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

Deadline for Final Submission: 5:00 pm on November 14, 2022

Event/Deadline	Renewal Applications
Initial Applications Due by 5:00 pm s submitted to ade.charterschools@arkansas.gov	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 ade.charterschools@arkansas.gov	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

Name of Charter:	Scholarmade Achievement Place of Arkansas
LEA Number:	6060700
Authorization Date:	09/14/2017
Expiration Date:	06/2023
Enrollment Cap:	520
Grades Served:	K-9
Superintendent/Director:	Dr. Phillis N. Anderson
Charter Mailing Address:	P.O. Box 55930 | Little Rock | AR | 72215
Charter Physical Address:	2410 S. Battery | Little Rock | AR | 72206
Sponsoring Entity:	Scholarmade Achievement Place of Arkansas
Charter Management Organization	NA
Contact for Application:	Dr. Phillis N. Anderson
Contact Email:	pnicholanderson@Scholarmade.org
Contact Phone:	(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): <u>7</u>

Scholarmade requests a 7-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.

During the initial charter contract term limit, Scholarmade needed an opportunity to work through startup challenges before being interrupted by the Covid-19 pandemic. Unfortunately, due to the pandemic, the initial charter term has yet to produce significant data under normal circumstances to enable an assessment of trends in the school's performance beyond the startup years and without the impact of a pandemic. The charter only has two years of consecutive data.

The request for a 7-year renewal accounts for the unforeseen factors experienced in the initial charter term by acknowledging that the pandemic extended the startup challenges typically experienced in the first few years of operations through the entire timespan of the first charter term. The renewal time requested extends operations beyond the startup period and early growth. In addition, this term will produce a sufficient performance record and body of data needed to determine the model's effectiveness.

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 DESE 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

Letter Grades

2019	2021	2022 – Ivy Hill	2022- NIA	2022-Prodigy
		D	F	D

ESSA School Index

School: Ivy Hill	2019	2021	2022
Overall Index	58.62	62.91	62.8
Weighted Achievement	NA	62.91	36.82
Growth	NA	NA	79.55
SQSS	NA	**NA**	67.59

School: Nichols Intermediate Academy	2019	2021	2022
Overall Index	NA	58.2	55.29
Weighted Achievement	NA	58.2	32.11
Growth	NA	NA	76.57
SQSS	NA	NA	38.43

School: Prodigy Preparatory Academy	2019	2021	2022
Overall Index	NA	57.87	54.76
Weighted Achievement	NA	57.87	26.61
Growth	NA	NA	78.18
SQSS	NA	NA	42.38

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 Scolarmade for three consecutive years scored Close or Ready. 36% of the students met the readiness benchmark.

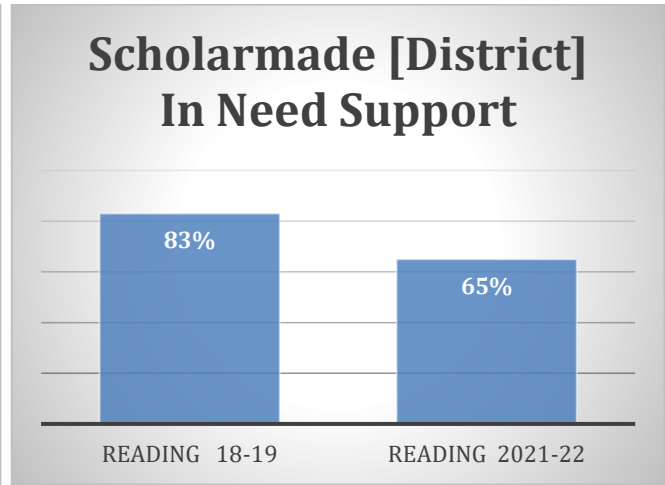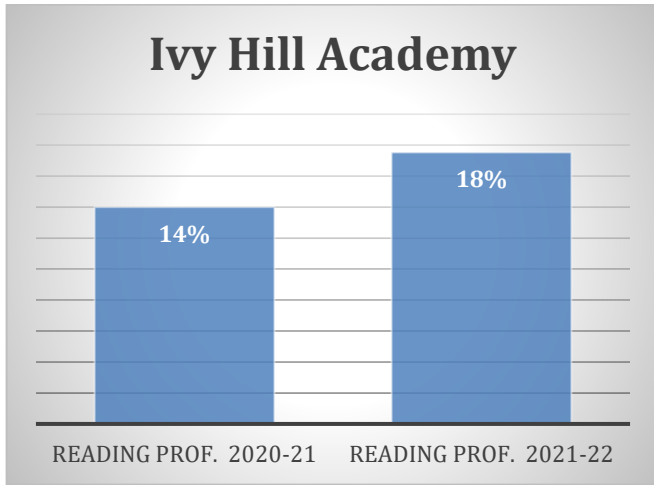In math, 58% scored Close and Ready, with 15% meeting the readiness benchmark and 43% scoring in the Close category. 34% scored Close and Ready in Science; 17% of the students met the readiness benchmark in science and 17% scored in the Close category.

