



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

**Open Enrollment Public Charter School Renewal Application for  
Scholarmade Achievement Place of Arkansas**

**Deadline for Initial Submission: 5:00 pm on September 30, 2022**



**Department of Elementary and Secondary Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501.682.4472**

Event/Deadline	Renewal Applications
Initial Applications Due by 5:00 pm s submitted to <a href="mailto:ade.charterschools@arkansas.gov">ade.charterschools@arkansas.gov</a>	September 30, 2022
Application Reviews with DESE	October 17-28, 2022
Application Revision Window	October 31-Nov. 14, 2022
Final Application Due by 5:00 pm Submitted to <a href="mailto:ade.charterschools@arkansas.gov">ade.charterschools@arkansas.gov</a>	November 14, 2022
Charter Authorizing Panel Hearings	December 13-14, 2022
State Board of Education Meeting- Review of Charter Authorizing Panel Decisions	January 12, 2023

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## CHARTER INFORMATION

<b>Name of Charter:</b>	Scholarmade Achievement Place of Arkansas
<b>LEA Number:</b>	6060700
<b>Authorization Date:</b>	09/14/2017
<b>Expiration Date:</b>	06/2023
<b>Enrollment Cap:</b>	520
<b>Grades Served:</b>	K-9
<b>Superintendent/Director:</b>	Dr. Phillis N. Anderson
<b>Charter Mailing Address:</b>	P.O. Box 55930   Little Rock   AR   72215
<b>Charter Physical Address:</b>	2410 S. Battery   Little Rock   AR   72206
<b>Sponsoring Entity:</b>	Scholarmade Achievement Place of Arkansas
<b>Charter Management Organization</b>	NA
<b>Contact for Application:</b>	Dr. Phillis N. Anderson
<b>Contact Email:</b>	pnicholanderson@scholarmade.org
<b>Contact Phone:</b>	(501) 404-0012

## SCHOOL CAMPUSES

School Name	LEA Number	City	Grades Served
Ivy Hill Academy	6060701	Little Rock	K-3
Nichols Intermediate Academy	6060702	Little Rock	4-6
Prodigy Preparatory Academy	6060703	Little Rock	7-9

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

Scholarmade requests a 10-year renewal to reclaim instructional time lost due to the pandemic during its first charter term and to continue to offer a quality option to families within Little Rock.

Scholarmade has become a cornerstone of the community and has received several awards and accolades, including the Award of Merit from the Quapaw Quarter Association on behalf of Historic Perseveration in Greater Little Rock and a 2018 Arkansas Preservation Award for the renovation and restoration of the Historic Mitchell School.

In August 2022, Scholarmade and Dr. Anderson received a Proclamation from the City of Little Rock for its significance and service to the city and communities. The building, which sat vacant for nearly 15 years, now catalyzes the economic renewal of Central Little Rock. Dr. Anderson partnered with the Metropolitan Housing Alliance and recruited students almost exclusively from families living in public housing. Nearly 30% of Scholarmade teaching staff are African American males.

Scholarmade will report to ADE its progress towards strategically moving student performance to proficiency levels.

## SECTION 1: CHARTER DATA

**Current Accreditation Status:** Accredited

**Level of Support:** District Support Reading

### Enrollment (3rd Quarter ADM)

2019	2020	2021	2022
269	328	363	391

### Graduation Rates

X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

### Letter Grades

2019	2021	2022
X	X	

### ESSA School Index

School: Ivy Hill	2019	2021	2022
Overall Index	58.62	62.91	
Weighted Achievement	NA	62.91	
Growth	NA	NA	
SQSS	NA		

School: Nichols Intermediate Academy	2019	2021	2022
Overall Index	NA	58.2	
Weighted Achievement	NA	58.2	
Growth	NA	NA	
SQSS	NA		

School: Prodigy Preparatory Academy	2019	2021	2022
Overall Index	NA	57.87	
Weighted Achievement	NA	57.87	
Growth	NA	NA	
SQSS	NA		

## SECTION 2: CHARTER MISSION STATEMENT

### Previous mission statement:

We prepare scholars through Emotional Intelligence and Personalized Learning to be self-confident, intellectually inquisitive, emotionally intelligent, and academically competent beings. As a result, our Scholars will become leaders and problem-solvers who will improve conditions wherever they work and live.

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

N.A.

### What type of educational model does the school follow?

- Alternative Learning Environment
- Traditional
- Virtual Only
- Hybrid
- College Prep
- Credit Recovery
- Other Focus Area: \_\_\_\_\_

### SECTION 3: CHARTER GOALS

Goal 1	Metric	Evaluation of Goal
75% of 9th Graders who have attended the school for three or more years will meet the readiness benchmark on the ACT Aspire math and reading.		NA 2022-2023 is the first testing year for 9th graders.

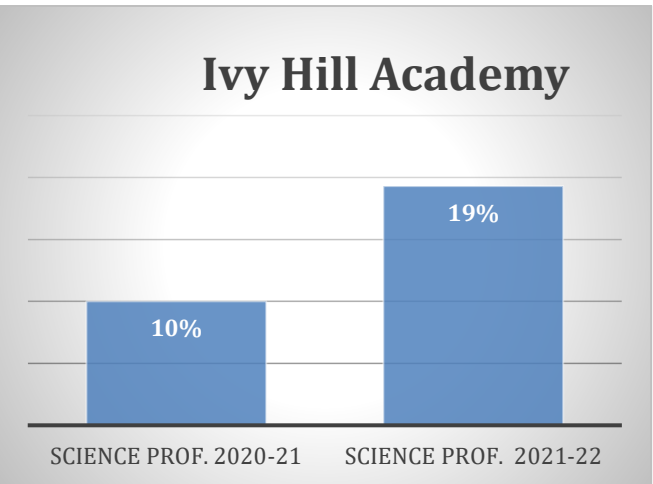
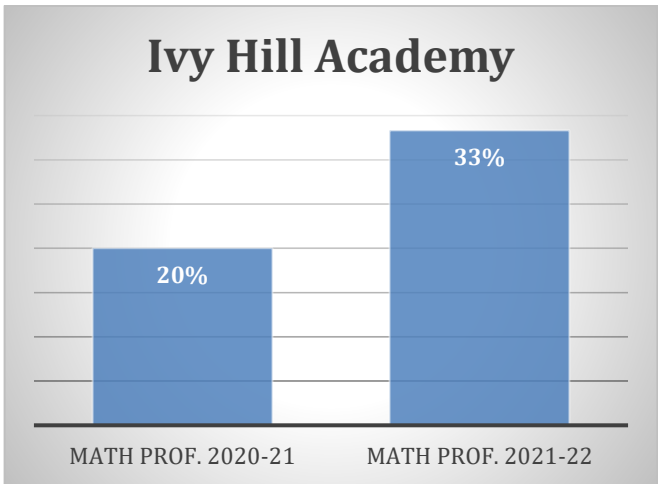
Goal 2	Metric	Evaluation of Goal
75% of students in testing grades who have attended the school for three or more years will meet the readiness benchmark on the ACT Aspire math, science, writing, English, and reading.	ACT Aspire	Did not meet

The baseline year of testing data revealed that in reading, 13% met the readiness mark, with 75% of students scoring in the Needs Support Category and 12% scoring Close. In 2022, 16% of students met the readiness mark, and the percentage of students in the Needs Support Category was reduced to 65%. 15% of students who attended Scholarmade for three consecutive years met the Readiness Benchmark, and 16% scored Close. 31% of the students scored Close or Ready in the area of reading.

