



ARKANSAS DEPARTMENT OF EDUCATION

Public Charter School Renewal Application for Arkansas Lighthouse Academies

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



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

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

Charter Information

Name of Charter:	Arkansas Lighthouse Academies
LEA Number:	6050700
Authorization Date:	
Expiration Date:	6/30/22
Enrollment Cap:	
Grades Served:	K-12
Superintendent:	LaShawnDa Noel
Superintendent Email:	lashawnda.noel@lha.net
Charter Mailing Address:	401 Main St. Suite 202 North Little Rock, AR 72114
Charter Physical Address:	401 Main St. Suite 200 North Little Rock, AR 72114

Contact for the Application:	LaShawnDa Noel
Contact Email:	lashawnda.noel@lha.net
Contact Phone:	501.353.8251

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

Section 1: Charter Data

Current Accreditation Status: Accredited

Level of Support: General

Enrollment (3 Quarter ADM)

2017-18	2018-19	2019-20	2020-21
1354	1292	1208	1141

Graduation Rates

	2017-18	2018-19	2019-20	2020-21
4 Year	98%	100%	100%	100%
5 Year	98%	100%	100%	100%

Letter Grades

Jacksonville Lighthouse Elementary Academy (JLEA), Jacksonville Lighthouse Flightline Academy (JLFA), Jacksonville Lighthouse High School Academy (JLHSA), Capital City Lighthouse Elementary Academy (CCLEA), Pine Bluff Lighthouse Elementary Academy (PBLEA), Pine Bluff Lighthouse Middle School Academy (PBLMSA)

2017-18	2018-19	2019-20	2020-2021
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JLEA- D JLFA- B JLHSA- D CCLEA- F PBLEA- F PBLMSA- D	JLEA- C JLFA- A JLHSA- C CCLEA- F PBLEA- F PBLMSA- D	N/A	N/A
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ESSA School Index

	2017-18	2018-19	2019-20	2020-21
Overall Index	JLEA- 62.85 JLFA- 73.19 JLHSA- 60.19 CCLEA- 57.48 PBLEA- 57.79 PBLMSA- 54.23	JLEA- 65.72 JLFA- 79.67 JLHSA- 62.59 CCLEA- 56.86 PBLEA- 56.29 PBLMSA- 54.85	N/A	JLEA- 54.76 JLFA- 68.07 JLHSA- 52.63 CCLEA- 52.09 PBLEA- 48.64 PBLMSA- 49.21
Weighted Achievement	JLEA- 47.34 JLFA- 66.63 JLHSA- 36.42 CCLEA- 36.22 PBLEA- 37.5 PBLMSA- 27.34	JLEA- 51.46 JLFA- 77.48 JLHSA- 37.08 CCLEA- 36.47 PBLEA- 37.33 PBLMSA- 28.21	N/A	JLEA- 30.39 JLFA- 55.05 JLHSA- 21.47 CCLEA- 23.53 PBLEA- 22.58 PBLMSA- 15.38
Growth	JLEA- 80.12 JLFA- 82.22 JLHSA- 76.53 CCLEA- 77.58 PBLEA- 78.72 PBLMSA- 78.44	JLEA- 81.36 JLFA- 86.5 JLHSA- 79.63 CCLEA- 77.99 PBLEA- 76.69 PBLMSA- 80.99	N/A	JLEA- 76.54 JLFA- 81.66 JLHSA- 78.7 CCLEA- 76.87 PBLEA- 72.62 PBLMSA- 79.13
SQSS	JLEA- 41.48 JLFA- 58.37 JLHSA- 39.29 CCLEA- 40.09 PBLEA- 35.34 PBLMSA- 36.26	JLEA- 46.86 JLFA- 62.04 JLHSA- 46.49 CCLEA- 34.02 PBLEA- 32.50 PBLMSA- 29.87	N/A	JLEA- 39.02 JLFA- 53.13 JLHSA- 40.67 CCLEA- 36.13 PBLEA- 29.51 PBLMSA- 28.44

Section 2: Charter Mission Statement

Previous mission statement:

We will prepare scholars for college through a rigorous arts-infused program. Our vision is that all scholars will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each scholar will develop the knowledge, skills, and values necessary for responsible citizenship and lifelong learning.

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

Our mission is to engage, embrace, empower scholars, families, and community members to create a vibrant, supportive local ecosystem for all through education. Our vision is that scholars will be academically sound, technologically savvy, culturally competent, and sustainability-conscious.

