



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

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

**KIPP Delta Public Schools**

**Deadline for Final Submission: 5:00 PM on November 14, 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 p.m. 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

### Charter Information

<b>Name of Charter:</b>	KIPP Delta Public Schools
<b>LEA Number:</b>	5440700
<b>Authorization Date:</b>	March 11, 2013
<b>Expiration Date:</b>	June 30, 2023
<b>Enrollment Cap:</b>	2,600
<b>Grades Served:</b>	PK - 12
<b>Superintendent/Director:</b>	Megan Stitzinger
<b>Charter Mailing Address:</b>	P. O. Box 743 Helena, AR 72342
<b>Charter Physical Address:</b>	P. O. Box 743 Helena, AR 72342
<b>Sponsoring Entity:</b>	KIPP Delta Board of Directors
<b>Charter Management Organization</b>	N/A
<b>Contact for Application:</b>	Megan Stitzinger

<b>Contact Email:</b>	megan.stitzinger@kipdelta.org
<b>Contact Phone:</b>	870-714-5940

### School Campuses

School Name	LEA Number	City	Grades Served
KIPP Delta Elementary Literacy Academy	5440701	Helena	K- 5
KIPP Delta College Preparatory School	5440702	Helena	6 - 8
KIPP Delta Collegiate High School	5440703	Helena	9 - 12
KIPP Blytheville College Preparatory School	5440705	Blytheville	K - 6
KIPP Blytheville Collegiate High School	5440706	Blytheville	7 - 12

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

## Section 1: Charter Data

**Current Accreditation Status:** Fully Accredited as of 2021-22 School Year

**Level of Support:** Level 3

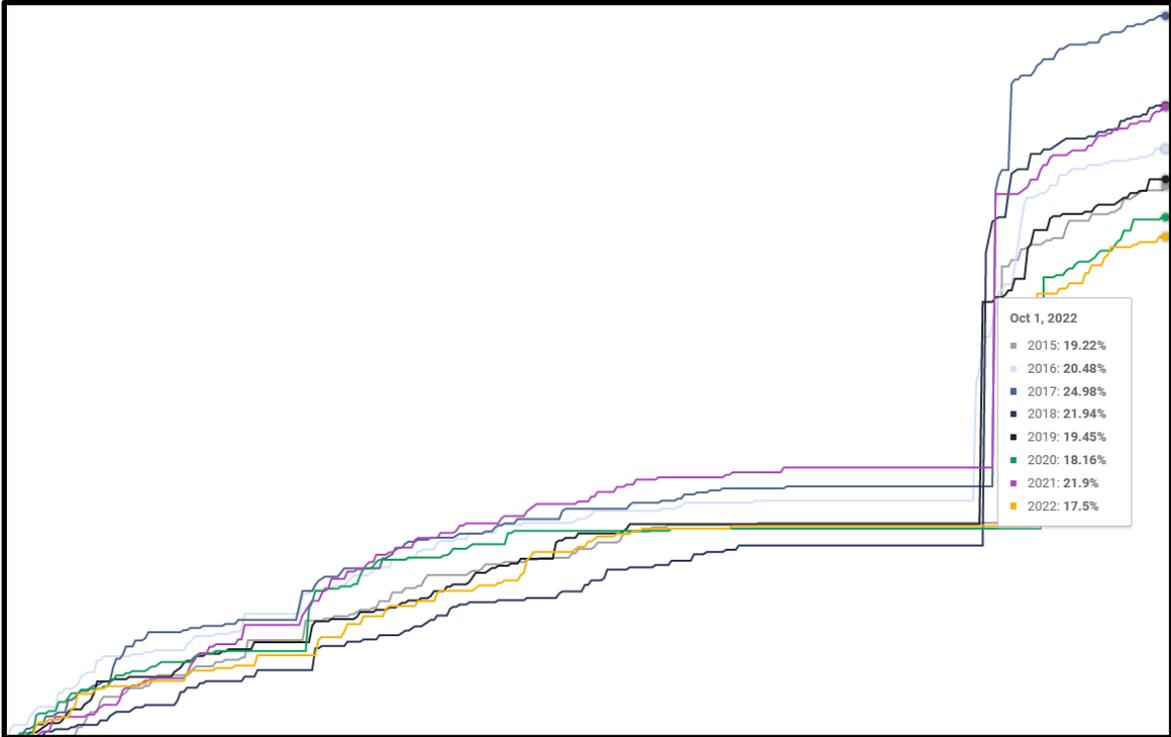
### Enrollment (3rd Quarter ADM)

	17-18	18-19	19-20	20-21	21-22
<b>DELA</b>	464.11	467.26	456.5	366.25	348.53
<b>DCPS</b>	213.41	208.57	233.93	229.175	197.4
<b>DCH</b>	208.2	182.36	181.89	183.73	187.72
<b>BCPS</b>	90.7	83.85	198.36	211.28	227.64
<b>KBC</b>	234.35	165.36	150.43	138.38	123.9
<b>District</b>	1300.89	1201.27	1221.11	1128.8	1085.2

KIPP Delta's regional enrollment hit the highest enrollment in KIPP Delta's history in the 2017-2018 school year. At this point in time, KIPP Delta was operating six campuses across three communities (Blytheville, Forrest City, and Helena). KIPP Delta's Forrest City Campus was consolidated with our Helena campus at the end of the 2018-2019. While efforts were made to retain Forrest City students, the majority of those students did choose to re-enroll in the local public school as opposed to taking a two-hour round trip bus ride to our Helena campus. Enrollment began to rise again in the 2019-2020 school year, but then suffered a significant hit with the onset of the COVID-19 pandemic in the 2020-21 school year.

Because of the pandemic typical student recruitment efforts, such as door-to-door recruitment, were unable to be conducted. With COVID restrictions lifting, KIPP Delta could engage in normal recruitment and enrollment activities over the spring and summer this year. As a result of these efforts, **KIPP Delta received 750 student enrollment applications for the 2022-23 school year, which is over 200 more applications than the previous year.** Additionally, KIPP Delta has registered 381 new students for the 2022-23 school year to date and began the school year with an enrollment of approximately 1,200 students, which is **more than 150 students than the 2021-22 school year**, with an additional 68 students on the waitlist at grades which have hit max capacity.

Student attrition reports show that, year-over-year, attrition is trending lower than the past five years thus far (see chart below for more detail), which has resulted in the **strongest student retention KIPP Delta has seen since we opened our doors.**



#### 4-year Graduation Rates

	17-18	18-19	19-20	20-21	21-22
DCH	91%	79%	92%	81%	81%
KBC	92%	71%	78%	79%	79%
District	91%	75%	87%	80%	80%

#### Letter Grades

School Name	2017-18	2018-19	2019-20	2020-21	2021-22
KIPP Delta Elementary Literacy Academy	D	D		N/A	F
KIPP Delta College Preparatory School	C	C		N/A	D
KIPP Delta Collegiate High School	D	D		N/A	D
KIPP Blytheville College Preparatory School	D	D		N/A	F
KIPP Blytheville Collegiate High School	D	D		N/A	D

## ESSA School Index

School - KIPP Delta Elementary Academy	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Index	60.8	61.01		58.32	58.08
Weighted Achievement	45.13	44.64		27.98	36.05
Growth	76.89	76.89		78.18	81.69
SQSS	43.73	46.24		62.92	30.75

School - KIPP Delta College Preparatory School	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Index	64.14	63.95		54.58	62.05
Weighted Achievement	49.5	49.62		26.4	39.33
Growth	80.19	79.3		77.1	81.91
SQSS	44.8	46.2		45.24	48.83

\*Note: Recognized by the Arkansas Department of Education as a School on the Move for the 2021-22 school year.