In the area of ELA, 74% of students who attended Scholarmade for three consecutive years scored Close or Ready. 36% of the students met the readiness benchmark.

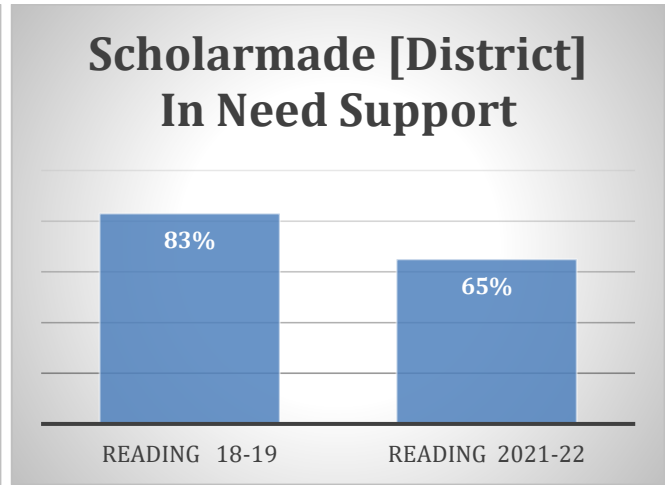
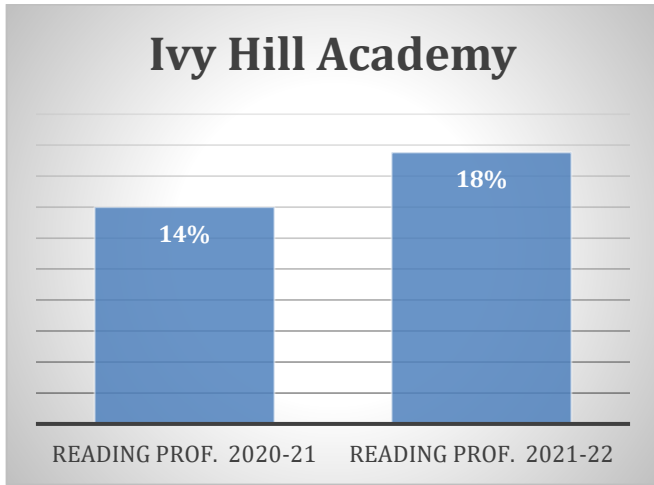
In math, 58% scored Close and Ready, with 15% meeting the readiness benchmark and 43% scoring in the Close category. 34% scored Close and Ready in Science; 17% of the students met the readiness benchmark in science and 17% scored in the Close category.

#### SCHOOL PROGRESS HIGH LIGHTS



**Ivy Hill grew by 13 points in math Proficiency from 2021 to 2022 and grew by 9 points in proficiency in science.**





**Ivy grew by 4 points in reading proficiency from 2020-2021 and reduced baseline percentage of students in the In Need Support Category by 18% from 83% to 65%.**

Goal 3	Metric	Evaluation of Goal
TAGG students will meet or exceed all State Performance Targets in math and reading.	Comparison of African American Students and Economically Disadvantaged Students to State Performance	Partially Met

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

**Goal 3 Narrative:**

**Goal:** TAGG students will meet or exceed all State Performance Targets in math and reading.

Scholarmade opened in August 2018 with nearly 250 students in grades K-5. 90% of our students came from schools with a D or F rating, and 40% came from schools that had been closed in their communities. 93% of the students were classified as Economically Disadvantaged, with more than 97% identifying as African American. The opening year of 2018-2019 is the only uninterrupted year since the school opened. During its second year, the charter was interrupted by the Covid 19 pandemic; therefore, academic performance data is only available for the charter's baseline, third, and fourth year. Results are mixed with highs and lows across the testing areas. During the 2020-2021 school year and the 2021-2022 school year, teachers missed more than 140 days during the fall semester due to the pandemic. Scholarmade offered virtual asynchronous lessons to its students who chose virtual or hybrid as their method of instruction.

The academic analysis will discuss the performance and 2021 ESSA Index ratios of African American students, Economically Disadvantaged students, and those with disabilities.

Despite these challenges, Scholarmade Ivy Hill Academy tested 100% of its students during the 2020-2021 school year. Nichols Intermediate Academy tested 99%, and Prodigy Preparatory Academy tested 96%. From 2019 to 2021, there were only 125 schools in the state whose ESSA Index scores grew. Ivy Hill Academy was one of those schools whose index scores grew, increasing by 4.29%. Additionally, Prodigy Preparatory Academy earned an Outstanding Educational Performance Awards "Beating the Odds" Award 2021 High Math Growth: Middle Level (Central Region) from the University of Arkansas Office of Educational Research.

**Note:** 2022 ESSA Index ratings will be added after data becomes available.

### 2021 ESSA INDEX COMPARISONS WITH SCHOOLS WITH COMPARATIVE AA POPULATION

School	% Black Population	% Black Tested	% Economically Disadvantaged
State			
Ivy Hill	96.48	100	96.48
Stephens	88.94	97.09	91.5
Booker Arts Magnet	74.9	96.4	87.99
Bale Elementary	76.35	92.96	90.23
Washington	93.5	95.95	93.6
ML King	94.9	97.7	89
Brady Elementary	82.4	82.2	91.8
Mann Magnet	75	94.71	78.74
Nichols Intermediate	96.92	99.21	93.08
Prodigy Prep Academy	97.06	96.87	94.12
Mabelvale Middle	66.78	82.27	92.64
Dunbar Magnet Middle	76.52	79.46	91.4
Cloverdale Middle	63.89	81.22	90.35
Henderson Middle	78.31	82.2	88.29

Year	Ivy Hill Academy	Nichols Intermediate Academy	Prodigy Preparatory Academy	State Black Students ESSA
2019	58.62			63.45
2021	62.12	58.42	57.18	57.44
2022				

Compared to the ESSA for Black students across the state, all ScholarMade schools performed favorably. In 2019, the ESSA index for Ivy Hill Academy (the only index available for 2019) was only 5 points below the ESSA index for Black students across the state. However, by 2021 Ivy Hill had increased while the state ESSA for Black students had decreased. In 2021, Ivy Hill and Nichols Intermediate had higher indices than the state, and Prodigy Prep almost mirrored the state. The average of all three ScholarMade indices was slightly higher than Black students across the state.