SCHOOL PROGRESS HIGH LIGHTS
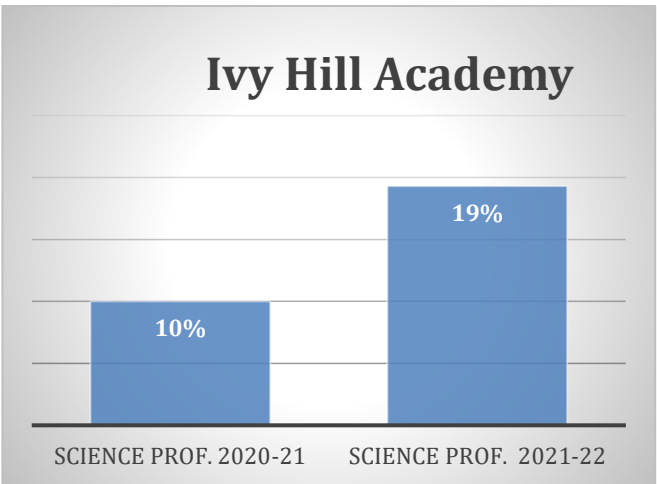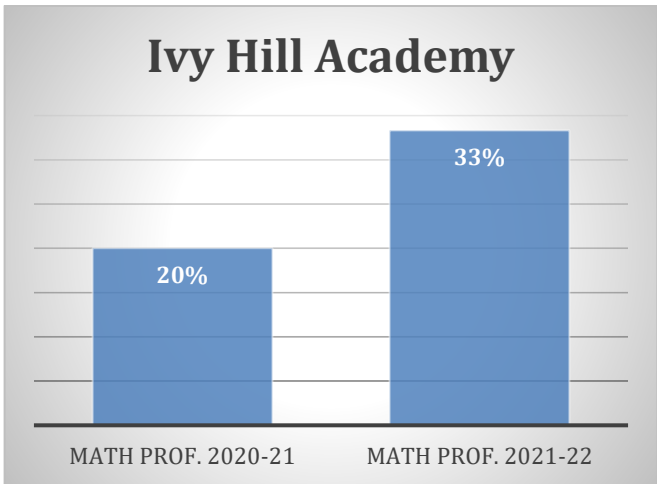
Ivy Hill grew by 13 points in math Proficiency from 2021 to 2022 and grew by 9 points in proficiency in science.

Ivy Hill Academy	Scholarmade [District] In Need Support

Ivy Hill Academy

14% — READING PROF. 2020-21
18% — READING PROF. 2021-22

Scholarmade [District] In Need Support

83% — READING 18-19
65% — READING 2021-22

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 and synchronous 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 and during the 2021-2022 school year. Nichols Intermediate Academy tested 99%, and Prodigy Preparatory Academy tested 96% and tested 100% during the 2021-2022 school year.

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 comparative ratings will be added when data becomes available.