School - KIPP Delta Collegiate High School	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Index	57.71	60.44		56.44	54.43
Weighted Achievement	29.96	31.84		23.02	20.23
Growth	78.71	80.58		78.91	80.37
SQSS	44.59	49		50.98	41.51

School - KIPP Blytheville College Preparatory School	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Index	60.68	62.35		55.9	55.7
Weighted Achievement	44.69	46.01		30.62	30.45
Growth	78.68	78.99		75.02	75.95
SQSS	37.96	45.02		51.12	47.09

<b>School - KIPP Blytheville Collegiate High</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Overall Index	57.95	58.54		60.18	58.26
Weighted Achievement	35.21	33.76		34.59	30.26
Growth	77.95	76.78		82.34	81.57
SQSS	44.34	40.04		48.07	43.32

## Section 2: Charter Mission Statement

### Previous mission statement:

To create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.

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

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose - college, career, and beyond - so they can lead fulfilling lives and build a more just world.

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

**Alternative Learning Environment**

**Traditional**

**Virtual Only**

**College Prep - X**

**Credit Recovery**

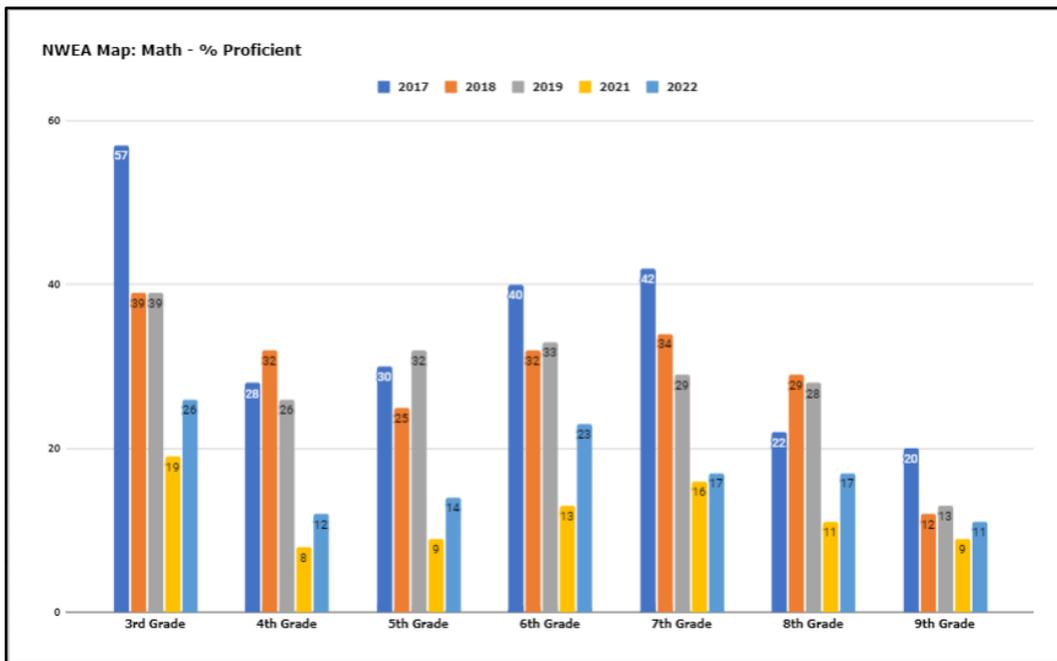
**Other Focus Area:** \_\_\_\_\_

### **Section 3: Charter Goals**

At the time of KIPP Delta's Charter renewal, there were significant transitions between assessment systems at both the state and national levels. KIPP Delta was also in the process of determining additional supplementary assessment systems for use in schools. As a result of this uncertainty at the time of our charter renewal application, KIPP Delta requested and was granted the ability to re-examine and adjust project performance goals based on new testing requirements. As such, goals proposed during the 2013 charter renewal process included targeted outcomes for only (3) school years. Goals for the 2016 - 2022 school years were never set at the state level.

The 2013-2016 goals were set using outdated assessments as measurements; thus, KIPP Delta cannot accurately provide 1:1 reporting on these goals. In the absence of the ability to provide 1:1 reporting on our previous charter goals, we are providing academic data and an analysis of the outcomes for the last five years.

Goal 1	Metric
<p><b>2013-2016 Math Goals:</b> Achieve annual measurable growth (AMO) for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub-objectives will be considered as indicators for meeting this goal:</p> <ol style="list-style-type: none"> <li>Each of our schools will increase academic achievement in Mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO</li> <li>Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth targets</li> <li>60% of all exiting 8th graders will have scored proficient or advanced on the Algebra I exam</li> <li>In the 2014-16 school years, each of our schools will increase academic achievement in Mathematics as indicated by outperforming the state average on the PARCC assessment.</li> </ol>	<ul style="list-style-type: none"> <li>Student's annual growth on NWEA MAP assessment</li> </ul>



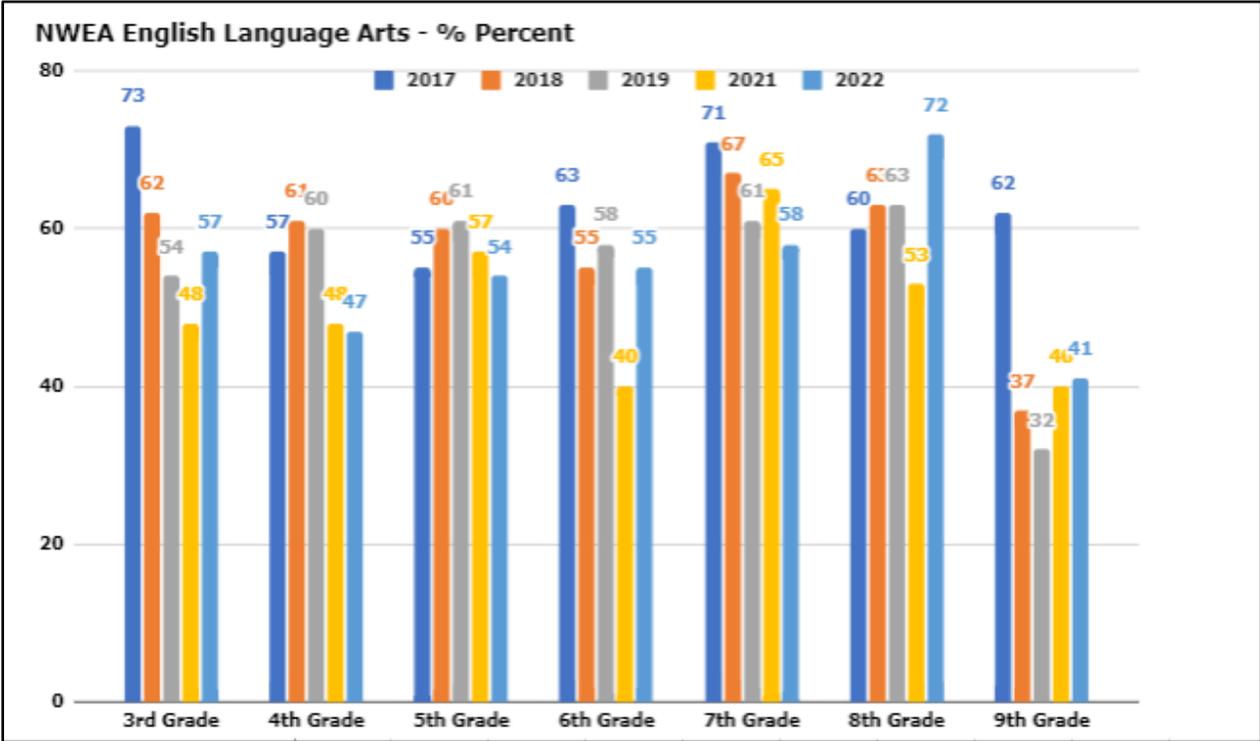
\*Students were not tested in 2020 due to COVID

