



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

## Open Enrollment Public Charter School Renewal Application for Premier High Schools of Arkansas

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



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

| Event/Deadline   | Renewal Applications     |
|--|--------------------------|
| Initial Applications Due by 5:00 p.m. s<br>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<br>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-<br>Review of Charter Authorizing Panel Decisions   | January 12, 2023         |

## Charter Information

|  |  |
|--|--|
| <b>Name of Charter:</b>                | Premier High Schools of Arkansas                           |
| <b>LEA Number:</b>                     | 6053700  |
| <b>Authorization Date:</b>             | 08/2012  |
| <b>Expiration Date:</b>                | 6/30/2023  |
| <b>Enrollment Cap:</b>                 | District: 600  |
| <b>Grades Served:</b>                  | 9-12   |
| <b>Superintendent/Director:</b>        | Rhonda Bradford  |
| <b>Charter Mailing Address:</b>        | 1621 Dr. Martin Luther King Drive<br>Little Rock, AR 72202 |
| <b>Charter Physical Address:</b>       | 1621 Dr. Martin Luther King Drive<br>Little Rock, AR 72202 |
| <b>Sponsoring Entity:</b>              | ResponsiveEd Texas   |
| <b>Charter Management Organization</b> | Blue Learning  |
| <b>Contact for Application:</b>        | Dennis Felton, Jr.   |
| <b>Contact Email:</b>                  | dfelton@responsiveedar.com                                 |
| <b>Contact Phone:</b>                  | 479-366-9410   |

## School Campuses

| School Name                              | LEA Number | City        | Grades Served |
|--|------------|-------------|---------------|
| Premier High School of Little Rock (240) | 6053703    | Little Rock | 9-12          |
| Premier High School of Texarkana (75)    | 6053709    | Texarkana   | 9-12          |
| Premier High School of Fort Smith (285)  | 6053706    | Fort Smith  | 9-12          |
| Premier High School Virtual Academy      | 6053712    | Little Rock | 9-12          |

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

### Section 1: Charter Data

Current Accreditation Status: Accredited

Level of Support: Level IV

#### Enrollment (3rd Quarter ADM)

| 17-18  | 18-19 | 19-20 | 20-21 | 21-22 |
|--------|-------|-------|-------|-------|
| 100.78 | 95.43 | 98.56 | 91.49 | 138.5 |

### Graduation Rates

| School Year    | 17-18         | 18-19 | 19-20         | 20-21         | 21-22         |
|----------------|---------------|-------|---------------|---------------|---------------|
| 4- Year Cohort | 44.83%        | 32.4% | 34.88%        | 44.19%        | Not Available |
| 5- Year Cohort | Not Available | 59.5% | Not Available | Not Available | Not Available |

### Letter Grades

| 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|-------|-------|-------|-------|-------|
| N/A   | N/A   | N/A   | N/A   | N/A   |

### ESSA School Index

| School               | 17-18  | 18-19   | 19-20              | 20-21  | 21-22              |
|----------------------|--|---|--------------------|--|--------------------|
| Overall Index        | N/A  | N/A   | N/A                | N/A  | Data Not Available |
| Weighted Achievement | <b>09 ELA</b><br>5.8%<br><br><b>09 Math</b><br><5%<br><br><b>09 Science</b><br>< 5%<br><br><b>10 ELA</b><br>5.26%<br><br><b>10 Math</b><br>< 5%<br><br><b>10 Science</b><br>< 5% | <b>09 ELA</b><br>9.09%<br><br><b>09 Math</b><br><5%<br><br><b>09 Science</b><br>< 5%<br><br><b>10 ELA</b><br>5.26%<br><br><b>10 Math</b><br>< 5%<br><br><b>10 Science</b><br>< 5% | Data Not Available | <b>09 ELA</b><br>14.29%<br><br><b>09 Math</b><br><5%<br><br><b>09 Science</b><br>< 5%<br><br><b>10 ELA</b><br>5.26%<br><br><b>10 Math</b><br>< 5%<br><br><b>10 Science</b><br>< 5% | Data Not Available |
| Growth               | ELA<br>72.0  | ELA<br>78.6   | Data Not           | ELA<br>N <10   | Data Not Available |

|      |  |  |  |  |                                     |
|------|--|--|--|--|-------------------------------------|
|      | <b>Math</b><br><b>76.3</b><br><br><b>Science</b><br><b>73.1</b>  | <b>Math</b><br><b>75.67</b><br><br><b>Science</b><br><b>79.80</b>  | <b>Available</b>   | <b>Math</b><br><b>75.7</b><br><br><b>Science</b><br><b>79.6</b>  |                                     |
| SQSS | <b>Grade 09</b><br><b>15.97</b><br><br><b>Grade 10</b><br><b>26.00</b><br><br><b>Grade 11</b><br><b>2.08</b><br><br><b>Overall</b><br><b>21.25</b> | <b>Grade 09:</b><br><b>25.00</b><br><br><b>Grade 10</b><br><b>22.56</b><br><br><b>Grade 11</b><br><b>24.60</b><br><br><b>Grade 12</b><br><b>3.65</b><br><br><b>Overall</b><br><b>17.49</b> | <b>Data</b><br><b>Not</b><br><b>Available</b><br><br><b>CV</b> | <b>Grade 09</b><br><b>15.97</b><br><br><b>Grade 10</b><br><b>26.00</b><br><br><b>Grade 11</b><br><b>2.08</b><br><br><b>Overall</b><br><b>21.25</b> | <b>Data Not</b><br><b>Available</b> |

## Section 2: Charter Mission Statement

**Previous mission statement:**

Premier High School Mission is to provide hope for students through a caring, mastery-based, blended learning option that promotes a free society and cultivate moral and academic excellence.