What type of educational model does the school follow?

- Alternative Learning Environment
- Traditional
- Virtual Only
- College Prep
- Credit Recovery
- Other Focus Area: _____

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

Introduction

At Arkansas Lighthouse Academies (ALA), we engage, embrace, empower scholars, families, and community members to create a vibrant, supportive local ecosystem for all through education. Our Learning Never Ends approach is tailored to the needs of each scholar from the day they step into their kindergarten classroom until they walk across the stage to accept their diploma. Upon graduation, each ALA scholar is academically sound, technologically savvy, culturally competent, sustainability-conscious and well-prepared for college or the post-secondary career of his or her choice.

The Model

Four design elements drive our approach and programs: Healthy Relationships, Rigorous and Data-Driven Instruction, the Purpose of School, and Growth Mindset.

Healthy Relationships: ALA recognizes that many of our scholars bring with them the impact of various life stressors. As such, ALA schools recognize the heightened importance of providing a safe and nurturing environment for our scholars. Our Healthy Relationships design element includes creating an intentionally supportive and positive school culture that is rooted in our ALA Cultural Competency Program. We create daily time and space for students to connect with teachers and one another to build rich and trusting relationships. Further, we have adopted restorative practices that support students in working through challenges when mistakes are made.

Rigorous and Data-Driven Instruction: ALA provides a rigorous, “backwards designed” course of study aligned to the Arkansas Academic Standards and culminating in the opportunity for Advanced Placement and concurrent credit coursework at the high school level. Teachers tailor their use of curricular resources (including Phonics First, Wit and Wisdom, Eureka Math and the College Board’s Springboard curriculum) to ensure alignment to the standards, and they utilize nationally-normed and criterion-referenced growth and performance assessments (including the NWEA MAP assessment, mCLASS, and iReady, as well as course-specific interim assessments) to inform small group differentiation within daily instruction.

ALA recognizes that all of our students benefit from maximizing the number of minutes that they engage in instruction aligned to their unique instructional zone. With this in mind, our K-8 program supplements traditional differentiated classroom instruction with a daily 40-minute block of “Just Right Instruction.” During this time, all scholars, regardless of their grade level or academic scores receive targeted instruction aligned to their needs as identified on their diagnostic assessments.

In order to ensure the success of our scholars, ALA has a multi-faceted approach to monitoring academic progress. A description of this approach is included in the section entitled “Monitoring Progress” below.

The Purpose of School: At ALA, we know that the purpose of school goes far beyond mastering reading, writing, math and science. Rather, school is a place to develop real-world creativity and critical thinking, explore interests, pursue passions, and ensure strong preparation for college, career and life. Partnering with our vibrant, supportive local ecosystem, ALA is working to ensure this purpose drives application-based instruction. To this end, scholars at ALA extend learning beyond the classroom and the constraints of the school day or calendar through our Beyond the Walls Learning Experiences. These experiences take education beyond the classroom through guest lecturers, field trips, virtual tours, and other experiences that make abstract concepts concrete and meaningful. Family and community engagement coordinators and school administrators intentionally develop relationships within the local community and beyond to provide stakeholders that scholars and teachers can utilize to master content and make learning matter. Scholars and staff will leverage these stakeholders' resources and time when school is not in session to allow for more opportunities to engage in meaningful learning.

As ALA moves forward, we will continue to scale our efforts to ensure that our scholars are deeply engaged in the co-construction of their learning experiences by increasing our utilization of authentic, real-world project-based learning opportunities. Over the course of their K-12 experience, our scholars will work with their teachers to collaboratively design projects, identify the resources they will need, identify the people who can enhance their learning and understanding, and determine how they will demonstrate or showcase their mastery of learning targets. Increasingly, ALA scholars will showcase their learning in authentic public settings where they will receive feedback from professionals and experts within the larger ALA community and ecosystem.

In the future, ALA will also enrich its academic approach through an emphasis on three focus areas: social entrepreneurship, public service, and agriSTEM). These areas are undergirded by the Arkansas Lighthouse Cultural Competency Program. Each ALA school will highlight a different focus area: Capital City Lighthouse will be committed to Social Entrepreneurship, Jacksonville Lighthouse to Public Service, and Pine Bluff Lighthouse to AgriSTEM. Even though each school highlights one focus area, scholars will engage in various learning opportunities to foster development in any of the focus areas.