School	2021 ESSA Index All Students
State	66.93
Gibbs Magnet	64.8
<b>Ivy Hill</b>	<b>62.91</b>
Chicot Elementary	55
Booker Arts Magnet	51.08
Bale Elementary	50.27
Washington	49.76
Baseline Elementary	48.41
ML King	48.36
Stephens	47.27

Brady Elementary	46.57
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Ivy Hill Academy outperformed most of the elementary schools in the adjacent district. Ivy Hill's ESSA index for all students, while only 4 points lower than the state index, was higher than 8 of 9 similar local schools. Ivy Hill only underperformed one local school by 2 points but outperformed all others by 10 – 15 points. The schools outperformed included schools with significantly fewer African American and economically disadvantaged students.

School	% of Black Students	2021 Black ESSA Index
<b>Ivy Hill</b>	<b>96.48</b>	<b>62.12</b>
Gibbs Magnet	64.3	60.74
<b>State</b>		<b>57.44</b>
Chicot Elementary	53.7	52.44
Washington	93.5	49.28
Booker Arts Magnet	74.9	48.75
ML King	94.9	48
Bale Elementary	76.35	47.84
Stephens	88.94	46.72
Brady Elementary	82.4	46.13
Baseline Elementary	40.15	42.85

Among the local elementary schools, Ivy Hill has the highest percentage of African American students and earned a higher rating than the State's Black student index. Additionally, Ivy Hill had a higher index for Black students than every other local school, including traditionally high-performing schools and schools with similar economically disadvantaged populations.

School	Economically Disadvantaged Performance
<b>State</b>	<b>64</b>
<b>Ivy Hill</b>	<b>62.79</b>
Gibbs Magnet	60.95
Chicot Elementary	55
Booker Arts Magnet	50.99
Bale Elementary	50.25
Washington	49.74
Baseline Elementary	48.44
ML King	48.35
Stephens	47.27
Brady Elementary	46.6

Ivy Hill's outperformance of other local schools is also evident with Economically Disadvantage students. The Ivy Hill Economically Disadvantaged population earned a rating nearly as high as the state and higher than area schools, schools with similar E.D. populations, and those considered High Performing schools.

School	Student With Disabilities Perf.
<b>Ivy Hill</b>	<b>57</b>
Chicot Elementary	56
<b>State</b>	<b>53.76</b>
Stephens	53.37
Gibbs Magnet	52.38
Booker Arts Magnet	49.82
Bale Elementary	49.63
Washington	47.82
ML King	47.73
Brady Elementary	46.37
Baseline Elementary	44.18

Ivy Hill Students with Disabilities show the same higher performance pattern as Black and Economically Disadvantaged students. Students with Disabilities at Ivy Hill earned a higher rating from the state, area schools, and high-performing schools.

School	% of Black Students	Black Performance
Nichols Intermediate	96.92	58.42
<b>State</b>		<b>57.44</b>
Prodigy Prep	97.06	57.18
Mann Magnet	75	56.32
Pinnacle View Middle	44.19	55.79
Pulaski Heights Middle	51	51.13
Mabelvale Middle	66.78	48.32
Dunbar Magnet Middle	76.52	48.16
Henderson Middle	78.31	45.61
Cloverdale Middle	63.89	45.06

The upper school in the ScholarMade district also outperformed comparable schools in the Little Rock School District. Nichols Intermediate African American students earned a rating higher than the state, and Prodigy Prep scored at the same level as the state. The Black students at Nichols and Prodigy Prep performed above similar students in other middle schools in the city.

School	% of Economically Disadvantaged Students	E.D. Performance
<b>State</b>		<b>64</b>
Mann Magnet	78.74	58.51
Nichols Intermediate	93.08	58.16
Prodigy Prep Academy	94.12	57.82
Pinnacle View Middle	47.95	57.13
Pulaski Heights Middle	54.5	51.52
Mabelvale Middle	92.64	50.78
Dunbar Magnet Middle	91.4	50.4
Cloverdale Middle	90.35	46.95
Henderson Middle	88.29	46.86

Nichols Intermediate Academy and Prodigy Prep Economically Disadvantaged students also performed favorably compared to their peers across the Little Rock School District. While both schools underperformed the state index for economically disadvantaged students by about 6 points, there was only one comparable Little Rock School middle school that outperformed ScholarMade. Nichols and Prodigy Prep performed on a similar level as Mann Magnet (less than 1 point differential), but its index rating was higher than six other Little Rock programs – with the most significant gap being 10 points.

School	Student With Disabilities Perf.
State	53.76
Pinnacle View Middle	49.77
Nichols Intermediate	49.07
Pulaski Heights Middle	48.22
Mabelvale Middle	47.4
Mann Magnet	46.53
Dunbar Magnet Middle	46.42
Cloverdale Middle	45.19
Henderson Middle	43.64
Prodigy Prep Academy	NA

Students with Disabilities at Nichols Intermediate index rating was slightly below the state index by about 4 points. However, Nichols Intermediate’s index rating was higher than 7 of 8 other middle schools in the district.

## PROFICIENCIES LEVELS

State Accountability: [ACT ASPIRE]						
Percentage of Students Meeting or Exceeding Proficiency						
GRADE 3						
2018-2019						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	54.17%	58.74	51.11%	66.42%	28.57%	34.51%
Reading	4.17%	20.37%	2.22%	29.89%	0.00%	11.81%
Mathematics	20.83%	42.5	20.00%	21.43%	0.00%	24.28%
Science	8.33%	18.7	6.67%	30.43%	0.00%	14.16%
GRADE 4						
2018-2019						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	64.29%	51.62%	65.38%	62.32%	16.67%	26.80%
Reading	25.00%	26.17%	19.23%	36.82%	0.00%	12.21%
Mathematics	32.14%	30.31%	26.92%	45.01%	16.67%	20.00%
Science	25.00%	21.29%	23.08%	33.20%	0.00%	13.55%
GRADE 5						
2018-2019						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	47.06%	57.50%	43.33%	66.55%	0.00%	28.19%
Reading	14.71%	20.85%	10.00%	31.66%	0.00%	8.66%
Mathematics	23.53%	25.89%	16.67%	39.40%	0.00%	12.66%
Science	8.82%	17.58%	6.67%	30.93%	0.00%	12.09%