NWEA MAP assessment results remained steady during the 2017 - 2019 school years. However, there was a sharp decline in KIPP Delta's academic performance after two years of COVID interruptions, which though expected and experienced by school districts across the country, was more significant than anticipated.

**From 2021 to 2022, the percentage of 3 through 9 grade students identified as proficient in Math by the NWEA Map assessment increased by an average of 5 percentage points.** The increase is attributed to increased professional development opportunities, improved teacher retention, and other academic supports, including Tier 1 and Tier 2 interventions.

While results have increased post-COVID, we realize more work must be done to accelerate learning and increase academic achievement. We are confident that, with the additional support and services detailed below, KIPP Delta will continue to see an increase in the percentage of students proficient in Math.

Goal 2	Metric
<p><b>2013-16 Literacy Goals:</b> Achieve annual measurable growth (AMO) for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub-objectives will be considered as indicators for meeting this goal:</p> <ol style="list-style-type: none"> <li>1. Each of our schools will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.</li> <li>2. Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.</li> <li>3. In the 2015-16 school years, each of our schools will increase academic achievement in literacy by outperforming the state average on the PARCC assessment.</li> </ol>	<ul style="list-style-type: none"> <li>• Student's annual growth on NWEA Map and PARCC assessments</li> </ul>



\*Students were not tested in 2020 due to COVID

NWEA Map assessment results remained relatively steady during the 2017, 2018, and 2019 school years. However, there was a sharp decline in KIPP Delta's academic performance after two years of COVID interruptions, which though expected and experienced by school districts across the country, was more significant than anticipated.

**From 2021 through 2022, the percentage of 3 through 9 grade students identified as proficient in English Language Arts by the NWEA Map assessment increased by an average of 5 percentage points.** The increase is attributed to increased professional development opportunities, support from TNTP (formerly The New Teacher Project), teacher retention, and other academic supports, including Tier 1 and Tier 2 interventions.

While the results increased last school year, we realize more work must be done to accelerate learning and increase academic achievement. We are confident that, with the additional supports and services listed below, KIPP Delta will continue to see an increase in the percentage of students proficient in English Language Arts.

Goal 3	Metric
<p><b>2013-16 College Preparation Goals</b>            Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub-objectives will be considered as indicators for meeting this goal:</p> <ul style="list-style-type: none"> <li>● KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.</li> <li>● 100% of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military</li> <li>● KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate</li> <li>● KIPP Delta Collegiate High School juniors will outperform the state and/or national average on the ACT exam</li> </ul>	<ul style="list-style-type: none"> <li>● Student's Advanced Placement Scores</li> <li>● School graduation rate</li> <li>● ACT scores</li> </ul>

*Post-Secondary Acceptance*

The KIPP Forward program at KIPP Delta Public Schools supports students and alumni with individual, personalized counseling on their journeys to and through high school, college, and life. During high school, the KIPP Forward program supports students in selecting and preparing for the educational and career path that fits their goals and sense of purpose. KIPP Forward meets one-on-one with students and uses a data-driven approach to find the schools and career opportunities that will be the right fit for each student. The team leverages a national tool to help college counselors review students' wish list and look for alternative colleges that fit academically. Based on individual student's GPA and ACT/SAT scores, the tool calculates likely, match, and reach colleges.

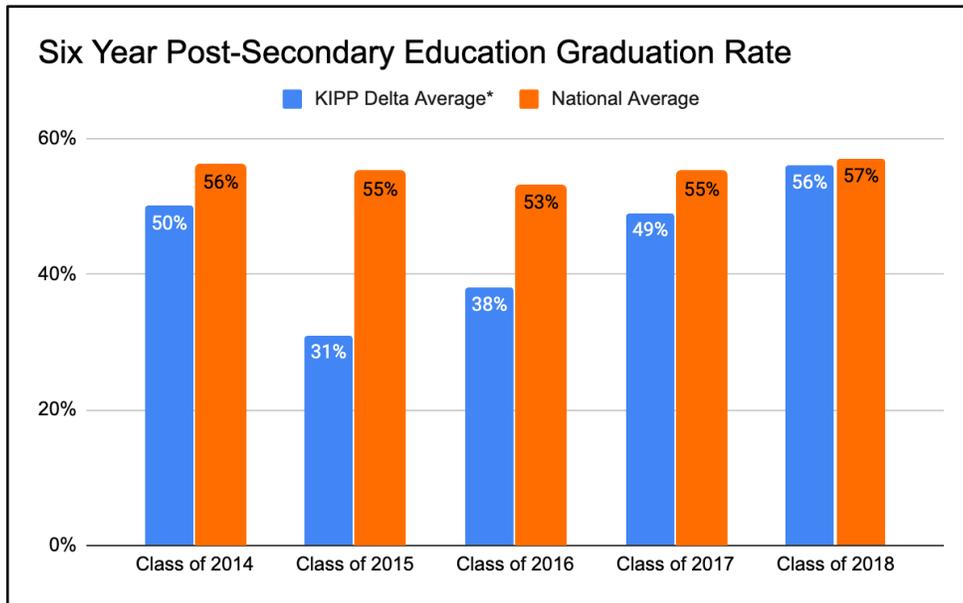
**As a result of the work of the KIPP Forward team, 100% of KIPP Delta's graduating classes of 2017 through 2022 were accepted into a post-secondary educational institution or entered the military.**

Once students graduate from high school, KIPP Forward remains a constant support to ensure that they remain on the path to college completion and career readiness. KIPP Forward counselors visit students at their college campuses and keep in constant communication to discuss academic progress, financial aid, social pressures, and internship opportunities. By intentionally building relationships, KIPP

Forward is able to help address specific issues, steer students towards appropriate resources, and empower students to advocate for themselves.