2022 ESSA INDEX Comparisons with State

School	Overall ESSA Index	Black Index	% Economically Disadvantaged	Students With Disabilities
State	67.28	58.67	64.55	52.71
Ivy Hill	62.8	63.47	62.6	55.33
Nichols Intermediate	55.29	55.23	55.23	48.29
School	Overall ESSA Index	Black Index	% Economically Disadvantaged	Students With Disabilities
State	66.88	58.7	63.66	49.67
Prodigy Prep	54.76	54.65	54.69	46.69

Ivy Hill Academy's ESSA Index Overall Rating fell slightly below the state's by 5 points and slightly below the state's Economically Disadvantaged rating by less 2 points. Black students and Students with Disabilities earned a higher rating the state in both categories. Additionally, Ivy Hill earned a SQSS of 67.59 while the States rating was at 50.86.

Ivy Hill's Reading Proficiency Levels have increased consistently.

2019 All Students	2021 All Students	2022 All Students
12%	14.29%	16.36%
2019 Black	2021 Black	2022 Black
11.34%	15.22%	17.31%
2019 Economically Disadvantaged	2021 Econ. Disadva.	2022 Econ. Disadv.
8.79%	14.29%	16.36%

Ivy Hill's Science Proficiency Levels have increased since 2019.

2019 All Students	2021 All Students	2022 All Students
13%	10.2%	18.8%
2019 Black	2021 Black	2022 Black
12.37%	10.87%	17.31%
2019 Economically Disadvantaged	2021 Econ. Disadva.	2022 Econ. Disadv.
10.99%	10.2%	18.18%

Ivy Hill's ESSA Index scores for all students has increased or remained steady each year. Black students Index rating has increased each year.

2019 All Students	2021 All Students	2022 All Students
56.86	62.91	62.8

2019 Black	2021 Black	2022 Black
58.2	62.12	63.47

Nichols Intermediate Academy overall Index scores fell below the state by more than 10 points while Black students' Index score was only slightly below the state's rating by 3 points. English Language Learners Index rating increased by 15 points from 2021 to 2022.

Nichols Intermediate Academy's grade level proficiency levels dropped in every category in the school's year of testing. Nichols Intermediate experienced staff instability and shortages that significantly impacted the school's ability to provide consistent quality instruction. The school also experienced significant student culture issues.

Prodigy Prep Academy's overall Index scores fell below the state's by 12 points but the Black students Index score were slightly below by 4 points. Students with Disabilities Index score increased by more than 9 points. The percent of students Reading on Grade Level increased slightly from 18.75 to 19.35 reflecting growth on an upper middle school/junior high level.

Prodigy's Reading Proficiency Levels increased slightly during the second year of testing.

2021 All Students	2022 All Students
18.75%	19.35%
2021 Black	2022 Black
16.13%	18.33%
2021 Econ. Disadva.	2022 Econ. Disadv.
18.75%	19.35%
2021 Students w Disabilities	2022 Students w Disabilities
0%	14.29%

Science on grade levels fell significantly in the second year.

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 score 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
Ivy Hill	**62.91**
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

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
Ivy Hill	**96.48**	**62.12**
Gibbs Magnet	64.3	60.74
State		57.44
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
State	64
Ivy Hill	62.79
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.
Ivy Hill	**57**
Chicot Elementary	56
State	53.76
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
State		57.44
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
State		64
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%
GRADE 4						
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%
GRADE 5						
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%
GRADE 6						
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%
GRADE 7						
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 about 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 ready 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 Go Guardian, 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 Way The Light 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.

Goal 7	Metric	Evaluation of Goal
All faculty will progress at least one level each year as measured by the Scholarmade Talent Development system.		**Met**

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

Scholarmade developed a pathway to leadership through training, opportunities to lead, and professional experiences that both encourages and provides a clear pathway for her teachers to pursue school leadership.