State Accountability: [ACT ASPIRE]						
Percentage of Students Meeting or Exceeding Proficiency						
GRADE 3						
2020.2021						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	48.94%	42.04%	50.00%	53.63%	75.00%	27.17%
Reading	14.89%	13.40%	14.00%	22.23%	0.00%	9.40%
Mathematics	19.15%	24.08%	20.00%	38.64%	0.00%	17.21%
Science	10.64%	11.43%	10.00%	22.87%	0.00%	11.17%
<b>GRADE 4</b>						
2020.2021						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	40.48%	41.60%	40.00%	54.25%	0.00%	23.07%
Reading	26.19%	19.96%	26.67%	31.00%	16.67%	10.37%
Mathematics	23.81%	17.04%	22.22%	32.80%	0.00%	14.08%
Science	21.43%	14.15%	22.22%	26.79%	0.00%	9.47%
<b>GRADE 5</b>						
2020.2021						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	38.78%	52.80%	38.78%	62.36%	0.00%	27.41%
Reading	12.24%	15.09%	12.24%	25.73%	0.00%	7.46%
Mathematics	6.12%	12.62%	6.12%	25.58%	0.00%	7.70%
Science	12.24%	10.77%	12.24%	23.36%	0.00%	9.26%
<b>GRADE 6</b>						
2020.2021						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	54.29%	50.11%	55.56%	60.71%	12.50%	22.52%
Reading	17.14%	16.83%	16.67%	28.11%	0.00%	6.90%
Mathematics	25.71%	17.34%	25.00%	32.22%	0.00%	9.26%
Science	11.43%	16.11%	11.11%	29.30%	0.00%	9.05%
<b>GRADE 7</b>						
2020.2021						
SUBJECT	School African AM	State AF AM	School Econ. DIS	State E.D.	School SPED	State SPED
English	61.29%	61.00%	62.50%	69.81%	0.00%	31.51%
Reading	16.13%	16.21%	18.75%	25.27%	0.00%	4.62%
Mathematics	16.13%	14.21%	15.63%	27.12%	0.00%	4.98%
Science	19.35%	15.64%	21.88%	28.71%	0.00%	7.20%

## **ACT Aspire scores show progress and challenges across grades and subject areas.**

- In 2019, ScholarMade 3rd grade African American students lagged significantly behind state performance for African American students. However, in 2020, the next class of 3rd graders closed or exceeded all of the gaps between ScholarMade and the state's 3rd graders.
- In 2019, 4th grade African American students at ScholarMade were on par with or exceeding the performance of African American students statewide. That same pattern held for 2020, which suggests impressive growth for the 2019 class of 3rd graders.
- In 2019, 5th grade African American students lagged state scores for African American 5th graders in all four subject areas, with a pronounced gap in Science and Reading. In 2020, the gaps in Science and Reading had been closed for the 5th grade class; unfortunately, new gaps were revealed in English and Math for that year's 5th graders. However, the 2020 class of 6th graders (2019's 5th graders) outperformed the state African American scores in 3 of 4 subjects tests (science being the outlier)
- Most promising and indicative of the long-term impact of the ScholarMade model was the fact that the 2020 class of 7th graders performed on par with or outperformed state scores for 7th grade African American students.
- In English, ScholarMade TAGG group proficiency decreased by an average of 5% between 2019 and 2021, while the state decreased at the same rate.
- In math, ScholarMade TAGG groups' proficiency decreased by an average of 5.5%, while the state decreased by 8%.
- In reading ScholarMade TAGG group increased proficiency by 5.5% on average while the state decreased 3.4%
- In science, ScholarMade TAGG group increased proficiency by 3% on average while state proficiency decreased 4.4%



## SCHOOL COMPARISONS Proficiency Data: 2020-2021 vs 2021-2022

School Name	Grades	Math Prof. 2020-21	Math Prof. 2021-22	Science Prof. 2020-21	Science Prof. 2021-22	Reading Prof. 2020-21	Reading Prof. 2021-22	English Prof. 2020-21	English Prof. 2021-22	FRL
Cloverdale Middle School	6-8	4%	3%	7%	9%	12%	13%	34%	36%	90%
Dunbar Magnet Middle School	6-8	6%	6%	12%	11%	14%	16%	50%	42%	91%
Mabelvale Middle School	6-8	7%	7%	11%	9%	9%	13%	48%	37%	93%
Prodigy Preparatory Academy	7-9	16%	3%	22%	9%	19%	19%	63%	46%	93%
School Name	Grades	Math Prof. 2020-21	Math Prof. 2021-22	Science Prof. 2020-21	Science Prof. 2021-22	Reading Prof. 2020-21	Reading Prof. 2021-22	English Prof. 2020-21	English Prof. 2021-22	FRL
Baseline Elementary School	P-5	2%	7%	2%	6%	5%	5%	22%	22%	85%
Bale Elementary School	P-5	15%	13%	9%	11%	12%	13%	36%	37%	90%
Stephens Elementary	P-5	9%	6%	9%	8%	8%	13%	28%	23%	92%
M.L. King Elementary School	P-5	3%	10%	7%	10%	7%	8%	35%	28%	89%
Mabelvale Elementary School	P-5	9%	9%	7%	9%	7%	11%	28%	25%	94%
Washington Elementary School	P-5	11%	12%	4%	7%	11%	10%	29%	28%	94%
Ivy Hill Academy	K-3	20%	33%	10%	19%	14%	18%	50%	37%	93%
Nichols Intermediate Academy	4-6	17%	13%	15%	15%	18%	13%	44%	33%	93%

In Scholarmade's baseline year, Ivy Hill Academy students outperformed comparable area district schools only in the area of English. In addition, Ivy Hill fell below most of these schools in math, science, and reading.

However, in 2020-2021, Ivy Hill outperformed most of those same comparable schools in math, ELA, science, and reading. Nichols Intermediate Academy students performed slightly below Ivy Hill but above the same as area schools in all content areas. Prodigy Prep outperformed area middle schools in math, science, ELA, and reading.

By the 2021-2022 school year, Ivy Hill continued outperforming the same schools in math, science, reading, and English. Nichols Intermediate outperformed district schools and scored slightly below Ivy Hill in math and science; they scored slightly below Ivy Hill and district schools in math, science, reading, and English. Prodigy Prep outperformed area middle schools in reading and English and performed about the same in science but dipped significantly in mathematics. With the exceptions noted, as a district, ScholarMade generally outperformed other schools in the adjacent district with similar demographics during the past two assessment periods.

Formative assessments were not provided by the state for the 2021-2022 school year which challenged the charter in charting the ongoing mastery of standards throughout the year.

Goal 4	Metric	Evaluation of Goal
Each year all students will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Math and Reading.		Did Not Meet

The latest data from NWEA shows that low-income, Black students remain far behind where they would be if not for the pandemic. Black, Hispanic, and American Indian/Alaska Native (AIAN) students remain disproportionately impacted. ScholarMade's growth data reflects that trend. At the end of 2019, students made significant growth gains. Kindergarten students grew by nearly 19 points in reading and over 23 points in math. The charter growth scores show slides in the 2021 school year, but continue to achieve a little better than average growth. Growth did not rebound in the following year in reading but slightly in math. ScholarMade experienced, like other districts, significant staff shortages, with teachers missing over 140 days during the fall semester of the 2021-2022 school year. The charter lost two K-2 teachers during the fall semester.