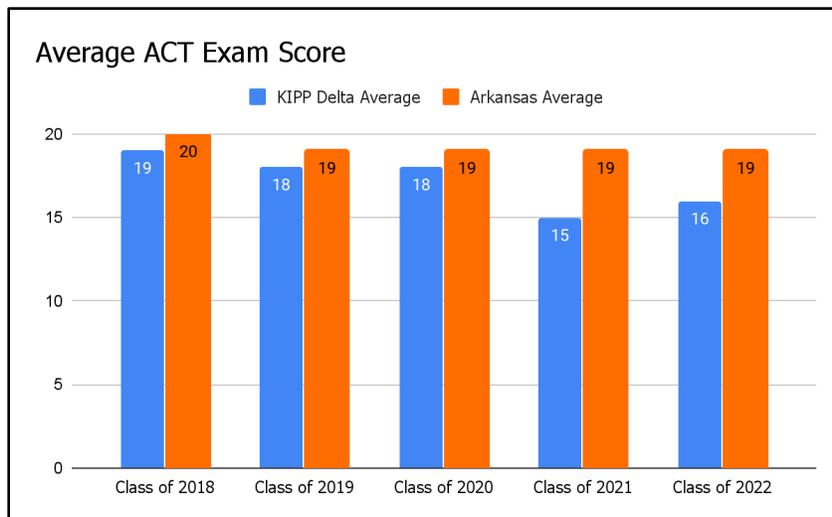
### Graduation Rate

Once KIPP Delta alums are on their desired educational or career path, the KIPP Forward team helps alums move forward while pursuing their goals with college and career advising after high school graduation. As a result of the work of the KIPP Forward team, the gap between the KIPP Delta and the national average for the post-secondary education graduation rate has narrowed in the last two years. More intensive support, an increase in the number of alumni counselors, as well as better systems to track and support students' success has led to this increase.



### ACT Scores

ACT composite scores remained steady for the class of 2018, 2019, and 2020. However, there was a slight decline in scores after two years of COVID interruptions that mirror KIPP Delta's academic results, which though expected and experienced by school districts across the country, was more significant than anticipated.



In the 2022-23 school year, KIPP Delta relaunched a partnership with Winward Academy to provide our students with additional ACT test preparation beginning in 10th grade to increase our district's ACT scores.

### *Advanced Placement*

KIPP Delta did not meet the Advanced Placement (AP) goals outlined in the previous charter renewal application (2013-2018). To increase the number of students who successfully complete Advanced Placement courses and exams, KIPP Delta is committed to increasing the number of teachers trained by the College Board so we can offer a wider variety of courses and intensive AP tutoring and testing support. Additionally, we will create increased awareness among our students and families about the benefits of completing Advanced Placement courses and exams, including the opportunity to better prepare for college, boost their GPA, save time and money in college, and receive merit-based financial aid.

### **Academic Growth Recognition**

KIPP Delta's continued efforts to increase academic rigor across all grade levels and subject areas resulted in four of our schools being recognized in 2021 by the Office for Education Policy (OPE) at the University of Arkansas as schools that are "Beating the Odds" because students demonstrated high growth on the ACT Aspire. Awards were based on the 2021 content growth score calculated by the Arkansas Department of Education. These growth scores reflect how much students at each school improved from 2019 compared to how much they were expected to grow, considering prior achievement. Schools are recognized for overall growth and growth in Math and English Language Arts separately. The following awards were presented to our schools by the Office for Education Policy in 2021:

- **KIPP Delta Elementary Literacy Academy** received the "Beating the Odds" High ELA Growth: Elementary Level (Southeast Region) award
- **KIPP Delta Collegiate High** received the "Beating the Odds" High ELA Growth: High School Level (Southeast Region) award
- **KIPP Blytheville Collegiate High** received the **(1)** "Beating the Odds" Statewide Overall Growth: High School **(2)** "Beating the Odds" Statewide ELA Growth: High School Level **(3)** "Beating the Odds" High Math Growth: High School Level (Southeast Region) **(4)** "Beating the Odds" High ELA Growth: High School Level (Southeast Region) awards
- **KIPP Delta Collegiate Prep** received the "Beating the Odds" High Math Growth: Middle Level (Southeast Region) award

In the same year, KIPP Blytheville Collegiate High Schools was recognized by Arkansas Public School Resource Center (APSRC) with the "Elevate Award" for being the top charter high school with the most overall academic growth in the state.

### **Future Actions to Increase Academic Achievement**

After analysis of academic data from the last four years, KIPP Delta Public Schools implemented new, more robust services and support in the 2022-23 school year to increase academic achievement and growth and college and career readiness.

The approach to support improvements in academics for the 2022-23 school year is a three-pronged approach in partnership with TNTP. This approach includes the adoption of high-quality instructional

materials across all content areas (consistently putting grade appropriate content in front of students), supporting leaders to develop and articulate a vision for use of these materials (clearly outline the expectations for use of the materials), and providing teachers with regular coaching, support, and professional development to ensure the materials are being used to provide students with strong instruction.

An outline of this approach is included below along with a description of additional supports:

- External Support and Services: Recognizing the need for sustainable changes to our instruction approach, we have partnered with organizations that are providing capacity to our instructional teams.

In 2021, KIPP Delta began a partnership with nationally recognized education organization, TNTP (formerly The New Teacher Project), beginning with intensive knowledge-building services, which will result in increased evidence of capacity-building of instructional staff.

In year 1 (2021/22 school year), support was focused on improving equitable practices and outcomes in reading and literacy across all schools and communities through professional development along with direct teacher coaching and leadership collaboration.

In year 2 and 3 (2022/23 school year and 2023/24 school year), TNTP and KIPP Delta are working together to ensure that leaders and teachers are not only using high-quality instructional materials but are receiving supports that will improve instruction for all students. TNTP and KIPP Delta have created four professional development structures across three cycles of support that are focused on instructional best practices (Asynchronous Wednesdays), skills-based practice (Early Release), direct coaching and leadership collaboration sessions. Each support structure is built based on classroom observation trends and student work analysis trends which creates an environment of learning based on student needs. With ambitious goals set around teacher instruction and student outcomes improving, this wrap-around support for teachers and leaders will ensure that all teachers are perfecting their craft and pedagogical approaches while also ensuring that students are receiving instruction that will grow their performance to meet the demands of the Arkansas state standards.

In addition to the partnership with TNTP, KIPP Delta receives weekly support and coaching from an Arkansas Public Schools Resource Center Literacy Specialist. The literacy specialist coaches teachers and assistant principals in literacy pedagogy, primarily building a strong foundational skills program based on the Science of Reading and best practices in developing beginning readers.

Another means of increasing our emphasis on writing is the Writing Revolution professional development offered by the Arkansas Department of Education's year-long cohorts. KIPP Delta teachers and school leaders joined these cohorts to increase their development and bring it back to the schools to share as part of the ongoing regional professional development plan.

