention strategies used to increase students' individual education deficiencies we were able to successfully maintain and increase our AYP goals.

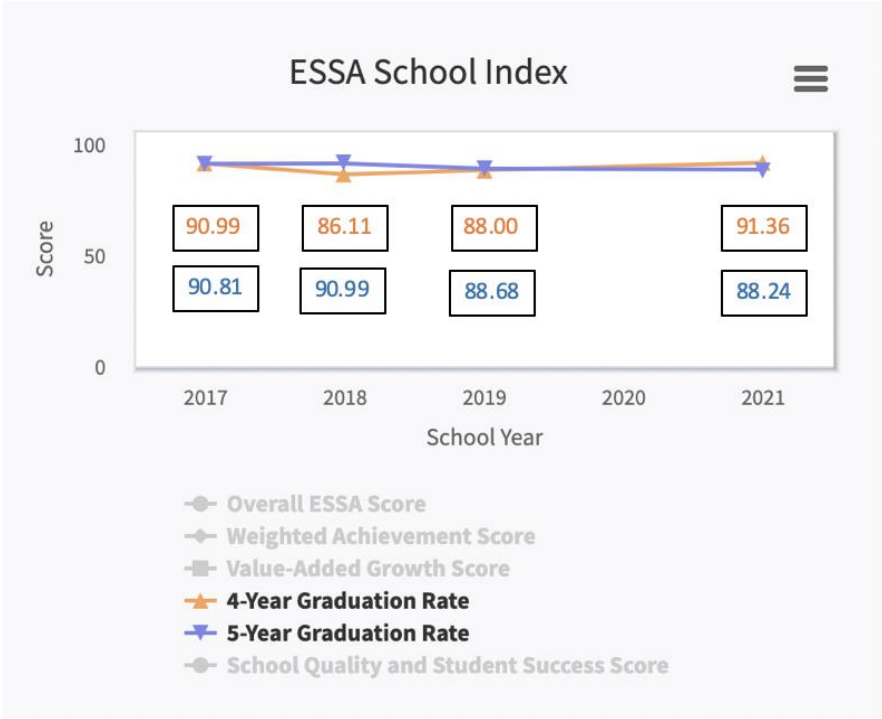
*Insert graph or data table below reflecting the progress toward the goal over the last five years.



Source: My School Info

SMART Goal 2	Metric	Evaluation of Goal
The graduation rate will remain at or above 95%. If it falls below 90% it will increase 1% per year until it reaches 95%.	APSCN or ADE documentation	The goal to consistently remain at or above 95%, or gradually increase after dropping below 90% of the LHS graduation rate was proven to be obtainable throughout the duration of the charter. Numbers were impacted by circumstances outside of the district’s control such as the Covid Pandemic and insufficient economic growth within the community have caused enrollment numbers to decrease.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.



SMART Goal 3	Metric	Evaluation of Goal
Upon graduation, 100% of all LHS students have a plan beyond high school (certifications, skilled job entry, college, post-secondary plans)	Advisory Career Action Plans and survey upon completion of graduation	Through the use of our Career Action Plan and Mentor selection, LHS has developed a system that ensures each of our graduating students has identified a plan for their post-graduation. This is used to peak interest, provide direction, and allow our students the opportunity to familiarize themselves with their decision.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

SMART Goal 4	Metric	Evaluation of Goal
75% of all students enrolled in the certification course or concurrent credit courses on October 1 will complete with the industry recognized certificate or a C or better in the course (# of students enrolled versus completed certifications during high school or concurrent credit with a C or better)	Certifications granted and transcript	<p>This goal was proven to be successfully met and backed with statistical data based off of the number of students enrolled as compared to students completing the certification. Through mentoring and career focused opportunities we have vetted the students' interest ultimately having a direct relationship to obtain a 100% success rate in these programs. Grant funded opportunities have allowed courses/certification tests to be paid by the school upon passing.</p> <p>The comprehensive understanding of our student's interest, which is only obtainable through our mentors developing that trust, and personal goals our students have. This allows us to know beforehand that our students have the interest level it takes to successfully complete their desired career path or certification.</p>