Growth Mindset: At ALA, we know that in order for our scholars to be as successful as possible, we must ensure that all members of the school community actively pursue a growth mindset. At ALA, we utilize three specific structures to maximize the growth of our instructional staff. First, we have developed and operationalized professional learning communities (PLCs) as a space for teachers to collaboratively review data and student work and develop data-driven instructional plans. Second, we ensure that each teacher has routine one on one coaching which supports the unique growth opportunities of individual instructional staff members. Finally, in recognition of our significant number of new-to profession instructors, novice teachers in their first three years of teaching receive mentorship through our partnership with the Arkansas Public School Resource Center (APSRC).

Monitoring Scholar Success

To ensure the success of our scholars, ALA utilizes multiple systems to monitor progress and communicate among school staff and families. The table below summarizes many of these systems.

System	Parties Involved	Description
Data-Driven Professional Learning Communities (PLCs)	School Leaders, Classroom Teachers, Interventionist,	PLCs occur during protected time, in order to develop focused and specific plans of actions for individual students. Grade levels and content groups analyze formative student data and curate whole-class and individualized plans for students including best practices rooted in the Science of Reading and internalization of curriculum for effective instruction.
Data-Driven Professional Development	School Leaders, Classroom Teachers, Interventionist	Quarterly, designated professional development sessions are used to analyze summative assessment data (i.e. NWEA, mClass and iReady). Learning plans are adjusted accordingly. These modifications are made on school, grade, class, small group, and individual level.

Individualized Coaching	School Leaders, Classroom Teachers	Individual coaching needs are identified for teachers utilizing student data and observations conducted by content specialists and school leaders. They maintain weekly schedules for observations, debriefs, lesson plan feedback and any additional support that the teacher may need.
School-Focused walk-throughs & Experiences	Regional Team, School Leaders, Classroom Teachers, Interventionist	School-Focused walk-throughs happen quarterly and more frequently, as needed. They are aligned to coaching needs for schools leaders and building level staff that look to display targeted best practices, new strategies, and experiential opportunities for optimal professional growth.
Parent Teacher Conferences	Classroom Teachers, Interventionist, Parents	Parent teacher conferences are conducted quarterly. This designated time is utilized for parents and guardians to meet with their student's teachers and instructional support team members to discuss their student's progress and support needs. Student data (i.e. grades, summative assessment data, etc.) drive the conversations.
Active Outreach to Parents & Families	Classroom Teachers, Parents	ALA educators are regularly in contact with students' parents and guardians. Beyond building relationships, such touch points also share updates on student success and data. Additionally, campuses have dedicated family rooms to invite parents and guardians into the building to discuss their students' progress.

Consolidation

On May 18, 2021, the Charter Authorizing Panel approved the charter amendment request for Jacksonville Lighthouse Charter School. In June of 2021, the State Board of Education voted to not review the Panel's decision; therefore, the amendment was approved.

Per the charter amendment request, the following changes were approved:

- Jacksonville Lighthouse Academy will be renamed Arkansas Lighthouse Academies, and will serve as the district LEA (6050700).
- The following locations will be listed as Arkansas Lighthouse Academies campuses, and not individual LEAs:
 - o Capital City Lighthouse Academy
 - o Jacksonville Lighthouse Elementary Academy
 - o Jacksonville Lighthouse Flightline Academy
 - o Jacksonville Lighthouse High School Academy
 - o Pine Bluff Lighthouse Elementary Academy
 - o Pine Bluff Lighthouse Middle School Academy

The renewal that is taking place today was originally scheduled for the former Jacksonville Lighthouse Charter Schools. The goals listed below were those submitted in the renewal application submitted on

behalf of Jacksonville Lighthouse Charter during the 2016 renewal cycle and do not speak to the new Arkansas Lighthouse Academies Charter in its entirety. Although information is provided for both the previous Capital City and Pine Bluff Lighthouse Charters, these charters were not held to the exact same goals throughout their renewal periods.