- Alignment of High-quality Math Curriculum Across All Grade Levels: In the last four years, KIPP Delta utilized Saxon (6-12) and Eureka (K-5). In the spring of 2022, the district completed a curriculum audit to ensure alignment with accreditation standards, vertical alignment across grade levels, and alignment with assessments. Participants in the audit included district leadership, external district partners, school principals, and teachers. As a result of the audit, KIPP Delta selected Eureka as the new math curriculum for K-12 students. The use of these high-quality instructional materials will provide students with time to engage mathematically through conceptual understanding, fluency and application practice that builds over time and grade bands. This systematic approach allows students to learn new concepts that build on previously mastered standards. It also allows teachers to collaborate across grade bands to ensure that students are receiving instruction that builds the mathematical foundations necessary to ensure students are moving through a progression of standards over each grade

band.

- Alignment of High-quality Literacy Curriculum Across All Grade Levels: To ensure that the Science of Reading remains a priority in our classrooms along with knowledge building, KIPP Delta will continue to use CKLA in K-5 classrooms and MyPerspectives in 6-12. CKLA is an approved curricular resource due to its alignments to the science of reading along with the research behind the literacy shifts to high quality instruction. Both curriculums provide students time to engage with complex text to build their content knowledge and vocabulary. Using CKLA across grade bands allows students to use the knowledge they have built in one year and apply it to lessons in future years. Research shows that reading multiple texts on one topic will improve students' comprehension and vocabulary up to four times the amount compared to reading topics at random. If you extend this over the course of six years (K-5) we are expecting high outcomes when it comes to students' reading results. Similarly, with MyPerspectives, using the same curriculum for grades 6-12 provides students with consistent access to writing and reading procedures that are used by all secondary students.
- Implementation of Content Literacy: Recognizing that students need more time developing their literacy skills and mathematical thinking, KIPP Delta has also adopted high-quality instructional materials for all science and social studies content areas that will allow students more time and practice with understanding rigorous text, knowledge building, and using their mathematical thinking to apply it in new settings (science) through phenomenon-based learning.

To ensure that all teachers are using the materials as a tool for providing students equitable access to grade appropriate materials aligned to the Arkansas State Standards, all teachers and leaders engaged in intensive professional development during the summer 2022. Trainings included unpacking and internalizing curriculum, learning about shifts in math and literacy instruction, understanding the research behind the changes in the approach to using these materials, developing an understanding of the best content-specific classroom practices, the most up-to-date research on reading and writing, and lesson planning.

- Increased Professional Development Opportunities: For curricular resources to be used effectively, experts recommend regular touchpoints for leaders and teachers in which they use the time to collaborate, look at student work, dig into pedagogical best practices, engage in lesson and unit preparation protocols, and have time to practice chunks of lessons to ensure that students are getting access not only to grade appropriate assignments and task, but are also getting access to teachers and leaders that are experts in their content, standards and curriculum that will lead to strong instruction for all students. To do this, we created cycles of support that include weekly community-based instructional collaboration professional development, monthly four-hour intensive skill-based professional development, monthly leader collaboration data dives, and one-on-one teacher and leader coaching. Each structure is outlined more in detail below:
  - Asynchronous Professional Development: Each week, teachers from across KIPP Delta's two communities come together in content specific groupings to engage in professional development that is building their pedagogy, building their content knowledge, and building their ability to plan and implement their curricular materials. Content is developed based on classroom observations and trends in student work.
  - Teacher Weekly Content Coaching: To ensure that teachers are getting individualized support in addition to group support, weekly coaching for each teacher is provided. Teachers are working towards a goal that is based on individual classroom observation data, student work analysis data, and self-reflection. Each cycle, teachers will engage in practice that will improve instruction in their classroom by getting regular planning support, classroom support, and debriefs to identify next steps. Coaches are executing a coaching cycle that ensures regular touchpoints that are leading to effective and

immediate change.

- Early Release Three-hour Monthly Professional Development: Each month, teachers and leaders at each community come together to engage in skill specific training that can be applied across all content areas. Teachers learn the new skill, then take time to incorporate the skill into their upcoming lesson plans. After planning time, teachers engage in active practice with their peers and receive in the moment feedback that allows them to build the muscle memory necessary to master the identified skill.
- Monthly School Leader (Principal) Training: Each month, leaders from across the schools come together to engage in a full day of learning. This time is spent looking at data from their schools, building their coaching expertise, engaging in collaborative vision setting, tracking goals, walking classrooms to norm on feedback, and other effective leadership practices. Leader collaboration time helps to ensure school leaders possess and practice the skills to fully leverage and navigate the flexibilities and challenges that come with transforming instruction by both forecasting the work and establishing school-based systems for progress monitoring so that each school can maximize their turnaround efforts. Time for collaboration and space for vision building is also provided. District and school-based leaders walk classrooms to engage in conversations about how to improve systems and structures that will lead to better outcomes for students.

KIPP Delta is invested in providing additional support tied to district goals through external partnerships including:

- Arkansas Public School Resource Center (APSRC)
  - TNTP (formerly The New Teacher Project)
  - GearUp facilitated by Phillips County Community College
  - SpringBoard Collaborative
  - Winward Academy
- Alignment with State Evaluations: Over the last four years, KIPP Delta has used several internally developed evaluation systems. This has created confusion and misalignment with school and district-wide goals. It has also prevented us from providing strong, differentiated development and support based on staff performance. For the 2022-2023 school year, KIPP is shifting to the TESS rubric for teachers and the LEADS rubric for school leaders. In preparation for this shift, and in partnership with TNTP, KIPP Delta provided summer professional development for regional academic staff and school leaders. Teachers were provided two days of summer PD on the TESS rubric and the look-fors connected to each domain. Two evaluations will be completed each year, with a mid-year evaluation at the end of 1st semester and a final evaluation in April. As school leaders complete their weekly classroom observations, they provide feedback related to the TESS rubric.
  - Interim Assessment Alignment: Over the last four years, KIPP Delta has used the NWEA MAP primarily in grades K-2 as an interim assessment to drive instruction. With the start of the 2022-2023 school year, KIPP Delta will use the NWEA MAP across all grade levels (K-12) and content areas to better monitor student growth and make decisions on student needs with a look at progress over time. Additionally, KIPP Delta will use the correlation from NWEA MAP to ACT Aspire to support instruction for the statewide end-of-year assessment.
  - Other Academic Supports: As part of the data analysis from 2021-2022 ACT Aspire and the beginning-of-year 2022-2023 MAP, students were identified for additional support at the secondary grades. Thus, KIPP Delta added strategic reading classes in secondary grades. Students at the middle school are being provided differentiated support through Strategic Reading Classes, and, at the high school, this support is happening in Critical Reading Classes. Additionally, KIPP Delta has established and trained all staff on the updated RTI process. As

part of this process, data is reviewed throughout the year, and initial RTI meetings are held for those students working well-below grade level and outside the realm of their peers. Data is analyzed and recommended next steps for Tier 2 or Tier 3 are implemented, as appropriate, for their individualized needs. Tier 2 supports are provided in the classroom by the classroom teacher during a scheduled block of the day. Student progress is monitored and re-evaluated at specified intervals throughout the year. Using this process supports students' individual needs to close the learning gaps they are experiencing.