## 2019

READING: Results by Grade Level				MATH: Results by Grade Level			
Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT	Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT
K	18.9	137.4	156.3	K	23.5	134.9	158.4
1	11.7	155.5	167.1	1	15	155.6	170.6
2	13.3	171.6	185.00	2	15.9	174.00	190.0

## 2021

READING: Results by Grade Level				MATH: Results by Grade Level			
Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT	Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT
K	9	137.4	145.9	K	10	139.1	149.1
1	7	155.4	162.7	1	10	156.5	166.8
2	7	176.4	183.7	2	8	170.4	185.9

## 2022

READING: Results by Grade Level				MATH: Results by Grade Level			
Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT	Grade	Observed Growth	Fall Mean RIT	Spring Mean RIT
K	8	137.1	144.7	K	13	136.4	149.7
1	8	153.9	161.5	1	11	156.1	167
2	5	168.7	173.7	2	8	170.4	178.5

Goal 5	Metric	Evaluation of Goal
100% of instructional staff members will use a learning management system that monitors student performance to help identify academic progress deficiencies and provide the appropriate instructional remediation.		Met

100% of instructional staff members will use a learning management system that monitors student performance to help identify academic progress deficiencies and provide the appropriate instructional remediation.

Scholarmade utilizes several online platforms that provide our students with varied learning experiences to address learning and opportunity gaps and provide parent choice. Students are provided flexible learning options that align with ScholarMade's Personalized Learning model and meet the needs of each student with foundational and enriching learning experiences. Scholarmade uses Clever as its single sign-on access for students and teachers via the Clever Portal. The Single sign-on (SSO) grants students and teachers access to all their learning applications with a single set of credentials through the Clever Portal and places digital resources in one place. Learning occurs everywhere, and the system allows families access to instructional resources and instruction to continue regardless of the student's method of instruction for short-term and long-term virtual or hybrid instruction. Instead of having eLearning content spread over different sites requiring multiple passwords, Scholarmade stores all our eLearning materials in one location, reducing the risk of losing important data and making it easier to create our eLearning coursework, virtual, hybrid, and personalized learning instructional model.

Unlimited access is provided to families for the information they need. Even those on the go can log in to the eLearning platform via their smartphones and tablets so that they do not have to wait until their next online training session to develop skills and perfect work-related tasks. In addition, the eLearning resources allow teachers and leaders to keep track of learner progress and ensure that they meet their personalized learning milestones. Scholarmade uses online versions of all core content instructional resources in math, science, social studies, reading, and English Language Arts, as well as online resources for physical education, health, music, keyboarding, and art.

ScholarMade uses GoGuardian, an online security technology management system that monitors students' access to online platforms and allows the teacher to track the students' digital access on and off campus. Administrators are equipped with the ability to establish school/network-wide web policies that restrict access to inappropriate content through comprehensive web filtering that goes beyond blocking URLs. The innovative programming includes keyword filtering, school and home modes that allow administrators to set protocols that block specific processes during hours, and alerts that notify teachers and administrators when students attempt to access restricted content.

100% of Scholarmade teachers use the portfolio on technology resources, including Google Classroom, as it is the primary learning management system.

Goal 6	Metric	Evaluation of Goal
Each year students referred for disciplinary actions will decrease by 7%		Partially Met

In late 2019, after a year and half of operation, the founder, the leadership team, the community advisory board, faculty, and staff of ScholarMade Achievement Place engaged in a review of the original model and made the courageous decision to focus on two priorities: Emotional Intelligence and Personalized Learning.

The pivot was made because ScholarMade strives to acknowledge and meet the needs of children who have experienced trauma in their lives and have been traditionally left behind and disenfranchised throughout their educational experience. According to the National Survey of Children's Health, adverse childhood experiences increase a person's risk for chronic stress and adverse coping mechanisms and result in lifelong chronic illnesses such as depression, heart disease, obesity, and substance abuse. Just under half (45 percent) of children in the United States have experienced at least one ACE in Arkansas, the state with the highest prevalence, 60 percent of children have experienced at least one ACE.

Nearly 90% of Scholarmade students had experienced one or more Adverse Childhood Experiences resulting in challenging behaviors and frequent outbursts of emotional distress. Nationally, 61 percent of black non-Hispanic children and 51 percent of Hispanic children have experienced at least one ACE, compared with 40 percent of white non-Hispanic children and only 23 percent of Asian non-Hispanic children.

[<https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>]

In addition to ACES related to community and home, Black students are further traumatized. Undeniably, racism exists in schools and traumatizes Black students who most often experience suspensions at a higher rate, are over-referred, and are misidentified for special education in emotional and behavioral disorders.

In that we are not well positioned at this time to truly curb the prevalence of ACES, we can build new socio-emotional skills in our scholars that allow them to better process and transcend those experiences while unlocking their innate genius, creativity, and the pathway to a more promising future.

**Theory of Change**

By systematically strengthening our scholars' emotional intelligence and positively honing their relationship and problem-solving skills using culturally and community centric strategies, we endeavor to increase academic performance and decrease the long-term negative impact of ACES.

The schools we want for all children are schools where every scholar, teacher, and administrator have daily exposure and the opportunity to practice and grow in emotional intelligence. We believe these are the gateways to exponentially increasing academic achievement. The development of the TWTL model debunks the myth that schools can accelerate achievement while neglecting the emotional health of our school community.

Once the trauma is introduced into someone's life (especially during childhood), it distorts the emotional intelligence of that person. Therefore, addressing the intergenerational trauma, we experience in our

community is essential. Unfortunately, unaddressed trauma, paired with rampant cultural bias, has led to school systems that consistently over-punish, under-educate, and criminalize students of color.

ScholarMade endeavors to create a path to understanding and a journey to healing for its school community with the TWTL framework. Fully implementing the framework is fundamental to building scholars' and teachers' capacity to apply consequential thinking and use a variety of strategies that will foster positive relationships with peers and adults, resulting in the ability and capacity, skill, or self-perceived ability to identify, assess, and understand the emotions of oneself, of others, and groups.

Our mission is to produce intellectually inquisitive, academically proficient, emotionally intelligent problem solvers ready for high school, college, and career success.

In that light, TWTL focuses on primary areas of emotional intelligence:

Self-awareness, empathy, and self-management focus on helping children understand their E.Q. strengths and challenges. Students normalize recognizing and talking about their feelings and also work on maintaining and achieving self-control. In addition, students understand what causes feelings – both in themselves and others; and the impact that emotions have on behavior.

Relationship and social skills are about learning to read the social and emotional cues of others. As a result, they are able to anticipate and defuse their trigger situations and learn how to empathize and understand others. Problem-solving skills enable students to build on their previous lessons to develop problem-solving strategies they can adapt to a variety of situations.