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

What type of educational model does the school follow?

**Alternative Learning Environment**

Traditional

Virtual Only

College Prep

**Credit Recovery**

Other Focus Area: Drop-out Recovery

### Section 3: Charter Goals

| Goal 1  | Metric  | Evaluation of Goal  |
|---|---|---|
| <p>Premier students will demonstrate measurable student success in english.</p> | <p>Percentage of students who increase readiness levels on the state Assessment,</p> <p>*Percentage of students who increase percentile rank on norm referenced Examines,</p> <p>*Number of successfully passed local</p> | <p>The school administers the NWEA MAP assessment three (3) times a year. Fall, Winter, and Spring assessments are used to measure the growth of students throughout the school year.</p> <p>Due to the unique and highly mobile population that the school serves, the state assessment performance has seen mixed results. The school has seen a trend in students performing below the state readiness levels. According to the NWEA MAP, the results do show the longer a student stays enrolled, the more growth is visible in norm referenced exams.</p> <p><b>Mastery of Knowledge Units</b></p> |

|  |              |   |
|--|--------------|---|
|  | assessments. | <p>The school has successfully graduated 235 students over the last five (5) years. These students earned 1,410 credits in Math, Science, Social Studies, English Language Arts, Fine Arts, and Electives. Over the past five years, the school has awarded over 5,000 credits to students in addition to receiving a high school diploma.</p> <p><b>ACT Reading Average</b><br/> 2018 15.86<br/> 2019 12.90<br/> 2020 14.77<br/> 2021 16.18</p> <p><b>ACT English Average</b><br/> 2018 13.07<br/> 2019 13.20<br/> 2020 12.46<br/> 2021 12.76</p> <p><b>Covid-19 Impact</b><br/> The Covid-19 pandemic definitely presented some changes and challenges. The school struggled with onsite attendance and participation in daily attendance and state assessment participation. The school has implemented best practices such as professional learning community, high quality professional development, data coach, and school improvement support to identify schoolwide deficiencies and implement a schoolwide improvement plan. This plan includes goals, activities, and intended outcomes for the overall school.</p> <p><b>Instructional Support</b><br/> The school has hired an Instructional coach to work with school leadership on data disaggregation, data analysis, and school improvement planning. This has increased the instructional support and feedback teachers are receiving as well.</p> |
|--|--------------|---|

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

| Goal 2 | Metric | Evaluation of Goal |
|--------|--------|--------------------|
|--------|--------|--------------------|



|  |   |   |
|--|---|---|
| <p>Premier students will demonstrate measurable student success in math.</p> | <p>Premier students will demonstrate measurable student success in science.</p> <p>* Percentage of students who increase readiness levels on the state Assessment,</p> <p>*Percentage of students who increase percentile rank on norm referenced Examiners,</p> <p>*Number of successfully passed local assessments.</p> | <p>The school administers the NWEA MAP assessment three (3) times a year. Fall, Winter, and Spring assessments are used to measure the growth of students throughout the school year.</p> <p>Due to the unique and highly mobile population that the school serves, the state assessment performance has seen mixed results. The school has seen a trend in students performing below the state readiness levels. According to the NWEA MAP, the results do show the longer a student stays enrolled, the more growth is visible in norm referenced exams.</p> <p><b>Mastery of Knowledge Units</b></p> <p>The school has successfully graduated 235 students over the last five (5) years. These students earned 1,410 credits in Math, Science, Social Studies, English Language Arts, Fine Arts, and Electives. Over the past five years, the school has awarded over 5,000 credits to students in addition to receiving a high school diploma.</p> <p><b>ACT Math Average</b><br/> 2018 15.57<br/> 2019 15.50<br/> 2020 14.00<br/> 2021 14.53</p> <p><b>Total Units Completed</b><br/> 2020-2021 4959<br/> 2021-2022 3423</p> <p><b>Covid-19 Impact</b><br/> The Covid-19 pandemic definitely presented some changes and challenges. The school struggled with onsite attendance and participation in daily attendance and state assessment participation. The school has implemented best practices such as professional learning community, high quality professional development, data coach, and school improvement support to identify schoolwide deficiencies and implement a</p> |
|--|---|---|

|  |  |   |
|--|--|---|
|  |  | <p>schoolwide improvement plan. This plan includes goals, activities, and intended outcomes for the overall school.</p> <p><b>Instructional Support</b><br/> The school has hired an Instructional coach to work with school leadership on data disaggregation, data analysis, and school improvement planning. This has increased the instructional support and feedback teachers are receiving as well.</p> |
|--|--|---|

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

| Goal 3   | Metric  | Evaluation of Goal  |
|--|---|---|
| Premier students will demonstrate measurable student success in science. | Premier students will demonstrate measurable student success in Science.<br><br>* Percentage of students who increase readiness levels on the state Assessment,<br><br>*Percentage of students who increase percentile rank on norm referenced Examines,<br><br>*Number of successfully passed local assessments. | The school administers the NWEA MAP assessment three (3) times a year. Fall, Winter, and Spring assessments are used to measure the growth of students throughout the school year.<br><br>Due to the unique and highly mobile population that the school serves, the state assessment performance has seen mixed results. The school has seen a trend in students performing below the state readiness levels. According to the NWEA MAP, the results do show the longer a student stays enrolled, the more growth is visible in norm referenced exams.<br><br><b>Mastery of Knowledge Units</b><br><br>The school has successfully graduated 235 students over the last five (5) years. These students earned 1,410 credits in Math, Science, Social Studies, English Language Arts, Fine Arts, and Electives. Over the past five years, the school has awarded over 5,000 credits to students in addition to receiving a high school diploma. |