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.
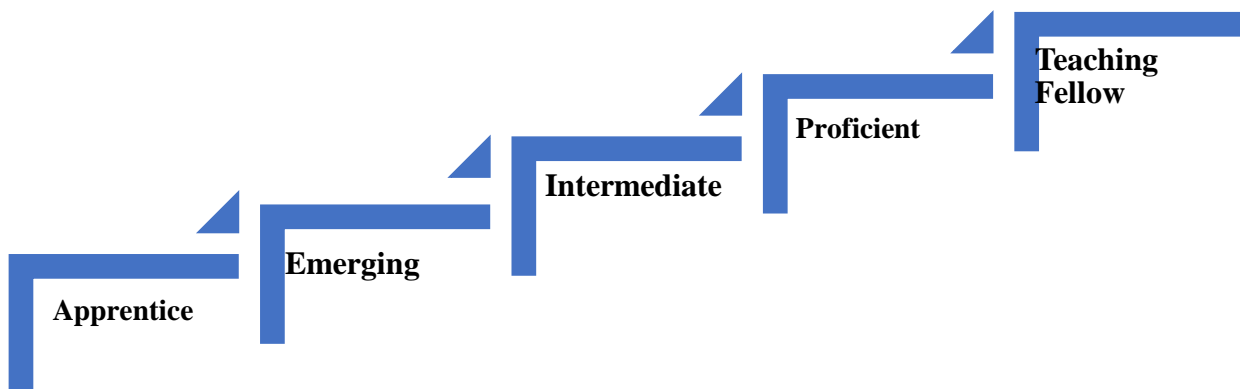
Method:

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.

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.

In Review and the Vision Forward

The model was designed to address pre-pandemic achievement gaps for students whose learning method was onsite with instruction delivered in person. However, Scholarmade experienced only one uninterrupted year in its first four years. In its second year of existence, the charter modified critical components of the model to respond to the following:

- severe staff shortages,
- highly mobile population
- high rates of absenteeism and quarantines
- rolling school closures,
- higher rates of bullying behaviors and misbehavior
- a decrease in conflict resolution skills, lowered self-esteem, and lack of scholar confidence
- a disconnect from families and parents.

Furthermore, students and educators across the nation continue to struggle with mental health challenges, responding to higher incidents of violence and misbehavior and concerns about lost instructional time.

Pre-existing educator shortages were made worse by the pandemic and required all staff, including the Superintendent, to support professionals to cover classes, leaving gaps in services. Scholarmade quickly put in place safety measures to keep children learning and staff members healthy – physically and mentally. In addition, all staff members have access to confidential mental health therapy to assist in managing anxiety, severe depression, fear of loss, and sickness.

During these years, the model was evaluated and revised to adjust to the new standard and new learning practices required during the pandemic. Despite these adjustments, Scholarmade maintained a high standard for their students regardless of their method of instruction.

Scholarmade is requesting a 7-year renewal to implement a systematic, ongoing process involving planning, implementation, evaluation, and renewal of school improvement activities to meet local and statewide goals and priorities that the charter was unable to complete during the first charter cycle.

Key Transformational Shifts

Post-pandemic, Scholarmade proposes to amend the grade levels to better target learning deficiencies early in a child's life.

Early Childhood Education
Scholarmade intends to provide a strong prekindergarten program to and continue with the goal of preparing students to be high school ready.

The educational pipeline for this area of the city is challenged. Scholarmade plans to address students' opportunity and academic gaps from a lack of high-quality early childhood experiences. Although the research is clear that strong educational interventions are required from birth to three for children to be Kindergarten ready, the early childcare options in this part of the city are inadequate. Several of the early care options in this area are elementary schools. This severely limits resident access to those high-quality centers as most have long wait lists.

According to the Division of Child Care and Early Childhood Education, in 2022, there are 19 centers, and 10 of the 19 centers have no rating or a rating of one or two stars. Only 16% of the childcare centers had a 3-star rating; 36% had a 1-star rating, and 27% had a 2-star rating. In addition, 15% had no rating.

The lack of quality early childcare makes it even more critical that area elementary schools can deliver high-quality instruction and accelerate achievement for students who start the early years with an achievement gap. (Arkansas Department of Human Services)

Personalized Student-Centered Model
Scholarmade will continue to offer a personalized learning approach but will strategically shift teachers' focus from being the sole resource for students to providing whatever resources are necessary for individual students and the group to learn best. Each student learns at the student's own pace, from the last point of mastery to the new point of mastery. A focus on cultivating student agency to help students find the resources they need to learn what they need and want to learn. The teacher's role shifts to being a resource provider and a guide for more student-directed learning. This student agency will provide opportunities for teachers to have a more effective impact on student learning and growth.