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Year	Certifications with Student Numbers	Total Student Certifications
16-17	PCA- 30, CPR- 31, Pet CPR- 6, SafeServ Handler-5, SafeServ- 30, OSHA 10- 41, EverFi Financial Lit- 18, Forklift- 5, MOS Excel- 7, MOS Word- 2, MOS PPT- 3	178
17-18	Employability Interview Skill- 48, OSHA 10- 29, Venture Entrepreneurial Expedition- 13, EverFi Financial Lit- 50, PCA- 15, CNA- 12, MOS Word- 30, MOS Excel- 8, MOS PPT- 21	196
18-19	PCA- 8, SafeServ- 23, Youth Quality Care of Animals- 8, OSHA 10- 44, MOS Word- 35, EverFi Financial Lit- 14, Ignition Digital Literacy & Responsibility- 63, EverFi Vault Understanding Money- 27, MOS PPT- 24	246
19-20	SafeServ- 25, Youth Quality Care of Animals- 45, OSHA 10- 43, CNA- 3, MOS Word- 6, EverFi Financial Lit- 2, MOS Digital Lit- 12, EverFi Keys to your Future College & Career Readiness- 26, EverFi Entrepreneurship- 1, EverFi Marketplace- 15	178
20-21	PCA- 15, CNA- 15, SafeServ- 29, Beef Quality Assurance- 17, Hunters Ed- 33,	109

SMART Goal 5	Metric	Evaluation of Goal
The number of students who score a 3, 4, or 5 on AP Tests will increase by 10% every year.	Certifications granted and transcript	This goal was proven to be unobtainable due to a number of areas outside of the district's control. The data was supporting the growth before the Covid pandemic which caused an educational decline. Testing was cancelled for the 2019 school year, subsequently causing a noticeable ripple effect on the following testing year.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Year	AP Tests with Number of Students Scoring 3, 4, 5 and Class Percentage
2016	<ul style="list-style-type: none"> 4 scores of 3 for AP literature and composition 18%
2017	<ul style="list-style-type: none"> 1 score of 5 for Calculus AB 13% 5 scores of 3, 2 scores of 4 for AP language and composition 33% 4 scores of 3 for AP literature and composition 31% 1 score of 3 for Environmental Science 100% 1 score of 3 for Microeconomics 100% 3 scores of 3 for psychology 16% 1 score of 4 for US history 50% 1 score of 3 for World History 17%
2018	<ul style="list-style-type: none"> 1 score of 3, 2 scores of 4 for Calculus AB 50% 2 scores of 3 for AP language and composition 12% 2 scores of 3 and 2 scores of 4 for AP literature and composition 33%
2019	<ul style="list-style-type: none"> 1 score of 3 for AP language and composition 17% 1 score of 5 for AP literature and composition 20% 1 score of 3 for US history/Government 10% 1 score of 3 for World History 100%
2020	<ul style="list-style-type: none"> 3 scores of 3 and 1 score of 4 for Computer Science Principles 80% 3 scores of 3 for psychology 100% 1 score of 4 for US Government 33%
2021	<ul style="list-style-type: none"> 1 score of 4 for Calculus AB 100% 1 score of 3 for Chemistry 33% 1 score of 3 for AP language 100% 2 scores of 3 for US government 50% 1 score of 4 for world history 20%

SMART Goal 6	Metric	Evaluation of Goal
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*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Section 4: New Goals

Select performance goals for the period of time requested for renewal that are related to the specific mission of the charter. Please include how the goals will be monitored.