During our baseline year of 2018-2019, more than 60% of our students exhibited behavior that resulted in disciplinary action. During the 2019-2020 school year, less than 30% of students received disciplinary action. Remote learning during the COVID-19 pandemic interrupted many facets of students' school experiences. And the percentage of misbehaviors dropped tremendously during the 2020-2021 school year as a significant percentage of our students chose to learn virtually. In addition, the Covid 19 protocols and restrictions limited interactions and communication considerably among students resulting in less conflict and opportunities for disagreements.

During the 2021-2022 school year, Scholarmade experienced a significant jump in behaviors that resulted in a rise in disciplinary sanctions, including more reports and acts of bullying. In addition, staff shortages due to quarantines and isolation also negatively impacted the charter's ability to implement preventative strategies effectively and created several gaps in delivering services as designed.

According to research, the COVID-19 pandemic led to prolonged exposure to stress and anxiety, raising concerns about a large spectrum of psychological side effects. In one study, a higher fear of COVID-19 was significantly associated with the act of bullying, likely due to increased coronavirus-induced anxiety resulting from news updates about complications and death reports from COVID-19 [74]. In addition, fear of COVID-19 substantially increases negative feelings such as anxiety and depression [75]. In response to this fear of disease and death, people tend to blame others; they also engage in gossip and spread rumors and misconceptions [75].

Scholarmade responded to the challenging behaviors by developing and creating a community-wide bullying prevention strategy. The strategy to reestablish a healthy school community and combat the ill effects of the pandemic on emotional wellness includes professional development for staff members and training for parents and students. Our strategy also included the creation of a Culture Team that includes a Director of School Culture, an Emotional Intelligence Program Manager, two Behavior Interventionists, a school counselor, and a mental health provider.

The Culture Team participated in Yale University’s Ruler Training, Conscious Discipline training, Playworks training, and Mental Health First Aid training. Leaders, teachers, and staff members also received all state-required training and Conscious Discipline training, which provides age-specific implementation strategies in response to the unique impacts of COVID-19.

This team systematically builds the emotional wellness of scholars through weekly sessions and by implementing a restorative system response to misbehaviors and mistakes that students make in decision-making. Students received counseling sessions and components of the TWTL framework through morning meetings, being taught to identify, recognize, and manage emotions. Scholars are taught feeling words and acquire the lexicon to communicate their feelings. Scholars' capacity to understand, name, and regulate their feelings is essential to building their emotional intelligence. The process gives the teacher information needed to effectively assist students who may be in a fragile state and how to facilitate the pathway to shift those emotions to a more positive feeling.

<b>Goal 7</b>	<b>Metric</b>	<b>Evaluation of Goal</b>
All faculty will progress at least one level each year as measured by the ScholarMade Talent Development system.		

All faculty will progress at least one level each year as measured by the ScholarMade Talent Development system

100% of ScholarMade’s teaching staff has 0-5 years of experience, with only about 20% having more than three years of experience. Scholarmade has partnered with Arkansas Teacher Corp and Philander Smith College to secure teachers and has created its pipeline to teaching through its Apprentice Teacher program.

The Talent Development System emphasizes Content and Skill Development to include command of content knowledge, skills, and concepts, the identification and the integration of effective instructional strategies that suit the needs of diverse students. Identifying and using the best pedagogical approaches and adopting lesson planning and assessment systems that promote high achievement in all classrooms. Due to experience, commitment, and abstract thinking levels, teachers possess varying degrees of knowledge regarding the subject matter (content), the teaching act (instruction), and the mastery of learning (assessment). As learners, those who are most proficient and advanced are valuable resources to their colleagues who will need more time to grow, attention to certain learning expectations, the repetition of practice to increase their effectiveness, and the reward of reflective feedback that will improve performance.

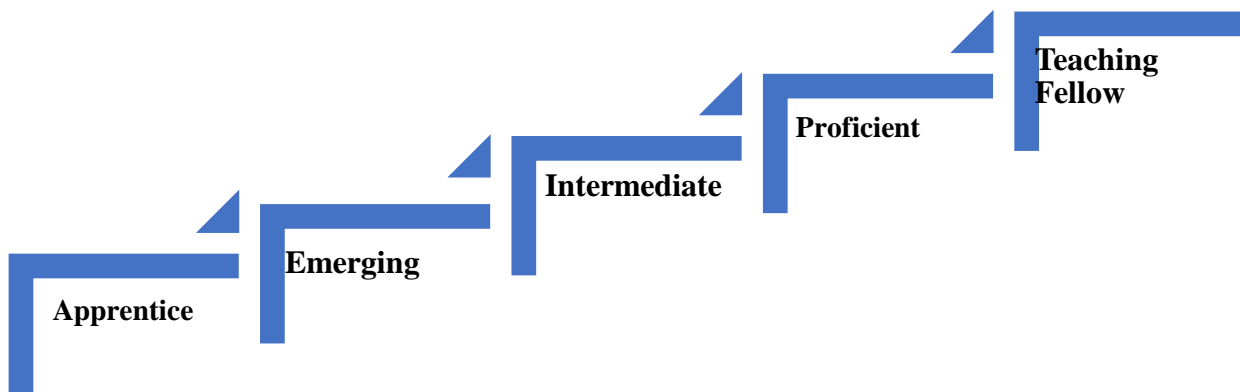
Identifying these teacher leaders as intermediate or experts within a campus provides an invaluable resource to novice colleagues and fosters a professional growth community among all teachers. Inherently, those novice teachers who join such a community are exposed to a high-quality learning environment where support and expertise are a part of the school's culture and pool of talented educators.

Building upon the expertise and addressing the needs of all teachers, the Talent Development Model recognizes and provide learning experiences and development using a differentiated or tiered approach as described below.

Assessment Instrument for Measuring Performance: Danielson Teaching and Evaluation Framework; student growth and performance, and completion of required professional development.

Phases of Growth:

- Apprentice: college-educated paraprofessionals who desire to become teachers
- Emerging: requires a lot of support and development
- Intermediate: knows the content but needs support/practice with implementation
- Proficient: knows the content and operates with little support, and meets the expected academic goals
- Teaching Fellow: serves as a model classroom, resource provided, mentor teacher cooperating teacher, conducts action research; hybrid teacher leader.



**Method:**

The Talent Development Blueprint includes a growth model that includes:

- Content and Pedagogy Development
- Data to Drive Instruction Development
- Professional Learning Paths
- Learning Climate and Class Community

Scholarmade teachers receive more than the 36 the state required hours of professional development and continue their development through weekly collaborative meetings or Professional Learning Communities. In addition, through webinars, book studies, coaching, instructional support from consultants, and participation in the state's mentorship program, Scholarmade teachers receive a personalized growth plan that is differentiated to meet each teacher's needs and to develop a personalized pathway to growth as a teacher.