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|--|--|--|
|  |  | <p><b>ACT Science Average</b><br/> 2018 15.79<br/> 2019 15.30<br/> 2020 13.69<br/> 2021 14.94</p> <p><b>Covid-19 Impact</b><br/> The Covid-19 pandemic definitely presented some changes and challenges. The school struggled with onsite attendance and participation in daily attendance and state assessment participation. The school has implemented best practices such as professional learning community, high quality professional development, data coach, and school improvement support to identify schoolwide deficiencies and implement a schoolwide improvement plan. This plan includes goals, activities, and intended outcomes for the overall school.</p> <p><b>Instructional Support</b><br/> The school has hired an Instructional coach to work with school leadership on data disaggregation, data analysis, and school improvement planning. This has increased the instructional support and feedback teachers are receiving as well.</p> |
|--|--|--|

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

| Goal 4   | Metric  | Evaluation of Goal   |
|--|---|--|
| Premier students will apply and enroll to an institution of higher learning. | Observations, interviews and/or survey instruments will be used to indicate status of graduates.<br><br>100% of | The school has employed a College & Career Coach to help the efforts in meeting this goal. The College & Career coach provides postsecondary advising, guidance, and support to students and families.<br><br>The school has hosted the following events below to help support students and parents with postsecondary options |

|  |  |  |
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|  | <p>students enrolled for two or more years</p> | <ul style="list-style-type: none"> <li>-College Visits</li> <li>-Career Expo Visits</li> <li>-College &amp; Career Fair</li> <li>-Military Recruiter Visits</li> <li>-College Representative Visits</li> <li>-FAFSA Workshops</li> <li>-College Application Technical Assistance</li> <li>-Be Proud Be Pro</li> <li>-Career &amp; Trade Center Visits</li> </ul> <p>Percentage of students who applied and enrolled in an institution of higher learning, trade school military.</p> <p>2017-2018 85%<br/> 2018-2019 87%<br/> 2019-2020 90%<br/> 2020-2021 93%<br/> 2021-2022</p> <p>CTE Initiatives</p> |
|--|--|--|

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

| Goal 5   | Metric  | Evaluation of Goal  |
|--|---|---|
| <p>Increase in student class participation</p> | <p>Attendance Records (Average of 4 quarters ADM)</p> <p>Increase attendance 5% by the end of year 5.</p> | <p>The school has strived to implement attendance intervention and attendance incentives to improve the overall attendance each school year. Due to the COVID-19 Pandemic, the school year 2019-2020 and 2021 indicated mixed results due to the switch to virtual learning and hybrid learning options. However, since the 2022-2023 school year, the school has seen a significant increase in student attendance and engagement.</p> <p><b>Average Daily Attendance</b></p> <p><b>2017-2018: 75.8%</b><br/> <b>2018-2019: 71.4%</b><br/> <b>2019-2020: 72%</b><br/> <b>2020-2021 73.3%</b><br/> <b>2021-2022</b></p> <p><b>Attendance incentives</b></p> |

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|  |  | <p><b>The school has implemented a schoolwide attendance incentive program to recognize student attendance and engagement</b></p> <p><b>Attendance Recovery</b></p> <p>Due to the unique student population, the school has developed an attendance recovery program to help students with chronic absenteeism and previous poor attendance.</p> <p><b>Rock Region Metro</b></p> <p>The school has partnered with Littler Rock Region Metro transportation to provide students with free bus passes to have access to transportation to and from the school.</p> |
|--|--|--|

| Goal 6  | Metric  | Evaluation of Goal   |
|---|---|--|
| <p>Demonstrate high level of community and parental involvement</p> | <p>Meeting agendas and/or sign in Sheets.</p> <p>Increase percentage of participation</p> | <p>The school has provided several opportunities for parents and the community to engage in school decision making and strategic planning.</p> <p>The school has hosted the following community and parent engagement events</p> <ul style="list-style-type: none"> <li>-Open House</li> <li>-Community Leaders Luncheon</li> <li>-Community Fair</li> <li>-Donuts with the Director</li> <li>-National Parental Involvement Day</li> </ul> <p>The school has community members and parents who are represented on the following committee:</p> <ul style="list-style-type: none"> <li>-School Health &amp; Wellness Committee</li> <li>-School Improvement Plan Committee</li> <li>-School Activities</li> <li>-Community Advisory Board</li> </ul> |