Post-COVID-19, the shift to focus on student independence and proper resourcing will create opportunities to analyze better what is taught and its impact. Identifying the underlying skill sets, facts, or processes students need and focusing on practical, hands-on application experiences that are easy to transfer to real-world settings. In addition, scholars will receive interdisciplinary instruction to accelerate student growth and achievement in a collaborative teaching environment.

Scholarmade will continue to prioritize the emotional wellness of its students and provide holistic student supports to be used as a lever for student achievement. Emotionally intelligent students have essential core competencies that boost their ability to learn.

Restructuring of Time
The vision for post-pandemic instruction will continue to include a longer school day that will provide more time for instruction to address learning loss and continue to attack achievement gaps.

Consideration will be given to staggered arrival/drop-offs and flexible hours to provide extended learning opportunities. In addition, SCHOLARMADE will continue to offer using technology for hybrid learning that engages students.

The instructional day features time for intervention, enrichment, social-emotional learning, and coursework to develop critical thinking skills. Students will strengthen their academic skills and experience with more time on instruction to master standards and to increase readiness for the next grade. Scholars who need more time on instruction to deepen and enrich their understanding of standards receive it.

Assessment Program

The school will implement a comprehensive assessment program that will measure growth and mastery and will be used to drive instruction frequently and consistently. Instructional methods will include direct instruction, small group instruction, intervention reading, and centers. For struggling readers in grades two and above, Tiers 2, 3, or 4, the school will use a comprehensive intervention system that serves as the core of personalized, differentiated learning. In addition, teachers will explicitly teach literacy skills across content areas through that are embedded in Science, Social Studies, and math.

Teacher Recruitment, Retention and Efficacy, and Innovative Leadership

Scholarmade is at a disadvantage when recruiting teachers and administrators. Many factors, including serving a high-risk population, the extended day, and conforming to a specified model, make it exceedingly difficult to attract top talent. Like many other school districts and charter schools in the state, Scholarmade struggled to fill all teaching positions and attract top, certified talent to the school. Scholarmade has a long-standing relationship with area colleges, which has led to the employment of several of their graduates.

Scholarmade has developed its "Grow Your Own model by employing Apprentice Teachers who work with the classroom teacher. Apprentice Teachers gain practical instructional experiences and learn by doing in the classroom. Scholarmade provides retention stipends, professional development, and financial support to obtain credentials to retain highly effective teachers. In addition, Scholarmade provides opportunities for advancement, leadership opportunities, and no-cost mental health services for teachers and staff members. Scholarmade also participates in the Peer Leadership program that provides professional development and leadership experiences and pursues a pathway to licensure.

Providing professional development to increase teacher efficacy to address post-pandemic instructional challenges, Scholarmde teachers will receive training in Visible Learning ®, the instructional framework of Dr. John Hattie.

Visible Learning and Teaching occur when teachers see learning through the student's eyes which helps them become their own teachers. According to the visible learning concept, learning must be as seen and as apparent as possible and not assumed. Visible Learning® methodology indicates that the teachers educate the students about what they are supposed to learn, how to learn, and how they can assess their progress. The Visible Learning Approach makes teachers assessors of their effect on student learning. Visible learning allocates an enhanced role for teachers as they start to evaluate their teaching. (Hattie, John. 2008)

According to John Hattie, visible learners are the students who can:
- Set learning goals;
- Express what they are learning;
- Describe the next steps in their learning;
- Know what to do when they are stuck;
- See mistakes as opportunities for additional learning;
- Take feedback.
-

Adding this to the SCHOLARMADE framework speaks to what many scholars were missing in the immediate transition to virtual learning during the pandemic. More importantly, it creates the opportunity to prepare our scholars better for the future of learning, where they will undoubtedly encounter more virtual, hybrid, and asynchronous instructional models

Innovation
Scholarmade plans to implement Project Lead the Way in its next charter cycle. PLTW will enrich the identity of our charter, inspire teachers, maintain, and enrich the core curriculum, attract, and involve parents, and motivate students while preparing them for the real world. In addition, PLTW will provide our students with project-based learning experiences that will deepen and enhance their understanding of science, math, and engineering standards and help them develop skills that will increase their mastery of these standards.