**Outcomes:**

Through multiple sources of feedback, differentiated professional development, opportunities to lead, share best practices, mentor and coach, all faculty progressed at least one level each year as measured by the SMTD Teaching Fellow system. Increasing teacher knowledge and instructional skills will raise academic performance for all students.

## 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.

SMART Goal
Students scoring in the lowest performance category in each content area as measured by state testing will decrease by 5%
As measured by state testing, students scoring at the readiness level will increase by 5% in each content area.
Students will grow from Fall to Spring by a minimum of 8 points in math and reading measured by NWEA or meet that grade level target.
75% of students will rate their SEL competencies level positively in the spring of each year as measured by emotional wellness surveys.
Scholarmade teachers and staff members will participate in 50 hours of professional development annually to build capacity and effectiveness.



## SECTION 5: WAIVERS

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent:	Ark. Code Ann. § 6-13-109 Ark. Code Ann. § 6-17-427  Section 15.01 of the Standards for Accreditation, the ADE Rules, Governing the Superintendent Mentoring Program	Continue  Revised to Standard 4-B.2.
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b>		
The waiver allows the entity flexibility to recruit top talent from outside the state who may not have Arkansas licenses. In addition, student learning and teacher development were enhanced by the entities' ability to access experts in the field of education.		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
No		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Principals	Ark. Code Ann. § 6-17-302 Section 15.02 of the Standards for Accreditation	Continue Revised to Standard 4-C.2.
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b>		
The waiver allows innovation for the charter, which operates a school within a school model. Each school has an Academy Directors that manages their academy's day-to-day instructional and administrative operations. These smaller learning communities enhance student learning opportunities by giving the school leader a smaller group of students and teachers to support. Smaller learning communities allow for highly specialized individual learning plans for students' and teachers' growth plans. In addition, increased equitable access to effective teachers is realized through this waiver as teachers have opportunities to serve as leaders and play a vital role in the decision-making process.		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
No		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
School Board	Ark. Code Ann. § 6-13-601 et seq. (Excluding Ark. Code Ann. § 6-13-622)  Ark. Code Ann. § 6-14-101 et seq.  Ark. Code Ann. § 6-13-619(c)(1)(A) and (d)  ADE Rules Governing School Election Expense Reimbursement ADE Rules Governing School Board Zones and Rezoning	Continue

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

As an open-enrollment charter, no zones exist for the charter. The charter adheres to the governing standards of all Arkansas nonprofit organizations. The waiver has helped the entity enhance student learning opportunities and promote innovation by allowing the entity to tap into a diverse talent to serve as board members. Further, the ability to provide virtual meeting options allowed the charter to experience no interruption of governance during the pandemic and provides the opportunity for participation regardless of location.

**If the waiver is continued, will the service be provided in an alternate way?**

No

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Ark. Code Ann. § 6-15-1004 Ark. Code Ann. § 6-17-401 Ark. Code Ann. § 6-17-309 Ark. Code Ann. § 6-17-902 Ark. Code Ann. § 6-17-908 Ark. Code Ann. § 6-17-919 Standards for Accreditation Section Number <ul style="list-style-type: none"> <li>• 4-B.2</li> <li>• 4-D.1</li> <li>• 4-E.1</li> <li>• 4-F.1</li> <li>• 4-B.1</li> <li>• 4-C.1</li> <li>• 4-C.2</li> </ul>	Continue

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

Due to a national teacher shortage and a limited amount of college graduates with teacher certification, the waiver enhanced learning opportunities and increased equitable access for effective teachers. The pandemic teacher shortage exacerbated shortages and teacher turnover, and Arkansas continues to face persistent shortages. DESE generated a list of recent teacher education graduates and APPEL

All ScholarMade teachers met Arkansas Qualified definition; however, the waiver allowed us to have the autonomy to hire some teachers whose qualifications do not include an Arkansas license.



Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
School Year Dates	Ark. Code Ann. § 6-10-106	Continue
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b>		
The waiver allowed the charter to implement a more extended school day and a longer school year providing additional time for instruction to address the significant learning gaps of the school population. In addition, student learning opportunities are enhanced with this waiver by the entity providing more time on task and giving teachers more learning time with students.		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
No		

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Curriculum Instructional Structure and Clock Hours	Standards for Accreditation Section Number • <u>1-A.1.3</u> Section Number • <u>1-A.1.2 of the ADE Rules</u>	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b>		
The waiver was necessary while the charter was growing, and the regulation did not apply when Grade 9 was offered. As a result, student learning was enhanced as the charter offered courses needed for each school year's grade levels.		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #8	Statute/Standard/Rule	Rescind or Continue Waiver
Student Support Services	Ark. Code Ann. § 6-15-1005(b)(5) Ark. Code Ann. § 6-18-503(a)(1)(C)(i) Ark. Code Ann. § 6-48-101 et seq. Ark. Code Ann. § 6-18-502(a)(1)(C)(i) Standards for Accreditation  <u><b>Standards for Accreditation</b></u>  Section Number <ul style="list-style-type: none"> <li>• 2-1.1</li> </ul> Section Number <ul style="list-style-type: none"> <li>• 4-E.2</li> <li>• 4-E.1</li> </ul> Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funds	Rescind: Ark. Code Ann. § 6-18-1004(a)(2) Ark. Code Ann. § 6-18-1001  <b>Revise:</b> Ark. Code Ann. §6-48-101 et seq. to 6-48-102-103;  <b>Revise:</b> Ark. Code Ann. §6-18-502 (a)(1)(C)(i) to 6-18-502 (a)(1)(c )(i); c.) Revise: DESE Rules Governing the Distribution of Student Special Needs Funds to Section 4.01.1.

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

The charter offered a comprehensive guidance program and provided the support required for the program's implementation and to meet the school community's needs. The charter implemented intervention strategies through its Emotional Intelligence framework and program that reduced the need for providing an ALE. Enhanced student learning opportunities were met through an effective in school reset environment, and students continued their learning virtually if an out-of-school reset was necessary.

**If the waiver is continued, will the service be provided in an alternate way?**

No

Waiver #9	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media	Ark. Code Ann. § 6-25-103 Ark. Code Ann. § 6-25-104 Standards for Accreditation Section Number <ul style="list-style-type: none"> <li>• <u>4-F.1</u></li> <li>• <u>4-F.2</u></li> </ul>	Continue

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

This waiver promotes innovation as the charter offered library media services through classroom libraries and a Library Commons that provided students access to thousands of online books and research resources. In addition, a variation of a library media program and resources were made available to students through online and classroom resources.

**If the waiver is continued, will the service be provided in an alternate way?**

No

## SECTION 6: NEW WAIVERS

Provide information on new waivers that are being requested.