Section 3: Charter Goals

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

SMART Goal 1	Metric	Evaluation of Goal
<p>Overall Language Arts performance will increase and narrow the achievement gap between subgroups with an increase in proficiency over a five-year time period.</p>	<p>Scholars are achieving Ready or Exceeding on the State Reading Assessment.</p>	<p>Arkansas Lighthouse Academies has partially fully met SMART Goal 1.</p> <p>Three campuses increased the percentage of scholars that met or exceeded readiness in ELA from 2018 to 2019. ALA was on track to meet its ELA goals in 2018 and 2019 school years but was not able to maintain this progress following the onset of COVID-19 pandemic. (See Table 1.)</p> <p>ALA was on track in 2018-2019 to meet the Language Arts performance goals of the charter application. Additionally, the achievement gap between Caucasian scholars and subgroups had narrowed except for scholars with learning disabilities. The increase in performance and the narrowing of the achievement gap were the result of increased small-group reading instruction, purposefully designed response to intervention, and district-wide literacy alignment to promote best practice sharing. During the 2020-2021 school year, our hybrid model was limited in its effectiveness, particularly in our ability to support differentiated small-group reading and response to intervention instruction. Currently, we have increased teacher training for technology and hired additional personnel to support scholars working from home and teachers delivering hybrid instruction to ensure the success of scholars who need high quality remote learning support. Also, we have added Reading Specialists positions to each campus to support best practice implementation. In addition to providing professional development and coaching support to our teachers, the Reading Specialists provide intervention for our highest need scholars. Additional support for all teachers is provided through weekly one-on-one coaching sessions with an instructional leader, regional PLC's, and school-based and informed professional development. As a district, we</p>

adopted a rigorous curriculum and provided training for Wit and Wisdom and Phonics First.

The first achievement gap analysis shows the difference in ELA achievement between Caucasian and Hispanic scholars. Overall, in Arkansas Lighthouse Academies, the achievement gap between Caucasian and Hispanic scholars has narrowed over the last five years. The gap started at 35.00% in 2017-2018, and the gap between the two subgroups in 2020-2021 was 26.08%, a difference of 8.92%. The percentage of ALA Hispanic scholars who met or exceeded readiness remained nearly the same. However, the percentage of ALA Caucasian scholars who met or exceeded readiness dropped; therefore, the gap narrowed. During the 2020-2021 school year, the gap between Caucasian and Hispanic scholars at Jacksonville Lighthouse Charters closed. The percentage of Hispanic scholars who met or exceeded readiness was higher than that of Caucasian scholars who met or exceeded readiness in ELA.

The second achievement gap analysis shows the difference in ELA achievement between Caucasian and African-American scholars. Overall, in Arkansas Lighthouse Academies, the achievement gap between Caucasian and African-American scholars decreased over the last five years. The gap started at 28.81% in 2017-2018, and the gap between the two subgroups in 2020-2021 was 27.93%, a difference of 0.88%. The percentage of ALA African-American scholars who met or exceeded readiness decreased nearly the same percentage as ALA Caucasian scholars who met or exceeded readiness dropped; therefore, the gap decreased slightly. During the 2020-2021 school year, the gap between Caucasian and African-American scholars at Jacksonville Lighthouse Charters decreased because the percentage of African-American scholars who met or exceeded readiness decreased slightly less than Caucasian scholars.

The third achievement gap analysis shows the difference in ELA achievement between Caucasian and Economically Disadvantaged scholars. Overall, in Arkansas Lighthouse Academies, the achievement

gap between Caucasian and Economically Disadvantaged scholars increased over the last five years. The gap started at 28.73% in 2017-2018, and the gap between the two subgroups in 2020-2021 was 28.75%, a difference of 0.02%. The percentage of ALA Economically Disadvantaged scholars who met or exceeded readiness decreased nearly the same percentage as ALA Caucasian scholars who met or exceeded readiness dropped; therefore, the gap increased slightly. During the 2020-2021 school year, the gap between Caucasian and Economically Disadvantaged scholars at Jacksonville Lighthouse Charters increased. The percentage of Caucasian and Economically Disadvantaged scholars who met or exceeded readiness decreased, with Caucasian scholars at ALA decreasing slightly less than Economically Disadvantaged scholars in ELA.

The fourth achievement gap analysis shows the difference in ELA achievement between Caucasian and English Learners scholars. Overall, in Arkansas Lighthouse Academies, the achievement gap between Caucasian and English Learners scholars narrowed over the last five years. The gap started at 22.99% in 2017-2018, and the gap between the two subgroups in 2020-2021 was 2.28%, a difference of 20.71%. The percentage of ALA English Learner scholars who met or exceeded readiness increased by 12.53% to nearly close the gap with Caucasian scholars. During the 2020-2021 school year, the gap between Caucasian and English Learners scholars at Jacksonville Lighthouse Charters closed. The percentage of English Learner scholars who met or exceeded readiness was higher than that of Caucasian scholars who met or exceeded readiness in ELA.