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## 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><b>Goal 1:</b> 100% of PHS-Little Rock students will develop Student Success Plans, and apply and be accepted into a post-secondary education school, military, or vocational program.</p> <p><b>Measurement/Monitoring/Evaluation/ Tools:</b><br/>The campus leadership will evaluate the plan annually based on teacher and student needs/progress throughout the school year.</p> <p>Naviance College Resource Tool: College Going Rate (Annually)<br/>Alumni Data Tracking (Annually)<br/>Student Success Plan; Graduation Plans (Annually)<br/>NCAA Clearinghouse Verification<br/>Sign-in sheets for events</p>  |
| <p><b>Goal 2:</b> Premier Little Rock will administer the NWEA MAP Reading, Math &amp; Science Assessment for students in grades 9-12 (3) times during the 2022-2023 SY. Based on the Fall to Spring NWEA MAP, 75% of the students attending Premier High School of Little Rock will meet, or surpass the projected growth score in reading, mathematics, and science.</p> <p><b>Measurement/Monitoring/Evaluation Tools:</b><br/>The campus leadership will evaluate the plan annually based on teacher and student needs/progress throughout the school year.</p> <p><b>Monitoring of the district/school level plans will occur as follows:</b><br/>NWEA fall, winter, and spring Growth Reports<br/>Classroom walk-thru; classroom observations data (Weekly)<br/>Teachers can articulate common language and instructional model components (Weekly)<br/>PGP Plans; Teachers can articulate PGP Goals (Sept/Jan/May)<br/>NWEA MAP Reading/Math/Science Assessment (Sept/Jan/May)<br/>STAR Reading Assessment (Aug/Oct/Feb/May)<br/>Formative Evaluation; Summative Evaluations</p> |

**Goal 3:** 95% of Premier students will participate in state mandated assessments.

**Measurement/Monitoring/Evaluation Tools:**

\*Arkansas Correction Engine

\*Accountability Report (DESE Percentage Tested)

\*Student Participation Tracking Report

**Monitoring of the district/school level plans will occur as follows:**

**Goal 4:** PHS - Little Rock will implement a Social and Emotional Learning Plan for the 2022-2023 school year focused on education and engagement.

**Measurement/Monitoring/Evaluation Tools:**

The campus leadership will evaluate the plan annually based on teacher and student needs/progress throughout the school year.

**Monitoring of the district/school level plans will occur as follows:**

Teachers/staff will invite local leaders and professionals into classrooms to share about emotional-health topics (year-around)

PHS will increase family-focused events including Health Fair, Fall carnival, and End of Year Celebration. (Sep/Nov/May)

Classroom walk-thru; classroom observations data (Weekly)

Recognition assemblies (Weekly)

Family Focused Event Nights (Monthly)

**Goal 5:** 100% of Premier graduates senior class will be assigned an internship, earn industry based certification, and/or earn college credit during their senior year.

**Measurement/Monitoring/Evaluation Tools:**

\*\*Industry Based Certification Student Tracker

\*\*SIS Graduation Report

\*\*Career Technical Education Annual Report

\*\*Student Transcript

\*\*Annual JAG Student Report

Monitoring of the district/school level plans will occur as follows:

## Section 5: Waivers

| Waiver #1   | Statute/Standard/Rule   | Rescind or Continue Waiver |
|---|---|----------------------------|
| Alternative Learning Environment  | A.C.A §§ 6-15-1005(b)(5)(A)<br>A.C.A §§ 6-18-503(a)(1)(C)(i)<br>A.C.A §§ 6-48-102<br>A.C.A §§ 6-48-103<br><br>Standard 2-I.1<br><br>Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds- Section 4 | Continue Waiver            |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>   |   |                            |
| Premier High School offers a personalized learning environment for students who require a non-traditional educational environment. Students have opportunities to learn at high levels. It is the mission of the school team to provide leadership, support, and service to students, parents,, and school community so every student graduates prepared for college, career, and community engagement. |   |                            |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>  |   |                            |
| Premier will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Premier embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming.   |   |                            |

| Waiver #2 | Statute/Standard/Rule | Rescind or Continue |
|-----------|-----------------------|---------------------|
|-----------|-----------------------|---------------------|



|  |  | <b>Waiver</b>        |
|--|--|----------------------|
| Board of Directors   | A.C.A §§ 6-13-608<br>A.C.A §§ 6-13-611<br>A.C.A §§ 6-13-613<br>A.C.A §§ 6-13-615<br>A.C.A §§ 6-13-616<br>A.C.A §§ 6-13-619<br>A.C.A §§ 6-13-620<br>A.C.A §§ 6-13-621<br>A.C.A §§ 6-13-630<br>A.C.A §§ 6-13-631<br>A.C.A §§ 6-13-634<br>A.C.A §§ 6-13-1303<br>A.C.A §§ 6-13-1401 et seq.<br>A.C.A §§ 6-14-101 et seq.<br>A.C.A. §§ 6-13-612(c).<br><br>School Board Zones and Rezoning<br>School Election Expense Reimbursement | Continue with Waiver |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>  |  |                      |
| This waiver has provided flexibility for the school board of directors and has increased accessibility and engagement for all stakeholders to engage and attend the meetings.  |  |                      |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>   |  |                      |
| This waiver exempts the district from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' by-laws. the school district, in light of the waiver request that is being made concerning certified employees. Instead, Premier High School will require a waiver to include classified employees as defined in Section 6-13-1302. |  |                      |
| The Arkansas Board of Directors will meet quarterly and will ensure the public has   |  |                      |

access to meeting minutes, meeting agenda, and virtual (live) meetings. This information will be provided to stakeholders in advance according to state law. The Responsive Ed Board or the Superintendent will not serve on the Responsive ED Arkansas Board. All board meetings will be published using school websites and district communication systems.