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 Standard 4-B.1; 4-B.2 DESE Rules, Governing the Superintendent Mentoring Program	Continue
Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
The waiver allows the entity flexibility to recruit top talent from outside the state who may not have Arkansas licenses and who may have expertise in organizational management that would benefit the growth and development of the charter. Charter School leadership is complex and requires a skill set and knowledge that may not be traditionally needed in traditional schools and may not be a part of a traditional educational leadership program. Charter school leaders must undertake cultural, strategic, or external complexities associated with their roles and operate under highly stressful conditions due to limited time to achieve results. In addition, student learning and teacher development were enhanced by the entities' ability to access experts in the field of education. The Executive Director or CEO will participate in the mentoring program and other training requirements associated with the role of the Superintendent.		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Principals	Ark. Code Ann. § 6-17-302 Standard 4-C-1; 4-C.2	Continue

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.
The waiver allows innovation for the charter, which operates a school within a school model. Each school has an Academy Director that manages the 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 each student and growth plans for every teacher. The waiver allows for the charter to hire the best principal candidates regardless of licensure status and provide them the specialized training and support they need to become an effective administrator that can operate Scholarmade's model with efficacy. 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.
If the waiver is continued, will the service be provided in an alternate way?
No

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
School Board	Ark. Code Ann.§§ 6-13-608, 611,612(c),613, 615, 616 (a), 619 (c)-(d), 620 (5)(A)(ii)(b), 621, 624, 628, and 630-631. 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 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 provided 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 • 4-D.1	Continue Paired with new waiver request # 5. Waiver of Section 7 of the DESE Rules Governing Teacher Licensure.
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. 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. Scholarmade participated in college fairs across the state and nationwide to recruit and hire quality staff members eligible to earn a teacher certification. Scholarmade supported teachers in entering alternative licensure programs and partnered with entities training teachers nontraditionally to earn teacher certification. This waiver allowed the charter to hire otherwise qualified individuals who were able to enhance student learning opportunities.		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies / Salary Schedules	Ark. Code Ann. § 6-17-201 (c)(2) Ark. Code Ann. § 6-17-203 Ark. Code Ann. § 6-17-204 Ark. Code Ann. § 6-17-205 Ark. Code Ann. § 6-17-1501 et. seq. Ark. Code Ann. § 6-17-1701 et. seq. Ark. Code Ann. § 6-17-2203 Ark. Code Ann. § 6-17-2303 Ark. Code Ann. § 6-17-2403 Ark. Code Ann. 6-17-2301 subparts (c) and (d)(2) and subpart (b), Sections 5-6 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the Websites	Continue

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

The waivers enhanced student learning opportunities by allowing the entity to create a competitive salary schedule. All school employees are offered a salary commensurate to salaries offered to similar positions in local area schools. The waiver allows the entity to build and retain a staff of high-quality educators. The employee handbook outlines all personnel policy requirements under Ark. Code Ann.§§ 6-17-201(c). As related to Ark. Code Ann. §§ 6-17-203; 6-17-205: In our educational model, personnel policies are reviewed and drafted at the executive administration level. Employees are provided with complete copies of the personnel policies each year. Comprehensive review and training are conducted annually on the policies, and policies are reviewed throughout the school year. Teachers provide input through surveys and serving on school-based management teams and committees.

As related to Ark. Code Ann. § 6-17-204, the charter is requesting to retain the ability to make changes to the policies during the school year if necessary. As mentioned above, our employees are provided with the latest version of the school's personnel policies.

As related to Ark. Code Ann. 6-17-2301 to subparts (c) and (d)(2) and subpart (b), and Ark. Code Ann. § 6-17-2303, we desire to retain the ability to develop our salary schedules for classified employees, which may not be tied to the state-mandated schedules but represent fair and appropriate compensation for our employees in accordance with our educational model.