The fifth achievement gap analysis shows the difference in ELA achievement between Caucasian scholars and Scholars with Disabilities. Overall, in Arkansas Lighthouse Academies, the achievement gap between Caucasian scholars and Scholars with Disabilities has narrowed over the last five years. The gap started at 36.65% in 2017-2018, and the gap between the two subgroups in 2020-2021 was 32.60%, a difference of 4.05%. The percentage of ALA Scholars with Disabilities who met or exceeded readiness in ELA decreased less than Caucasian

		<p>scholars; therefore, the gap narrowed. During the 2020-2021 school year, the gap between Caucasian scholars and Scholars with Disabilities at Jacksonville Lighthouse Charters narrowed. The percentage of Caucasian scholars and Scholars with Disabilities who met or exceeded readiness decreased with Caucasian scholars at ALA decreasing more than Economically Disadvantaged scholars in ELA.</p>
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Table 1. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy

<u>Year</u>	<u>Arkansas Lighthouse Academies</u>	<u>Capital City Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Jacksonville Lighthouse Charter</u>				
<u>2017-2018</u>	<u>20.32%</u>	<u>15.00%</u>	<u>14.12%</u>	<u>31.83%</u>				
<u>2018-2019</u>	<u>24.18%</u>	<u>16.39%</u>	<u>20.21%</u>	<u>35.93%</u>				
<u>2019-2020</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>				
<u>2020-2021</u>	<u>12.56%</u>	<u>5.81%</u>	<u>6.92%</u>	<u>24.95%</u>				
<u>5 Year Change</u>	<u>-7.76%</u>	<u>-9.19%</u>	<u>-7.50%</u>	<u>-6.88%</u>				

Table 2. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy Achievement Gaps- Hispanic Scholars

<u>2017-2018</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>48.03%</u>		<u>48.08%</u>	
<u>Hispanic</u>	<u>12.50%</u>	<u>37.50%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>28.13%</u>	<u>19.90%</u>	<u>13.08%</u>	<u>35.00%</u>
<u>2018-2019</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>	
<u>Hispanic</u>	<u>20.00%</u>	<u>37%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>41.07%</u>	<u>8.93%</u>	<u>20.36%</u>	<u>29.64%</u>
<u>2019-2020</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>CV</u>		<u>CV</u>		<u>CV</u>		<u>CV</u>	
<u>Hispanic</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>
<u>2020-2021</u>								

	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>0.00%</u>		<u>50.00%</u>		<u>41.07%</u>		<u>39.90%</u>	
<u>Hispanic</u>	<u>0.00%</u>	<u>0%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>41.46%</u>	<u>-0.39%</u>	<u>13.82%</u>	<u>26.08%</u>

Table 3. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy Achievement Gaps- African-American Scholars

<u>2017-2018</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>48.03%</u>		<u>48.08%</u>	
<u>African-American</u>	<u>14.29%</u>	<u>12.33%</u>	<u>13.45%</u>	<u>36.55%</u>	<u>23.01%</u>	<u>25.02%</u>	<u>19.27%</u>	<u>28.81%</u>
<u>2018-2019</u>								
	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>	
<u>African-American</u>	<u>15.19%</u>	<u>34.81%</u>	<u>19.55%</u>	<u>30.45%</u>	<u>27.43%</u>	<u>22.57%</u>	<u>24.78%</u>	<u>25.22%</u>
<u>2019-2020</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>CV</u>		<u>CV</u>		<u>CV</u>		<u>CV</u>	
<u>African-American</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>
<u>2020-2021</u>								
	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>0.00%</u>		<u>50.00%</u>		<u>41.07%</u>		<u>39.90%</u>	
<u>African-American</u>	<u>6.33%</u>	<u>-6.33%</u>	<u>5.96%</u>	<u>44.04%</u>	<u>16.17%</u>	<u>24.90%</u>	<u>11.97%</u>	<u>27.93%</u>

Table 4. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy Achievement Gaps- Economically Disadvantaged Scholars

<u>2017-2018</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>48.03%</u>		<u>48.08%</u>	
<u>Econ. Dis.</u>	<u>14.77%</u>	<u>35.23%</u>	<u>14.12%</u>	<u>35.88%</u>	<u>22.91%</u>	<u>25.12%</u>	<u>19.35%</u>	<u>28.73%</u>