## 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
<p><u>Academic Growth</u>: Year-over-year growth on state-required end-of-year assessments in literacy and math. KIPP Delta will monitor progress throughout the year through interim data that may include but is not limited to NWEA MAP. KIPP Delta will also review end-of-year state-required testing data to monitor progress toward the goal.</p>
<p><u>Graduation Rate</u>: Increase graduation rate year-over-year. Each school year, KIPP Delta will complete a senior transcript audit by the end of the first quarter and create a plan to support seniors at risk of not meeting graduation requirements. At the end of each year, we will monitor progress toward this goal.</p>
<p><u>College and Career Readiness</u>: 100% of graduating seniors have a post-secondary college or career plan that includes an outline of coursework for a two-year or four-year degree program, technical or vocational school, military, or specific opportunities tied to pre-identified career paths. Each school year, 100% of seniors will participate in a conference by the end of the first quarter with their assigned college and career advisor to create their individualized plan. At the end of each year, we will monitor progress toward this goal.</p>
<p><u>Student and Family Impact</u>: Increase student enrollment and retention year-over-year to provide further support for students in rural communities. KIPP Delta will monitor student enrollment and attrition every quarter and adjust our student recruitment, enrollment, and retention strategy as appropriate. At the end of each year, we will monitor progress toward this goal.</p>

**Section 5: Waivers**

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
School Calendar - School Start Date	Ark. Code Ann. § 6-10-106 (a)	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b></p>		
<p>While KIPP Delta’s start and end date are aligned with area schools this school year, KIPP Delta would like to request a continuation of this waiver. This waiver provides the flexibility to tailor the district’s yearly schedule by offering an earlier school start date or a later school end date to provide additional academic programming. This flexibility allows us to provide students with further opportunities to accelerate academics, provide special summer programming if needed to combat learning loss, and helps us be more responsive to the needs of our students, communities, and stakeholders and dates of summer programming for students.</p>		
<p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>		
<p> </p>		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Ark. Code Ann. §§ 6-15-1004, et seq 6-17-401 6-17-919 6-17-902 6-17-908 6-17-309 6-17-418  Standard 4-D.1  DESE Rules Governing Educator Licensure, Section 7	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</b></p>		

KIPP Delta makes every effort to fill teaching vacancies with certified teachers. However, due to our location in rural areas of the state and the nation-wide teacher shortage, there are times when a licensed educator is not available, particularly in certain critical shortage areas.

KIPP Delta is committed to hiring high-quality teachers and meeting, at minimum, the Arkansas Qualified Teacher (AQT) designation. When licensed educators are not available, teacher candidates may include but are not limited to: Teachers with career experience, outside career certification, alternative licensure, or licensure in a specific field but extensive education in a different context matter, and those with a bachelor's degree in a non-education field.

Teachers we have hired from these backgrounds have brought in vast experience from their diverse backgrounds and have proven to be great role models for our students. Given that many teachers under this waiver are from the community in which they teach, they are more likely to remain in our schools, allowing us to "grow our own" highly qualified teachers.

We understand we cannot waiver AQT requirements and that our teachers must meet all Arkansas AQT requirements for the courses to which they apply and that all special education teachers must have full licensure. All teachers hired under the teacher licensure waiver receive support, observations and evaluations, extensive training and professional development, have content hours in the subject they teach, and are committed to the students they serve. Additionally, we assist all teachers on their path to obtain licensure.

Before an offer is extended to any teacher, our HR team reviews the candidate's credentials, transcripts, education, and experience to ensure the potential hire meets, at a minimum, all Arkansas AQT requirements. Our HR team keeps all of these records on file and up to date.

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

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies - Committee of Personnel Policies	Ark. Code Ann. § 6-17-203	Continue

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

(a) Each school district shall have a committee on personnel policies which shall consist of no fewer than five (5) classroom teachers, and no more than three (3) administrators, one of which may be the superintendent.

KIPP Delta's personnel policies are reviewed by a representative of each of KIPP Delta's five schools and the district office, allowing the process to be effective and efficient. All new or revised policies are presented to the Board of Directors for approval.

Employees receive an updated personnel policy manual at the beginning of each school year.

Changes to the manual are highlighted during all-staff school year kick-off meetings and at school-level team meetings.

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

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Public School Principals - Qualifications and Responsibilities	Ark. Code Ann. § 6-17-302(a) Standard 4-C.2	Continue

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

KIPP Delta makes every effort to fill vacancies with certified staff members. However, due to our location in rural areas of the state and the nation-wide educator shortage, there are times when a licensed staff member is not available. As a result, KIPP Delta often employs highly qualified, but not necessarily certified administrators, for its schools. Often our most successful leaders come from our community, have taught in our schools, built relationships with our students, staff, and community, and have received excellent results in the classroom. Given that many leaders under this waiver are from the community, they are more likely to remain in our schools, allowing us to “grow our own” leaders and administrators. This has proven to be an effective method of hiring and retaining highly qualified leaders with strong ties to the community.

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

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies - Teacher Fair Dismissal Act	Ark. Code Ann. § 6-17-1501 et seq. 6-17-1701 et seq.	Continue

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

KIPP Delta would like to continue this waiver, as employment at KIPP Delta is at will. While we work with all of our staff to resolve performance or fit issues, this waiver allows KIPP Delta to make changes quickly if there are issues that cannot be resolved before the end of the school year.

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

Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
Gifted and Talented Services	Standard 2-G-1 Ark. Code Ann. § 6-20-2208 (c)(6) 6-42-101 et seq DESE Rules Governing Gifted and Talented Program Approval Standards	Continue

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

While there are some exceptions, KIPP Delta Public School offers academic programs according to academic ability and not by grade level. **This allows us to offer an equitable, high-quality education to all students.** As a college preparatory program, we view our entire academic program as a gifted and talented program.

Our current academic program allows all children to experience their education through a gifted and talented lens. Our academic programs offer differentiation in breadth, depth, tempo, and pace, with processes in place to stress creativity and higher level thinking skills in which students investigate problems in depth without the need to pull out only specific identified students. This allows us to offer a program that is rich and robust so that teachers can adjust the needs of those students who would ordinarily be classified as Gifted & Talented.

The district uses high-quality instructional materials including CKLA and Eureka that emphasize strategic thinking and rigorous problem solving. Additionally, students participate in monthly field lessons that are tied to academic standards. The monthly field lessons allow **all** KIPP Delta students to receive the same types of experiences that are traditionally reserved for students in a Gifted & Talented program.

All KIPP Delta teachers are provided with robust training and professional learning to ensure they are trained in providing appropriate differentiation for advanced learners through our work with TNTP, KIPP Foundation Trainings, and instructional coaching.

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

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Teaching Load & Class Size	Standards 1-A-6 & 1-A.5	Continue

	Ark. Code Ann. § 6-17-812 DESE Rules Governing Teaching Load, Sections 3 & 4	
--	--	--

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

KIPP Delta requests flexibility on the teaching load education code and class size education code to allow flexibility for our Career and Technical Education and Senior Seminar Classes, which, some years, depending upon cohort sizes, do exceed stated teaching loads. These classes are co-facilitated with our KIPP Forward team in order not to overwhelm any one teacher or staff member. Beyond these specific classes at the high-school, KIPP Delta adheres to all teaching load and class size education codes.