Waiver Topic	Statutes/Standards/Rules	Rationale
<b>Student Services: Counselor</b>	Ark. Code Ann. §§6-18- 2002 (2)(A)  Ark. Code Ann 6-18-2003 (a)(2)(A) (licensure); b.)	<p>The rationale for this waiver request is to give ScholarMade the ability to utilize the counselor to provide more classroom guidance time than three (3) 40-minute class sessions per day and ten (10) class sessions per week if needed.</p> <p>The rationale for this waiver request is that it would give the charter the ability to meet the needs of children by hiring the person with relevant experience and expertise who we think is the best fit for our school community in the role of a counselor position regardless of licensure.</p>
<b>Student Services: Gifted and Talented</b>	Ark. Code Ann. §§6-20-2208 (c) (6) Ark. Code Ann. §§6-42-109 (c) (6) Standards for Accreditation 2-G.1 and DESE Rules Governing Gifted and Talented Program Approval	<p>The waiver will enhance student learning opportunities as the standard curriculum is comprehensive enough to satisfy the academic needs of those students who may be generally identified as needing Gifted and Talented services.</p>
<b>Class Size</b>	Ark. Code Ann. §§6-17-812 <u><b>Standards for Accreditation</b></u> 1-A.5 and 1-A.6.	<p>The waiver will increase equitable access to effective teachers. Class size waiver will not negatively impact the quality of educational services provided to our students, and strategies and steps will be taken to support teachers who teach additional students. The waiver will enhance learning opportunities by allowing the charter to leverage effective teachers and extend the reach of those excellent teachers and their teams to more students for more pay.</p>
<b>Personnel Policies</b>	Ark. Code Ann. § 6-17-209	<p>This statute concerns the forming of an interim personnel policy committee by school districts which are being annexed or consolidated. This statute strictly applies to school districts and is not applicable to ScholarMade.</p>
<b>Teacher Licensure</b>	Waiver of Section 7 of the DESE Rules Governing Teacher Licensure.	<p>The waiver will increase equitable access to effective teachers by extending the reach of otherwise qualified teachers to provide instruction to students outside of their licensure area. In addition, it will provide flexibility and enhance the charter's ability to meet the needs of its students.</p>

## SECTION 7: AMENDMENT REQUESTS

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

	Topic	Rationale
1	Grade Levels: K-8 Revised from K-9	Scholarmade will better meet the community's needs by building an early childhood program and dropping 9 <sup>th</sup> graders.
2		
3		
4		
5		

## SECTION 8: 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.**

ScholarMade Achievement Place of Arkansas (ScholarMade) is seeking the renewal of its open-enrollment charter from the state's charter authorizer. ScholarMade is located within the boundaries of the Little Rock School District and, as an open-enrollment public charter school unconfined by district boundaries, expects to continue to obtain most of its students from within the boundaries of the Little Rock (LRSD), North Little Rock (NLRSD), Pulaski County (PCSSD) and Jacksonville-North Pulaski (JNPSD) School Districts.

### I. The Status of Pulaski County Desegregation Litigation

ScholarMade is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter renewal application would have upon the efforts of all four (4) of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, ScholarMade has substantiated that the LRSD and the NLRSD have been declared unitary in all respects of their school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the "1989 Settlement Agreement") under which the Arkansas Department of Education, the then-three (3) Pulaski County school districts and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that 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, Judge D.P. Marshall Jr. denied LRSD's motion, stating:

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

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

One (1) year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, ScholarMade's requested charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that ScholarMade's requested charter renewal could impact LRSD's unitary status. To be clear, ScholarMade's charter renewal application cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding the operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) as a consequence of the 2014 Settlement Agreement, the LRSD released any claims it had concerning the charter school issues. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of



Assignment of Students and Advanced Placement, Gifted and Talented, and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, LRSD, NLRSD and PCSSD are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of Special Education and Scholarships. Subsequently, PCSSD was also found to be unitary in the areas of Staff and Monitoring. Pursuant to Judge Marshall's order on May 6, 2021, both PCSSD and JNPSD are unitary in all areas except School Facilities.

Upon review, ScholarMade believes that its request to obtain the renewal of its open-enrollment public charter shall have no adverse effects on the efforts of the PCSSD and JNPSD to attain unitary status.

## II. Data

According to last year's third-quarter Average Daily Membership enrollment figures as maintained by the DESE Data Center, LRSD had a student population of 20,518 students, of which 59.94% were Black/African- American; 19.57% were White, and 16.02% were Hispanic. NLRSD's student population was 7,640 students, of which 57.19% were Black/African American; 25.75% were White, and 11.45% were Hispanic. PCSSD's student population was 11,227 students, of which 44.37% were Black/African-American, 38.61% were White, and 10.17% were Hispanic. JNPSD's student population was 3,841 students, of which 54.81% were Black/African American; 33.85% were White, and 7.54% were Hispanic. ScholarMade's student population was 391 students, of which 96.15% were Black/African American and 2.56% were Hispanic.

Ark. Code Ann. §6-23-106 requires that ScholarMade's continued operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, ScholarMade's careful review of the relevant statutes and court orders affecting the LRSD, NLRSD, PCSSD, and JNPSD and their student populations, and its student population, shows that such a negative impact is not present here.

## III. Conclusion

ScholarMade submits that upon the basis of its review, neither any existing federal desegregation order affecting the PCSSD, LRSD, NLRSD, and JNPSD, nor the 1989 Settlement Agreement prohibit the state's charter school authorizer from granting its renewal application to continue operating an open-enrollment public charter school within the geographic boundaries of the LRSD.

## SECTION 9: DISCLOSURES

Provide the names and contact information for each board member and administrator.

List Board Members and Administrators Name, Contact, and Title	Provide any Relationship to Another Board Member or Administrator
Jason Crain: <a href="mailto:jason.crain@scholarmade.org">jason.crain@scholarmade.org</a> ; Board Chairperson P.O. Box 55930 Little Rock, AR 72215	None
Brandi Peterson, <a href="mailto:branndii.peterson@scholarmade.org">branndii.peterson@scholarmade.org</a> ; Board Recording Secretary P.O. Box 55930 Little Rock, AR 72215	None
Susan Fote: <a href="mailto:susan.forte@scholarmade.org">susan.forte@scholarmade.org</a> Board Treasurer P.O. Box 55930 Little Rock, AR 72215	None
Gerald Harris: <a href="mailto:gerald.harris@scholarmade.org">gerald.harris@scholarmade.org</a> Board Member P.O. Box 55930 Little Rock, AR 72215	None
Sericia Cole: <a href="mailto:Sericia.Cole@scholarmade.org">Sericia.Cole@scholarmade.org</a> Board Members P.O. Box 55930 Little Rock, AR 72215	None
Etruria Toliver: <a href="mailto:eltrudia.toliver@scholarmade.org">eltrudia.toliver@scholarmade.org</a> ; Director of Achievement P.O. Box 55930 Little Rock, AR 72215	None
Phillis N. Anderson: <a href="mailto:pnicholsanderson@scholarmade.org">pnicholsanderson@scholarmade.org</a> ; Superintendent P.O. Box 55930 Little Rock, AR 72215	None