SMART Goals
<p>Goal 1: LHS has implemented and utilized an educational intervention, web-based company called IXL to analyze student’s individual educational needs and create a comprehensive, personalized plan to meet students where they are at. This data will be tracked from their 9th grade year until graduation. Diagnostic tests are run at the beginning of each year to create the data used for the personalized plan to be delivered and used throughout the year.</p> <p>This goal will be monitored by IXL Baseline Data 22-23 Beginning of Year (BOY) scores compared to End of Year (EOY) scores to show student growth.</p>
<p>Goal 2: LHS has developed a mentor program in order to help develop relationships between the staff, students, and shareholders. Through a strong partnership with Capturing Kids Hearts our entire district was able to better understand the need for the development of the “whole” child, our mentor program has allowed us to better understand our students, therefore we are able to provide help that previously wasn’t available. The same mentor program has allowed us to have a more transparent relationship with those on the outside of our building. Mentees meet with their mentor every Friday to cover educational goals, check on emotional and physical health, and ensure that our student’s needs are in fact being met. Some goals are set and absolutely necessary in order to successfully develop an educational philosophy based on the fundamental belief that students will learn where they are loved. This is the basic principle behind our building’s goal to establish mentors for all students who will develop relationships allowing us to further understand the whole child, therefore allowing us to reach them in an incredibly trying time in education.</p> <p>This goal of increasing Student Pride/Belonging, Building-wide Social Emotional Wellbeing, and Stakeholder Communication will be monitored by student surveys, teacher surveys, weekly mentor logs, parent communication numbers, and an annual community survey that will be used to anonymously gather data on our program.</p>

Goal 3:

The single most important goal we have instituted is that EVERY student will graduate with a plan of action (POA). In 2020 we had our very first “decision day” which was used for all seniors to identify their choice for post-graduation. These choices ranged from colleges, trade schools, military commitments, and local employment opportunities. Our seniors all work with their mentors to establish these goals, work through the proper applications, and successfully have a POA at the end of their senior year.

This goal will be monitored by the number of seniors graduating with a POA and communicating it during the annual “Decision Day” Celebration.

Decision Day Baseline-20-21: 39 seniors participated out of 78 seniors 40% participation rate.

Students were allowed a choice of speaking for themselves or being recognized by a classmate or a special adult. 11 seniors had a POC but chose not to participate.

By the end of the charter’s 5 year 90% of the senior class will participate in the annual “Decision Day” Celebration. These seniors will display a sense of pride for their future Plan of Action as measured by their communication skills used during their presentation.

Section 5: Waivers

Existing Waivers

Please list every waiver the charter school currently holds. Please check either “rescind” or “continue waiver” in the top-right box. If you plan to continue the waiver, please provide thorough answers to the questions provided.

Waiver #1 Topic	Statutes/Standards/Rules	Rescind or Continue Waiver
Attendance	6-18-213(a)(2)	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
<p>LHS Charter currently has this waiver.</p> <p>Digital learning will expand on the current charter’s personalized learning component. Personalized Learning for students at Lincoln High School provides opportunities for students to learn at their own pace. By adding the digital component students and their families will be given some degree of control over time, pace, path, and place for learning. Student attendance in Lincoln High School is based on daily login to a district-issued device between the hours of 6:00 AM and 10:00 PM. Special attendance consideration is given to students working at an accelerated pace.</p> <p>Virtual AR policy: In an online environment, you assume more responsibility for keeping up with the course requirements. It is critical that the student access and interact with the online content on a daily basis and participate in the interactive sessions. If the student is absent from a digital learning class, they are responsible for making up the missed assignments, as explained in Expectations for Student Success. Attendance for the Virtual Arkansas Concurrent Credit campus is specialized due to preparation for post-secondary involvement. The student should communicate in advance with the teacher regarding absences and making up assignments/tests, except in emergency situations. The student will be expected to adhere to the specific guidelines given in each teacher’s course syllabus. Advanced Placement classes do not end until the Advanced Placement exam is given. In the event of absences due to extenuating circumstances (illness, medical emergency, etc.), the supervisors of each Virtual Arkansas campus will work on a case-by-case basis with the local administration to devise a plan for the student.</p>		
If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.		