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

Waiver #10	Statute/Standard/Rule	Rescind or Continue Waiver
Board of Directors, Generally School Elections, Generally	Ark. Code Ann. § 6-13-608 6-13-611 6-13-615 - 6-13-618 6-13-619 (a)(1) 6-13-619 (c)(1)(A) 6-13-620 - 6-13-622 6-13-630 - 6-13-632 6-13-634 6-13-635 6-14-101, et seq	Continue

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

KIPP Delta wishes to be exempted from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, residency within a particular school district, election, duties, powers, terms, meeting time and locations, and vacancies are: a) generally not applicable to open-enrollment public charter school context and/or b) otherwise outlined in KIPP's By-Laws. While KIPP Delta ensures that our board has local representation, our partnership with the KIPP Foundation and other national organizations may necessitate flexibility in selecting board members who may not reside in Arkansas. We currently have Board members from other parts of the state, including Forrest City and Pine Bluff. Given our board members' full schedules, we seek to accommodate them by allowing our board to participate via conference line if they cannot physically travel to the meeting location. The KIPP Delta Board of Directors will meet at least quarterly, as

outlined in our charter. Longer, consolidated meetings allow us to accommodate board members' work schedules, helping us attract and retain top-quality board members who serve our Helena and Blytheville campuses equally.

The KIPP Delta Board of Directors approves the district budget, where increases in staff salaries in the amount of 5% or greater are reflected. Therefore, a separate resolution for these increases is redundant. Furthermore, our Executive Director and Chief Operating Officer have procurement authority of up to \$174,999, as reflected in our Board-approved fiscal policies. It is unlikely that any salary increase would exceed this amount.

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

Waiver #11	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	Standard 4-B.2  Ark. Code Ann. § 6-13-109	Continue

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

KIPP Delta makes every effort to employ certified staff members. However, given the rural location of our schools, attracting and retaining licensed staff remains difficult, particularly as more licensed staff leave the education profession nation-wide.

As a result, KIPP Delta often employs highly qualified, but not necessarily certified administrators, for its schools. It has proven to be an effective method of hiring and retaining highly qualified leadership committed to our students and communities.

KIPP Delta Superintendents receive mentoring and support from the KIPP Foundation in a variety of ways:

- Superintendent Peer Groups which meet monthly for virtual mentoring and support
- Bi-Annual Retreat & training with all network executive leadership
- KIPP Foundation Liaison is assigned to each new superintendent in the network to provide 1:1 mentoring and support

In addition, KIPP Delta superintendents will attend Tier 1 and Tier II training provided by the APSRC and/or ASBA, as well as participate in the New Superintendent Mentoring Program provided by the ADE

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

Waiver #12	Statute/Standard/Rule	Rescind or Continue Waiver
Alternative Learning Environment	Ark. Code Ann. § 6-48-102, 6-48-103, 6-18-503 (a)(1)(c)(i), 6-15-1005 (b)(5)  Standard 2-I.1  DESE Rules Governing Student Special Needs Funding, Section 4	Continue

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

KIPP Delta is an open-enrollment, college preparatory public charter school. Our academic focus is to prepare **all** students for their higher educational and career pursuits after high school.

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

Students who exhibit behavioral problems and are at risk of not satisfactorily completing a high-school education remain in the classroom but are given extra wrap-around supports and services through our counseling staff to help ensure their disciplinary or behavioral problems are addressed and remedied quickly and effectively so that they may thrive while also remaining in class with other students. Wrap-around services are individualized to student and family needs. Wrap-around services include but are not limited to referral coordination, in-school and external counseling services, academic tutoring, socio-emotional support services, and family outreach that include home visits.

KIPP Delta adheres to all rules, regulations, and program requirements related to special education and has self-contained classrooms for special education students who cannot function in a traditional classroom education.

Waiver #13	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselors - Licensure	Standard 4-E.1  Ark. Code Ann. § 6-18-2003(a)(2)(A)	Continue

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

KIPP Delta makes every effort to fill positions with licensed staff members. However, due to our location in rural areas of the state, there are often times when a licensed staff member is unavailable. As a result, KIPP Delta often employs highly qualified, but not necessarily certified, school and guidance counselors for its schools. It has proven to be an effective method of hiring and retaining qualified and highly effective guidance and counseling staff. Often our most successful counselors have come from our community and as a result are better able to build stronger relationships with our students and families and as a result, are able to achieve better results.

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

KIPP Delta provides a comprehensive school counseling plan as set forth in the statute. However, these services are provided through a combination of both student success coordinators and our KIPP Forward counselors who may not hold a license.

We also utilize TalkPath Live, a web-based platform that provides additional counseling services to students due to the limited access our students have to in-person counseling in our rural communities. Counseling and guidance services beyond the capabilities of our current faculty and staff are provided on a contracted basis with a properly licensed counseling professional to meet the needs of students.

Please note, KIPP Delta is not pursuing a continuation of our waiver for Standard 2-C.1 and Standard 2-C.2 as we are aligning with the state in this area.

Waiver #14	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Specialists & Program	Standards 4-F.1 & 4-F.2 Ark. Code Ann. § 6-25-104 6-25-103	Continue

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

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

KIPP Delta Public Schools currently employs one Library Media Specialist. However, our teachers and students have become highly skilled in the utilization of technology and electronic means of accessing information, particularly since the advent of COVID and remote learning. Our schools have a 1:1 student to device ratio. Teachers, instructional assistants, and school operations staff are well prepared and trained in aiding in the use of technology to access information, incorporating technology into instructional programs, and the use of appropriate technologies and can provide any assistance students need in accessing and utilizing information, both inside and outside of the classroom. Online media, such as online research links, encyclopedias, and more, are available to students through a variety of internet resources.

Library media standards are embedded into state-approved curriculum including CKLA, HMH social studies (grades 6-12), MyPerspectives, and Amplify Science. KIPP Delta's Director of Curriculum and Instruction maintains a library media standards correlation document to ensure the standards are taught.

Waiver #15	Statute/Standard/Rule	Rescind or Continue Waiver
Achievement Gap Task Force	Ark. Code Ann. § 6-15-1603	Continue

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

Given our student's academic needs, KIPP Delta spends a lot of time and effort on analyzing academic data to close the achievement gap. We feel the intent of the educational task force is already served through our work with multiple organizations and key community stakeholders which routinely discuss strategies to reduce the achievement gap. These organizations include our schools' quarterly parent ambassador organizations, quarterly needs assessment and climate survey, parent/teacher data nights, fall/spring literacy and math nights, our Board of Directors, Board Academic Committee, leadership team meetings, the KIPP Foundation, and our work with TNTF. Consequently, we feel the existence of a separate educational task force, as defined in the code, is redundant.