<u>2018-2019</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>	
<u>Econ. Dis.</u>	<u>16.84%</u>	<u>33.16%</u>	<u>20.21%</u>	<u>29.79%</u>	<u>25.21%</u>	<u>24.79%</u>	<u>22.33%</u>	<u>27.67%</u>

<u>2019-2020</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>CV</u>		<u>CV</u>		<u>CV</u>		<u>CV</u>	
<u>Econ. Dis.</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>

<u>2020-2021</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>0.00%</u>		<u>50.00%</u>		<u>41.07%</u>		<u>39.90%</u>	
<u>Econ. Dis.</u>	<u>5.81%</u>	<u>-5.81</u>	<u>6.92%</u>	<u>43.08%</u>	<u>14.66%</u>	<u>26.41%</u>	<u>11.15%</u>	<u>28.75%</u>

Table 5. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy Achievement Gaps- English Learners Scholars

<u>2017-2018</u>								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>48.03%</u>		<u>48.08%</u>	
<u>English Learners</u>	<u>16.67%</u>	<u>33.33%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>28.00%</u>	<u>20.03%</u>	<u>25.09%</u>	<u>22.99%</u>

<u>2018-2019</u>								
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	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>	
<u>English Learners</u>	<u>16.67%</u>	<u>33.33%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>42.55%</u>	<u>8.93%</u>	<u>38.59%</u>	<u>11.41%</u>
2019-2020								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>CV</u>		<u>CV</u>		<u>CV</u>		<u>CV</u>	
<u>English Learners</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>
2020-2021								
	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>0.00%</u>		<u>50.00%</u>		<u>41.07%</u>		<u>39.90%</u>	
<u>English Learners</u>	<u>0.00%</u>	<u>0%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>41.38%</u>	<u>-0.31%</u>	<u>37.62%</u>	<u>2.28%</u>

Table 6. ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy Achievement Gaps- Scholars with Disabilities

2017-2018								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>48.03%</u>		<u>48.08%</u>	
<u>Scholars w/Disabilities</u>	<u>11.11%</u>	<u>38.89%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>14.00%</u>	<u>34.03%</u>	<u>11.43%</u>	<u>36.65%</u>
2018-2019								
	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>		<u>50.00%</u>	
<u>Scholars w/Disabilities</u>	<u>5.56%</u>	<u>44.44%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>12.50%</u>	<u>37.50%</u>	<u>9.56%</u>	<u>40.44%</u>
2019-2020								

<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>CV</u>		<u>CV</u>		<u>CV</u>		<u>CV</u>	
<u>Scholars w/Disabilities</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>	<u>CV</u>
2020-2021								
<u>Element</u>	<u>Capital City Lighthouse Academy</u>	<u>Capital City Lighthouse Academy GAP</u>	<u>Pine Bluff Lighthouse Academy</u>	<u>Pine Bluff Lighthouse Academy GAP</u>	<u>Jacksonville Lighthouse Charter</u>	<u>Jacksonville Lighthouse Charter GAP</u>	<u>Arkansas Lighthouse Academies</u>	<u>Arkansas Lighthouse Academies</u>
<u>Caucasian</u>	<u>0.00%</u>		<u>50.00%</u>		<u>41.07%</u>		<u>39.90%</u>	
<u>Scholars w/Disabilities</u>	<u>0.00%</u>	<u>0%</u>	<u>0.00%</u>	<u>50.00%</u>	<u>10.61%</u>	<u>30.46%</u>	<u>7.30%</u>	<u>32.60%</u>

SMART Goal 2	Metric	Evaluation of Goal
On average, in Mathematics, grade level proficiency will increase at a higher rate than surrounding schools with similar demographics in Pulaski County over five years.	Scholars are achieving Ready or Exceeding on the state Math assessment.	<p>Arkansas Lighthouse Academies has not yet met SMART Goal 2.</p> <p>ALA scholars overall performance in Math in 2018-2019 was on track to meet the goals of the charter application. At Capital City and Jacksonville, the increases in performance surpassed the local school districts with Capital City increasing their proficiency by 12%, Jacksonville Lighthouse Elementary by 4%, Jacksonville Lighthouse Flightline by 14%, and Jacksonville Lighthouse High School decreasing by 1% and remaining 5% higher than the local high school. At Pine Bluff, the scores stagnated and gains were not made against the local school district. A leadership change was made for the 2020-2021 school year with the District Math Specialist taking over as principal. The Math Specialist supported all of the schools in the implementation and best practices of Eureka Math. The move was to raise math scores and overall performance through coaching and modeling. During the 2020-2021 school year, our hybrid model and personnel turnover resulted in less effective small-group math, response to intervention instruction, and Eureka Math use. In response to a future with scholars increasingly choosing to or having to learn from home, we have increased teacher training for technology and hired additional personnel to support scholars working from home and teachers delivering hybrid instruction. Also, we have Math Specialists on each campus to support best practice implementation. In addition to modeling,</p>