Waiver #2 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Class Size	1-A.5 DESE Rules Governing Class Size and Teaching Load 6-17-812 (a)(2)	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
<p>LHS Charter currently has this waiver.</p> <p>Lincoln High School Charter currently uses this waiver to incorporate Personal Learning Time (PLT) allowing students time for specific interventions and/or enrichments during the school day.</p> <p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, states that distance learning courses, as defined in rule, are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>Virtual AR policy: Virtual Arkansas employs teachers who are certified/licensed in their subject areas and have the responsibility of teaching and grading in Virtual Arkansas courses. Teachers post their contact information, content resources, and Zoom information to help students succeed.</p> <p>LHS VA Facilitator: Under the guidance of the VA teacher, facilitators supervise students at LHS. The trained facilitator is responsible for printing handouts/lesson plans, maintaining a positive learning environment, collecting student work, managing ethical testing, keeping students on task, and communicating with the teacher. The facilitator has the authority to enforce school, Virtual Arkansas, and teacher policies. Students are expected to behave respectfully towards the facilitators. This LHS VA facilitator will be onsite at LHS.</p>		
If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.		

Waiver #3 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
<p>Teaching Load Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load</p>	<p>1-A.5 DESE Rules Governing Class Size and Teaching Load 6-17-812</p>	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.

LHS Charter currently has this waiver

The Lincoln High School Charter offers a virtual option for a variety of courses using an LMS with digital content. This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.

Canvas is the Learning Management Systems (LMS) used by Virtual Arkansas. Students will access course material and assessments by logging into the Power Panel and then they will click on their course and will automatically be logged into the Canvas LMS. Zoom is the interactive technology you will use to participate in the interactive live Zoom sessions. Zoom allows students and teachers to see and hear each other in real time. Interaction is much the same as in the traditional classroom.

LHS VA Facilitator: Under the guidance of the VA teacher, facilitators supervise students at LHS. The trained facilitator is responsible for printing handouts/lesson plans, maintaining a positive learning environment, collecting student work, managing ethical testing, keeping students on task, and communicating with the teacher. The facilitator has the authority to enforce school, Virtual Arkansas, and teacher policies. Students are expected to behave respectfully towards the facilitators.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #4 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
<p>Six Hour Instructional Day Waiver applies to virtual/remote students only</p>	<p>1-A.4.2 6-16-102;</p>	<p><input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver</p>

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.

LHS Charter currently has this waiver

The Lincoln High School Charter offers a virtual option for a variety of courses using an LMS with digital content. Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #5 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Clock Hours	1-A.2	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.

LHS Charter currently has this waiver

Lincoln High School Charter offers personalized learning paths for students at Lincoln High School. This waiver provides opportunities for students to learn at their own pace.

The LHS digital learning option would incorporate the charter’s personalized learning option and give virtual students more control over the pace of their instruction and learning, mastery of grade level standards, and completion of coursework that may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #6 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.		

Waiver #7 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.		

New Waivers

Please list any waivers the charter wishes to add to its charter. For each waiver topic, please be sure to add the appropriate statute, Standard for Accreditation, and DESE Rule related to the waiver topic. For each topic the school must provide a detailed rationale explaining: (1) why the waiver is necessary to allow the charter to achieve its stated goals and mission, (2) how the waiver will be used, and (3) if related to a student service (ex: nursing, counseling, library media, gifted and talented, ALE, etc.) how the school will meet the needs of students and how the student service is being provided in an alternative way.

Waiver Topic	Statutes/Standards/Rules	Rationale

Section 7: Amendment Requests

List any non-waiver amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, addition of campus).

	Topic	Rationale
1	Changes to grade levels	Moved 8th grade back to the middle school campus. Lincoln High School Charter campus will enroll 9th-12th grade students.
2		
3		
4		
5		

Section 8: Desegregation Analysis

*Required only if the charter intends to add a campus, add grades, increase enrollment cap, or change location.

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.

Pursuant to Ark. Code Ann. §6-23-106, the Lincoln Consolidated School District has carefully reviewed the impact that the renewal of Lincoln High School's (LHS) conversion charter would have upon the efforts of Lincoln Consolidated School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of LHS' conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Lincoln Consolidated School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the LHS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.