<b>If the waiver is continued, will the service be provided in an alternate way?</b>

<b>Waiver #16</b>	<b>Statute/Standard/Rule</b>	<b>Rescind or Continue Waiver</b>
Media Center for Student Support	Standard 2-D.1	Continue

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

In addition to digital eBooks and online magazines, KIPP Delta currently relies heavily on print materials across all subject areas and grade levels. All students have access to in-class libraries that encourage text choice or campus libraries. We have relationships with our local library systems as well. However, we would like to have the flexibility to utilize digital media frequently so that our students can access materials off campus, as needed. This also allows the district to provide students with reading materials outside a school setting. It also provides the district with the flexibility to support students in an uninterrupted manner in the event of needing to pivot to online learning and instruction due to campus closures, etc.

<b>If the waiver is continued, will the service be provided in an alternate way?</b>

<b>Waiver #17</b>	<b>Statute/Standard/Rule</b>	<b>Rescind or Continue Waiver</b>
Personnel Policies - Employee Amount and Use of Leave	Ark. Code Ann. § 6-17-1304	Continue

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

KIPP Delta provides sick leave for all full-time employees, including full-time hourly employees, at a minimum accumulation rate of one (1) day per month. Part-time employees are paid for the hours they report to work. We feel this is sufficient and fair compensation. Most are bus drivers or food service workers who work partial days. When they cannot report to work due to illness, they report their absence, and a substitute worker is found. Their earnings for that week/pay period will reflect hours actually worked.

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

Waiver #18	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies - Paid Breaks for Classified Employees	Ark. Code Ann. § 6-17-2205	Continue

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

KIPP Delta requires managers to provide classified employees working 20+ hours each week with at least two paid 15-minute breaks per day. However, due to the definition of “classified employees,” several of our teaching assistants and non-licensed teachers technically fall under its purview. Our instructional schedule does not allow for these staff members to gain two separate breaks, but rather one full planning period, which can be used for both instructional planning and personal use.

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

Waiver #19	Statute/Standard/Rule	Rescind or Continue Waiver
Employment of Licensed Personnel	Ark. Code Ann. § 6-17-301 (a) - (b)	Continue

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

KIPP Delta is an at-will employer and does not provide contracts to any staff member; thus, this educational code would be redundant. However, we ensure that constitutional due process will be followed in all promotion, demotion, or termination events.

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

Waiver #20	Statute/Standard/Rule	Rescind or Continue Waiver
Grading Scale	Ark. Code Ann. § 6-15-902 (a) DESE Rules Governing Grading and Course Credit, Section 2-2.01	

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

KIPP Delta has historically had a waiver from the grading scale as described by 6-15-902 and has used the waiver to raise standards at the high school level. Specifically, the scale for “As”, “Bs”, and “C”s remained the same, but “Ds” were eliminated, making a 69 or below an “F”. This grading scale remains in place this school year (2022-23), but KIPP Delta will present a plan to our board that aligns our grading scale with those outlined in Ark. Code Ann. 6-15-902 to begin in the 2023-24 school year. Given that these changes will not occur until next school year, KIPP Delta requests continued flexibility on the grading scale while the adjustments take place. If the board votes to align the grading scale, we will request to rescind our waiver at that time.

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

**KIPP Delta will not be pursuing a continuation of the following waivers (i.e., Rescind)**

- Standard 1-A.1.2.8 - Arkansas History
- Standard 1-A.3 - Monitoring Procedures to Ensure Curriculum Alignment
- Standards 2-C.1 and 2-C.2 - Comprehensive School Counseling Services Plan
- Standard 2-E.1 and 2-E.2 - Health & Safety Services
- Standard 4-B.1 - Employ Full-Time Superintendent
- Standard 4-C.1 - Employ Principal
- Standard 4-F.2 - Special Education Services
- Standard 4-E.2 - School Counselor Ratio
- Standard 4-G.1 - Professional Development
- Standard 6-A.2 - Facilities and Transportation
- DESE Rules - Superintendent Mentoring Program
- A.C.A §§ 6-17-2403 - Minimum Teacher Compensation Schedule
- A.C.A §§ 6-17-111 - Duty-Free Lunch Period
- A.C.A §§ 6-17-114 - Daily Planning Period
- A.C.A §§ 6-17-201 (c)(2) - Personnel Policies - Requirements
- A.C.A §§ 6-17-2203 (a) - Salaries - Classified School Employee Minimum Salary Act
- A.C.A §§ 6-15-902 (c)(2) - Grading Scale - Teacher Training Documentation
- A.C.A §§ 6-13-427 - Superintendent Mentoring Program
- A.C.A §§ 6-18-706 - School Nurse

**Section 6:**

**Provide information on new waivers that are being requested.**

KIPP Delta is requesting no new waivers at this time.

## **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).**

KIPP Delta is not requesting any amendment requests at this time.

## 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.**

KIPP Delta Public Schools (KIPP Delta) is requesting the renewal of its open-enrollment public charter from the State's charter authorizer. The charter includes campuses in both Helena-West Helena and Blytheville within the geographic boundaries of the Blytheville (BSD) and Helena-West Helena (HWHSD) School Districts, serving Grades K-12 in each city. KIPP Delta will continue to enroll most of its students from within the geographic boundaries of the BSD and the HWHSD, so this desegregation analysis will address both districts.

The granting of this charter renewal to KIPP Delta should have no negative impact on the ability or the efforts of the BSD, HWHSD, or any other Arkansas public school district, to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. KIPP Delta is unaware of any desegregation court orders or consent decrees affecting either the BSD or the HWHSD. Based upon its careful review pursuant to Ark. Code Ann. §6-23-106, KIPP Delta does not believe that the granting of its requested charter renewal will hamper, delay or in any way negatively affect the desegregation efforts of either the BSD or the HWHSD.

KIPP Delta will continue to comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in an open-enrollment public charter school. According to last year's third-quarter Average Daily Membership enrollment figures as maintained by the DESE Data Center, the BSD had a student population of 1,604 students, of which 80.5% were Black/African-American and 13.3% were White. The HWHSD had a student population of 1,081 students, of which 93.1% were Black/African-American and 4.2% were White. KIPP Delta had a student population of 1,091 students, of which 90.1% were Black/African-American and 5.3% were White.

KIPP Delta submits that upon the basis of its review, no desegregation court orders nor consent decrees exist concerning either the BSD or the HWHSD that would prohibit the State's charter authorizer from granting its renewal application to continue operating an open-enrollment public charter school within the geographic boundaries of the BSD and the HWHSD.

### Section 9: Disclosures

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

List Board Members and Administrators Name, Contact Information, and Title	Provide any Relationship to Another Board Member or Administrator
Lisa John Adams Board Chair 870-780-5912 lisa.john@nucor.com	N/A
Chalk Mitchell Board Vice Chair 870-817-1303 chaulkmitchell@sbcglobal.net	N/A
Vince Billingsley Board Member/Finance Committee Chair 901-218-8768 wvbillingsley@swbell.net	N/A
Robin Houseworth Board Member 870-623-6763 robinhouseworthKIPP@hotmail.com	N/A
George Cotton, Sr. Board Secretary, Philanthropy Committee Chair 314-229-0658 Cottong@uapb.edu	N/A
Kristen Collier Wright Board Member, Governance Committee Chair 870-630-7703 kristen.wright@autozone.com	N/A
Megan Stitzinger Executive Director/Superintendent 870-714-5940 megan.stitzinger@kipdelta.org	N/A