| <b>Waiver #3</b>  | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|---|--|-----------------------------------|
| Class Size and Teaching Load  | A.C.A §§ 6-17-812<br><br>Standard 1-A.5<br>Class Size<br><br>1-A.6<br>Class Size and Teaching Load | Continue Waiver                   |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>   |  |                                   |
| This waiver has allowed the school to provide mastery-based learning opportunities for students and implement a model that allows more flexibility for teaching load. The waiver has supported the school in credit recovery and accelerated learning opportunities.  |  |                                   |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>  |  |                                   |
| Exemption from this portion of the Education Code because the school’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. Students work at an individualized pace using a mastery based program that will help them gain credit faster than 120 clock hours which lends itself to larger class sizes (30-35) which ultimately affects Class Size and Teaching Loads of the teaching staff. Increasing the class size will not create any additional work for the teachers or the need for additional pay due per pay to teachers due to teachers not having to create lesson plans and students working at their own pace. |  |                                   |

| <b>Waiver #4</b>   | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|--|--|-----------------------------------|
| Curriculum, Grading, and Credit Hours  | A.C.A §§ 6-15-902(a)<br>1-A.2<br>2-2.01 DESE Rules Governing Grading and Course Credit | Continue Waiver                   |
| <p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>   |  |                                   |
| <p>The school provides a personalized learning model with mastery based learning. This waiver has allowed the school to work with a dropout recovery population by focusing on the state’s graduation requirements and ensuring students meet graduation requirements. Students who are behind are able to get caught back up to the graduation cohort through mastery based learning.</p>   |  |                                   |
| <p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>  |  |                                   |
| <p>Exemption from this portion of the Education Code because the school’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. Students will have the ability to take any course needed for graduation. Students must pass with a grade of 70 or higher and they work at an individualized pace using a mastery based program that will help them gain credit faster than 120 clock hours.</p> <p>Premier High School will offer the twenty-two (22) Credits required to fulfill graduation requirements.</p> <p>A parent or student can request course(s) that are part of the required 38 courses that are not offered by the school. The school will use an Arkansas approved digital learning provider such as Virtual Arkansas. This will provide students and parents access to additional courses.</p> |  |                                   |

| <b>Waiver #5</b>   | <b>Statute/Standard/Rule</b>           | <b>Rescind or Continue Waiver</b> |
|--|--|-----------------------------------|
| Facilities and Flag Display  | A.C.A §§ 6-16-106<br>A.C.A §§ 6-21-117 | Continue                          |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>  |  |                                   |
| This waiver does not impact student learning opportunities, school innovation or have an impact on equitable access to effective teachers.   |  |                                   |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>   |  |                                   |
| Premier High School seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Premier High School to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Premier High School may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School will seek alternative methods for prominently displaying the United States and Arkansas flag. |  |                                   |

| <b>Waiver #6</b>  | <b>Statute/Standard/Rule</b>                          | <b>Rescind or Continue Waiver</b> |
|-------------------|---|-----------------------------------|
| Flexible Schedule | A.C.A §§ 6-10-106<br>A.C.A §§ 6-16-102<br>(a)(1-4)(c) | Continue                          |

|   |         |  |
|---|---------|--|
|   | 1-A.4.2 |  |
| <p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>  |         |  |
| <p>This waiver provides students opportunities to engage in additional programs such as CTE pathways, JAG, and community service learning. This waiver also allows the flexibility in scheduling for students who have responsibilities and duties outside of school.</p>   |         |  |
| <p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>   |         |  |
| <p>Exemption from this portion of the Education Code because the school’s education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. As such, Premier High School requests that “school day” be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. Students will have the opportunity to participate in extended day academic programs. The instructional day will be extended up to and beyond (6) hours for students in need of additional assistance.</p> |         |  |

| <b>Waiver #7</b>    | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|---------------------|--|-----------------------------------|
| Gifted and Talented | A.C.A §§ 6-20-2208(c)(6)<br>Ark. Code Ann. § 6-42-109<br>2-G.1<br><br>Gifted and Talented<br>Program Approval<br>Standards | 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>The general student population at Premier will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. This flexibility has allowed the school to provide enrichment opportunities for</p> |  |  |

students that meet individual students needs through programs such as AP classes, concurrent credit opportunities, and enrichment programs.

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

Premier High School seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then Premier High School will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma. Premier High School will partner with schools like ASMSA and organizations like Virtual Arkansas to provide students with Advanced Placement courses.

| <b>Waiver #8</b>  | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|---|--|-----------------------------------|
| Non-Instructional Duties, Planning Periods, and Duty Free Lunch | Non-Instructional Duties, Planning Periods, and Duty Free Lunch<br>A.C.A §§ 6-17-111<br>A.C.A §§ 6-17-114<br>A.C.A §§ 6-17-117 | Continue                          |

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

This waiver has allowed the school to have the flexibility in designing a staffing plan and daily schedule that enhances learning opportunities and increased equitable access to effective teachers.

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

Premier High School requires teachers to be contracted if they are assigned to more

than sixty (60) minutes of non-instructional duties per week. Instead, Premier High School requests that the time be increased to two-hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school. The individualized curriculum utilized by Premier High School dramatically reduces the time needed by a teacher for instructional planning.

The teachers at the school will be provided adequate time for planning and non-instructional duties.