As related to Ark. Code Ann. §§ 6-17-2203 and 6-17-2403; the charter desire to retain the ability to develop our salary schedules, which may not be tied to the state-mandated schedules but represent fair and appropriate compensation for our employees in accordance with our educational model.

As related to Sections 5-6 of the ADE Rules Governing School District Requirements for Personnel Policies, we will continue to post all required documents to our website; we wish to retain the ability to post our personnel policies, salary schedules, etc. which due to our other waivers will not necessarily mirror the personnel policies and salary schedules requirements found in the statutes.

As related to Ark. Code Ann. § 6-17-1501 et. seq. and Ark. Code Ann. § 6-17-1701 et. seq., we wish to continue these waivers so that we will be able to make personnel changes as necessary throughout the school year as needed due to changes in enrollment, performance, or other issues that are detrimental to our student's academic progress. Due process will be afforded to all employees.

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

No

Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
School Year Dates	Ark. Code Ann. § 6-10-106	Continue

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

The waiver allowed the charter to implement an extended school day and a longer school year to provide additional instruction time to address the school population's significant learning gaps. 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. During the charter's first year, 83% of the students scored in the need support category in reading. Our student population also incurs significant learning loss during the summer months. The 180 hours of additional time on instruction allowed by this waiver reduces the time away from instruction during which summer learning loss occurs and increases the time available for instruction.

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

No

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Curriculum Instructional Structure and Clock Hours	Standards for Accreditation Section Number • 1-A.1.3 Section Number • 1-A.1.2 of the ADE Rules	Rescind

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

The charter is applying for an amendment to its grade levels that will not include grade 9; therefore, the waiver is no longer necessary. The waiver was necessary while the charter offered Grade 9 but did not offer all high school courses that did not apply to 9th graders. As a result, student learning was enhanced as the charter offered courses needed for each school year's grade levels.

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

No

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. § 6-48-102-103 Ark. Code Ann. § 6-18-502 (a)(1)(c)(i); c.) Standards for Accreditation **Standards for Accreditation** Section Number • 2-1.1 Section Number • 4-E.2 • 4-E.1 Section 4.01.1.of the DESE Rules Governing the Distribution of Student Special Needs Funds	Continue

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. Our Emotional Intelligence framework, based on the RULER program from Yale University, *the Way and the Light*, builds scholars capacity to apply consequential thinking and use a variety of strategies that foster positive relationships with peers and adults resulting in fewer disciplinary infractions and serving as the foundation to healthy school environment. Students benefit most fully from the Way and the Light as emotional intelligence is woven into the fabric of how our schools and classrooms function. Every interaction with and between students is a chance to demonstrate, model, practice, and nurture the skills of emotional intelligence. This is key to understanding others and forming enduring and trusting relationships. 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. The charter's Culture Team receives intensive training from Yale University and also completed the Mental Health First Aid training which equips them with the ability to respond to misbehaviors and students who experienced trauma in a therapeutic manner that supports students' ability to reflect and change behavior and to self-identify support needed.

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 • 4-F.1 • 4.F.2	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. Library Media Standards are taught through English Language Arts Crosswalks. They are cross walked to Next Generation Science Standards and technology standards across all grade levels, support, and technology classes. Every child has access to online libraries and research platforms. Students learn to perform searches, evaluate what they find, and make connections across multiple resources. Scholarmade has partnered with the Arkansas Imagination Library (ARIL) to provide free, high-quality books for the home to increase childhood literacy rates, foster a love of books, and promote a culture of reading in the homes of Scholarmade families.