**Sample Premier Teacher Schedule**

- 7:30-8:00 a.m. Homeroom
- 8:00-9:50 a.m. 1st Block
- 9:50-10:00 a.m. Morning Break
- 10:00-11:50 a.m. 2nd Block
- 12:00-12:30 p.m. Lunch
- 12:30-2:00 p.m. 3rd Block
- 2:00-3:30 p.m. Planning/Prep Block

Teachers are provided a minimum (360) minutes a week for non instructional duties and planning. The school will also provide an additional one hundred twenty (120) minutes for time to engage in professional learning, data analysis, and planning. In the event, the school has students attending after school tutoring or academic intervention, the teachers will rotate to protect time allocated.

| <b>Waiver #9</b>                          | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|---|--|-----------------------------------|
| Personnel Policies and Employee Dismissal | A.C.A §§ 6-17-203<br>A.C.A §§ 6-17-211<br>A.C.A §§ 6-17-1201 et seq.<br>A.C.A §§ 6-17-1301 et seq.<br>A.C.A §§ 6-17-1501 et seq.<br>A.C.A §§ 6-17-1701 et seq.<br>A.C.A §§ 6-17-2301(c)<br><br>School District Requirements for Personnel Policies, Salary | Continue                          |

|  |  |  |
|--|--|--|
|  | Schedules, Minimum Salaries, and Documents Posted to District Websites, Sections 4-8 |  |
|--|--|--|

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

This waiver has allowed the school to design policies that are aligned to the school mission and vision and unique operations. The flexibility also allows the school to determine appropriate documents such as personnel policies, salary schedules, to be developed by the school

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

Premier High School seeks exemption from this portion of the Education Code. Instead, the Board of Directors for Premier High School will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. Premier High School employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies approved by the Board of Directors. Premier High School seeks exemption from this portion of the Education Code. As such, minimum sick leave for Premier High School teachers will be addressed in the Employee Handbook and will be given at a set rate and not accumulated on a monthly basis. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire “highly qualified” teachers on an “at-will” basis.

The school is seeking the flexibility to have personnel policies that support our school model and practices. The school will post personnel policies, but the salary schedule and policies will look unique to the charter. For example, the school recognizes employees as exempt and non exempt instead of classified and certified.



| Waiver #10            | Statute/Standard/Rule   | Rescind or Continue Waiver |
|-----------------------|---|----------------------------|
| Salaries/Compensation | A.C.A §§ 6-17-2201 et seq.<br>A.C.A §§ 6-17-2401 et seq.<br>A.C.A §§ 6-17-802<br>A.C.A §§ 6-17-908<br>C.C.A §§ 6-17-919 | Continue                   |

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

The waiver has provided the school with the flexibility to compensate staff members in competitive markets to provide equitable access to highly effective teachers.

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

Premier High School seeks exemption from this portion of the Education Code. Instead, the Board of Directors for Premier High School will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. Premier High School will provide compensation that is competitive with local public school districts. Premier High School reserves the right to determine a specific salary by taking into account the teacher’s years of applicable work experience, current salary, skill, education, and other qualifications. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors. All teacher classroom materials must be submitted and approved through the Purchase Order process prior to purchase in order to qualify for reimbursement.

| Waiver #11 | Statute/Standard/Rule | Rescind or Continue Waiver |
|------------|-----------------------|----------------------------|
|------------|-----------------------|----------------------------|

|           |   |          |
|-----------|---|----------|
| Principal | Principal<br>A.C.A §§ 6-17-302 (a)<br><br>4-C.2 | Continue |
|-----------|---|----------|

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

This waiver has allowed the school to have the ability to identify the most qualified candidate for the position without having to limit the candidates to those who hold an AR administrative license.

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

Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School Principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Principal with the requisite skills and experience in education and management, Premier High School will ensure that its principal is appropriately qualified to lead the school through extensive training in the school’s educational methodology.

| <b>Waiver #12</b> | <b>Statute/Standard/Rule</b>   | <b>Rescind or Continue Waiver</b> |
|-------------------|--|-----------------------------------|
| Student Services  | A.C.A §§ 6-18-706<br>A.C.A. §6-18-2003(a)(2)(A)<br>A.C.A §§ 6-25-103-104<br><br>2-D.1<br>2-E.1<br>3-D.1<br>4-E.2<br>A-F.1<br>4-F.2 | Continue                          |

|  |       |  |
|--|-------|--|
|  | 6-A.1 |  |
|--|-------|--|

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

These waivers had provided the school an opportunity to be innovative in meeting the support services and wraparound services for students. This allows the students to have adequate support that is aligned to the school mission and vision.

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

College & Career Coach  
 Premier High School seeks exemption from this portion of the Education Code to the extent that it requires a guidance program to employ on-campus certified counselors. The principal and Career and College Coach will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Contracted Counseling Services will be ready should such situations arise. Due to the unique population served by the school, the school is seeking to employ an individual who is providing comprehensive support for students through innovative learning models. The school will meet all other required parts of the Arkansas Comprehensive Counseling Act. The school is seeking the ability to employ someone who is not certified. The school will meet all the requirements of the Arkansas School Counseling Improvement Act other than licensure.

- Duties/Responsibilities**
- Guide students to understand the relationship between learning and success in school and beyond.
  - Information to parents and students by holding workshops on preparing for college, post-secondary training, and financial aid.
  - Providing resources to identify career interests and aptitudes as part of the development of the Student Success Plan.
  - Develop graduation projection plans and student success plan
  - Develop postsecondary go plans for students
  - Academic support and guidance to students
  - Facilitate internships, concurrent credit, and industry based certifications
  - Provide sessions on suicide prevention and bullying prevention

Provide guest professions to speak with students.  
 Provide character reduction and social emotional learning activities for students  
 Provide parents with information on postsecondary institutions  
 Provide workshops for parents and students to provide technical assistance with postsecondary planning  
 Host career days, college fairs, and college tours to educate students on postsecondary options

The school will develop a Comprehensive School Counseling Plan and engage in assessment annually.

**Student Engagement/Media Specialist**

Premier High School will have a computer lab equipped with emergent technology. This center will be operated by an instructional aide or highly qualified teacher and available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. The school is seeking to provide thousands of volumes to students using web-based digital books to increase accessibility.

**School Nurse**

-The school will provide a part-time contracted nurse with a minimum qualifications of Registered Nurse to provide student health support, school safety support, and conduct student health screenings. The school nurse will meet state certification guidelines. In the event, the school nurse is not available, the school designated "Student Health Officer " will provide intervention and protocol outlined in the school health & safety manual. The school health officer will facilitate in the event any medical emergencies and incidents that need medical profession attention. The school will ensure that the campus safety team will be equipped with CPR training, First Aid training, and Stop the Bleed Training.

**School Facility**

The school is seeking the flexibility to maintain school facilities outside of the rules from the Arkansas Division of Public School Academic Facilities Manual as they apply to traditional school districts. This would provide the school with the flexibility to construct spaces that would comply with all state and federal requirements but also constructed in a way that are most useful to the school meeting the needs of the student population.

| <b>Waiver #13</b> | <b>Statute/Standard/Rule</b> | <b>Rescind or Continue Waiver</b> |
|-------------------|------------------------------|-----------------------------------|
| Superintendent    | A.C.A §§ 6-13-109            | Continue                          |

|  |   |  |
|--|---|--|
|  | A.C.A §§ 6-17-427<br><br>4-B.1<br>4-B.2<br><br>Superintendent Mentoring |  |
|--|---|--|

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

These waivers have provided the school district to have the flexibility of determining the most qualified candidate for the position. This has provided opportunities to employ leaders who are enhancing student learning opportunities and promoting innovation within the school.

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

Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School Superintendent will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Superintendent with the requisite skills and experience in education and management, Premier High School will ensure that its Superintendent is appropriately qualified to lead the school through extensive training in the school’s educational methodology.

| <b>Waiver #14</b>  | <b>Statute/Standard/Rule</b>  | <b>Rescind or Continue Waiver</b> |
|--------------------|---|-----------------------------------|
| Educator Licensure | A.C.A §§ 6-15-1004<br>A.C.A §§ 6-17-201 (c)<br>A.C.A §§ 6-17-202<br>A.C.A §§ 6-17-203<br>A.C.A §§ 6-17-204<br>A.C.A §§ 6-17-205<br>A.C.A §§ 6-17-209<br>A.C.A §§ 6-17-211 | Continue                          |

|  |   |  |
|--|---|--|
|  | <p>A.C.A §§ 6-17-301<br/> A.C.A §§ 6-17-309<br/> A.C.A §§ 6-17-401<br/> A.C.A §§ 6-17-902<br/> A.C.A §§ 6-17-919</p> <p>4-D.1<br/> 4-E.1<br/> 4-F.2</p> <p>Educator Licensure</p> |  |
|--|---|--|

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

These waivers have allowed the school to identify the most qualified candidates who have the knowledge, experience, and skills to be an effective educator. This has allowed the school to hire teachers who are innovative and provide unique learning opportunities for students. All teachers meet AR Highly Qualified Teacher criteria and/or AR Teacher certification. The school seeks to hire certified teachers first. When a teacher is hired without licensure, the school works with other higher education institutions and non-traditional programs to get them on track to certification. The waiver is instrumental in assisting the school in retaining highly qualified and high performance teachers, while when needed making necessary staff change when needed due to outcomes or performance.

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

Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and on a contract for the school year. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire Arkansas Highly Qualified” teachers. Premier High School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School ensures that it will hire Arkansas Highly Qualified teachers. Premier High School seeks exemption from this portion of the Education Code. Instead, the Premier High School principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience

in education and management, Premier High School will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology. Premier High School seeks exemption from this portion of the Education Code. Instead, Premier High School will employ all employees on an "at-will" basis. This means that employment with Premier High School is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Premier High School may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law. The school is seeking to hire an individual who will meet the needs of students that may not meet the library media specialist licensure requirements. The school is not seeking a waiver from teaching the library media standards. The school will ensure the library media standards are taught and embedded in core courses such as literacy, social studies, and science.

| <b>Waiver #15</b>   | <b>Statute/Standard/Rule</b> | <b>Rescind or Continue Waiver</b> |
|---|------------------------------|-----------------------------------|
| Transportation  | A.C.A §§ 6-19-101 et seq.    | Continue                          |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>   |                              |                                   |
| The school has provided the students with alternate transportation efforts for students that include opportunities such as carpool system, student drivers, and city bus passes.  |                              |                                   |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>  |                              |                                   |
| Premier High School seeks exemption from this portion of the Education Code to the extent that it requires Premier High School implement a traditional school bus transportation program. Premier will implement a transportation program utilizing public transportation at no cost to the students. |                              |                                   |