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
#1: **Student Services: Counselor**	Ark. Code Ann. §§6-18- 2002 (2)(A) Ark. Code Ann 6-18-2003 (a)(2)(A) (licensure); b.) Standard 4.E.1	The rationale for this waiver request is to allow Scholarmade 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. 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 whom we think is the best fit for our school community in the role of a counselor position regardless of licensure.
#2 **Student Services: Gifted and Talented**	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	The waiver will enhance student learning opportunities as opportunities exist for the needs of all students to be met through the standard curriculum and opportunities for differentiation that are part of the school's model. All Scholarmade teachers and staff members will continue to be trained annually in providing differentiated instruction. Additionally, teachers will complete training that increases explicitly their ability to address the needs of high performers. Teachers will be exposed to College Board AP/Pre AP training, Laying the Foundation, and other professional development designed to prepare them to offer rigorous and innovative lessons for these students. Plans for ongoing *gifted and talented* education training are incorporated into the district's comprehensive staff development plan. The waiver will allow staff members who do not hold the standard license to provide direct services to meet the needs of students who may be considered gifted. Scholarmade's personalized learning approach places the scholar on center stage and creates an open space for daily routines, independent learning activities, problem-based learning, and purposeful pacing. Elements of Personalized Learning include student agency, differentiation instruction, immediate instructional interventions, tiered

| | | assignments, differentiated test items, flexible pacing, personalized learning plans, frequent feedback, and standards-based, world-class knowledge and skills. The personalized learning approach equitably serves scholars with high potential or ability and those whose learning characteristics require qualitatively differentiated educational experiences or services.

Personalized Learning Plans are developed through the review of multiple assessments that are objective, including individual tests of mastery, ability, achievement, creativity, and natural talent. Enrichment experiences will be included for those students who need them. The waiver allows the school to meet the needs of these students in innovative and alternative ways that recognize the personalized needs of students. |
|---|---|---|
| **#3 Class Size** | Ark. Code Ann. §§6-17-812

Standards for Accreditation 1-A.5 and 1-A.6.

Standards 1-A.5, 1-A.6

DESE Rules Governing Class Size & Teaching Load | The waiver will increase equitable access to effective teachers based on the Opportunity Culture model. Teachers approved to instruct more students will have the support of an Apprentice Teacher. Effective teachers are those identified who are content competent and proficient as evaluated by the TESS evaluation system. Those who have completed the required professional development requirements, who operate with little support, who display a high degree of emotional intelligence as evidenced by their work ethics and ability to collaborate with colleagues and parents, and those who meet the expected academic goals.
The 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. |
| **#4 Personnel Policies** | Ark. Code Ann. § 6-17-209 | 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. |

#5 Teacher Licensure	Waiver of Section 7 of the DESE Rules Governing Teacher Licensure. **Paired with continuing Waiver #4: Teacher Licensure**	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.

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: Drop 9th Grade	Scholarmade will better meet the community's needs by building an early childhood program and dropping 9th graders.

Superintendents of the Little Rock School District, North Little Rock School District, Pulaski County Special District were notified on October 19, 2022, of the pending amendment request.

Scholarmade is requesting to modify the grade levels removing 9th grade to better support our students in the formative years in order to make a more significant for those students in their high school years.   Scholarmade presently has 24 9th graders, and the amendment will have very little to no negative impact on the school's budget. Losing the cost of educating 9th graders, staff and instructional resources, will balance any lost revenue.   Scholarmade is 94% Economically Disadvantage and presently enrolls approximately 400 students K-9. Grades K-8 have the capacity to enroll 440 students.

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: jason.crain@Scholarmade.org; Board Chairperson P.O. Box 55930 Little Rock, AR 72215	None
Brandi Peterson, branndii.peterson@Scholarmade.org; Board Recording Secretary P.O. Box 55930 Little Rock, AR 72215	None
Susan Fote: susan.forte@Scholarmade.org Board Treasurer P.O. Box 55930 Little Rock, AR 72215	None
Gerald Harris: gerald.harris@Scholarmade.org Board Member P.O. Box 55930 Little Rock, AR 72215	None
Sericia Cole: Sericia.Cole@Scholarmade.org Board Members P.O. Box 55930 Little Rock, AR 72215	None
Eltrudia Toliver: eltrudia.toliver@Scholarmade.org; Director of Achievement P.O. Box 55930 Little Rock, AR 72215	None
Phillis N. Anderson: pnicholsanderson@Scholarmade.org; Superintendent P.O. Box 55930 Little Rock, AR 72215	None