| <b>Waiver #16</b>  |   |         |
|--|---|---------|
| Attendance   | DESE Rule<br><br>Mandatory Attendance Requirements for Students in Grades Nine Through Twelve | Rescind |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>  |   |         |
| The waiver has provided the school to meet the unique needs of students. Due to uncertain circumstances due to home life, employment, and transportation this has increased equitable access for students. It allows the school to be innovative with school scheduling and mastery-based learning approaches. |   |         |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>   |   |         |
|  |   |         |

| <b>Waiver #17</b>   |   |          |
|---|---|----------|
| Business Manager  | A.C.A. §§ 6-15-2302<br><br>DESE Rule Minimum Qualifications for General Business Managers | Continue |
| <b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b> |   |          |
| This waiver does not impact student learning opportunities, school innovation or have an impact on equitable access to effective teachers.                |   |          |
| <b>If the waiver is continued, will the service be provided in an alternate way?</b>  |   |          |
| The school currently has a Business Manager who is not an employee of the school  |   |          |



and works with other schools in the ResponsiveEd network. The Arkansas Executive Director of Finance meets the minimum qualifications for General Business managers. This individual also works with several other charter schools within the RES network to provide adequate support and oversight in financial services.

|                           |                |          |
|---------------------------|----------------|----------|
| <b>Waiver #18</b>         |                |          |
| Required Instruction 9-12 | Standard A.1.3 | Continue |

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

This waiver has allowed the school to implement innovative programs such as JAG, concurrent credit, employment, and community service learning opportunities. The school is able to also focus on what students need to earn a diploma.

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

Premier High School will offer the twenty-two (22) Credits required to fulfill graduation requirements.

A parent or student can request course(s) that are part of the required 38 courses that are not offered by the school. The school will use an Arkansas approved digital learning provider such as Virtual Arkansas. This will provide students and parents access to additional courses.

We are seeking to rescind the following waivers:

| <b>Waiver</b>  | <b>Waiver Type</b>                | <b>Statute/Standard/Rule</b> | <b>Rescind</b> |
|--|-----------------------------------|------------------------------|----------------|
| <b>Acquisition of Commodities</b>                                | <b>Statute</b>                    | <b>A.C.A §§ 6-21-303</b>     | <b>Rescind</b> |
| <b>Adopt and implement school safety policies and procedures</b> | <b>Standard</b>                   | <b>6-A.2</b>                 | <b>Rescind</b> |
| <b>Balance of Print, Non-Print, and Electronic Media</b>         | <b>Standard</b>                   | <b>2-D.1</b>                 | <b>Rescind</b> |
| <b>Food Services</b>   | <b>Standard</b>                   | <b>3-D.1</b>                 | <b>Rescind</b> |
| <b>Monitoring Procedures to Ensure Curriculum Alignment</b>      | <b>Standard</b>                   | <b>1-A.3</b>                 | <b>Rescind</b> |
| <b>Comprehensive School Counseling Services Plan</b>             | <b>Standard</b>                   | <b>2-C.2</b>                 | <b>Rescind</b> |
| <b>Consolidation, Annexation and Formation-Definitions</b>       | <b>A.C.A. §§ 6-13-201 et seq.</b> |                              | <b>Rescind</b> |
| <b>Health &amp; Safety Services</b>                              | <b>Standard</b>                   | <b>2-E.2</b>                 | <b>Rescind</b> |
| <b>School Calendar</b>   | <b>Statue</b>                     | <b>A.C.A. §§ 6-10-106</b>    | <b>Rescind</b> |

### Section 6:

Provide information on new waivers that are being requested.

| Waiver Topic | Statutes/Standards/Rules | Rationale |
|--------------|--------------------------|-----------|
| None         |                          |           |
|              |                          |           |
|              |                          |           |
|              |                          |           |
|              |                          |           |

### 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 |       |           |
| 2 |       |           |
| 3 |       |           |
| 4 |       |           |

|   |  |  |
|---|--|--|
| 5 |  |  |
|---|--|--|

## Section 8: Desegregation Analysis

**Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.**

### Premier Little Rock High School Desegregation Analysis

Premier Little Rock High School (Premier) is seeking the renewal of its open-enrollment charter from the State’s charter authorizer. Premier 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**

Premier 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, Premier 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 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, Premier'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 Premier's requested charter renewal could impact LRSD's unitary status. To be clear, Premier'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 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, Premier believes that its request to obtain the renewal of its open-enrollment public charter shall have no negative 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. Premier's student population was 127 students, of which 80.8% were Black/African-American, and 14.4% were White.

Ark. Code Ann. §6-23-106 requires that Premier'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, Premier's careful review of the relevant statutes and court orders affecting the LRSD, NLRSD, PCSSD, and JNPSD and their student populations, and its own student population, shows that such negative impact is not present here.

### **III. Conclusion**

Premier 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<br>Name, Contact, and Title   | Provide any Relationship to Another Board Member or Administrator |
|---|---|
| Richard Cromwell<br>479-530-5621<br><a href="mailto:richcromwell@gmail.com">richcromwell@gmail.com</a><br>President             | None  |
| Jennifer Stephens<br>501-680-5366<br><a href="mailto:Jrockstephens@hotmail.com">Jrockstephens@hotmail.com</a><br>Vice-President | None  |
| Tony Brown 501-747-2254<br><a href="mailto:tony_brown0522@yahoo.com">tony_brown0522@yahoo.com</a><br>Secretary/Treasurer        | None  |
| Dr. Charity Smith<br>501-442-3480<br><a href="mailto:charitysmith.99@comcast.net">charitysmith.99@comcast.net</a>               | None  |
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