		<p>Math Specialists provide intervention for our highest need scholars. Additional support for all teachers is provided through weekly one-on-one coaching sessions with an instructional leader, regional PLC's, and school-based and informed professional development.</p> <p>The analysis of Jacksonville Lighthouse Charters shows that the decrease in scholars who met or exceeded readiness was less than the surrounding schools at Jacksonville Lighthouse Flightline Academy. The percentage change decrease for JLFA was 31% and for the surrounding school was 43%. At Jacksonville Lighthouse Elementary Academy and Jacksonville Lighthouse High School Academy the decreases were greater than the surrounding schools. The percentage change decrease at JLEA was 60% and for the three surrounding schools was 48%, 25%, and 56%. The percentage change decrease at JLHSA was 63% and for the surrounding school was 38%.</p> <p>The analysis of Capital City Lighthouse Charter shows that the decrease in scholars who met or exceeded readiness was less than the surrounding schools. The percentage change decrease for CCLC was 50% and for the two surrounding schools was 63% and 64%.</p> <p>The analysis of Pine Bluff Lighthouse Charters shows that the decrease in scholars who met or exceeded readiness was less than the surrounding schools at Pine Bluff Lighthouse Middle School Academy. The percentage change decrease for PBLMSA was 33% and for the local school was 68%. At Pine Bluff Lighthouse Elementary, the decrease was greater than the surrounding schools. The percentage change decrease for PBLEA was 75% and for the surrounding schools was 73% and 59%.</p>
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Table 10. Capital City Lighthouse Charter and Surrounding Schools Percentage Change Comparison for ACT Aspire Math Readiness

	Capital City Lighthouse Elementary Academy	Boone Park Elementary	Seventh Street Elementary					
Element	Math Readiness on ACT Aspire							
2017-2018	16%	30%	13%					
2018-2019	28%	29%	20%					

2019-2020	CV	CV	CV					
2020-2021	8%	11%	4%					
Percentage Change In Performance	-50%	-63%	-64%					

Table 11. Pine Bluff Lighthouse Charter and Surrounding Schools Percentage Change Comparison for ACT Aspire Math Readiness

	Pine Bluff Lighthouse Charter	Pine Bluff School District		Pine Bluff Lighthouse Charter	Pine Bluff School District			
	Pine Bluff Lighthouse Elementary Academy	Thirty-Fourth St. Elementary	Broadmoor Elementary	Pine Bluff Lighthouse Middle School Academy	Jack Robey Middle School			
Element	Math Readiness on ACT Aspire							
2017-2018	24%	30%	17%	9%	19%			
2018-2019	25%	28%	16%	8%	15%			
2019-2020	CV	CV	CV	CV	CV			
2020-2021	6%	8%	7%	6%	6%			
Percentage Change In Performance	-75%	-73%	-59%	-33%	-68%			

Table 12. Jacksonville Lighthouse Charter and Surrounding Schools Percentage Change Comparison for ACT Aspire Math Readiness

	Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District			Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District	Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District
	Jacksonville Lighthouse Elementary Academy	Murrell Taylor Elementary	Pinewood Elementary	Warren Dupree Elementary	Jacksonville Lighthouse Flightline Academy	Jacksonville Middle School	Jacksonville Lighthouse High School Academy	Jacksonville High School
Element	Math Readiness on ACT Aspire							
2017-2018	30%	31%	45%	21%	54%	28%	19%	16%
2018-2019	34%	20%	43%	16%	68%	20%	18%	13%
2019-2020	CV	CV	CV	CV	CV	CV	CV	CV
2020-2021	12%	16%	20%	16%	37%	16%	7%	10%

Percentage Change In Performance	-60%	-48%	-25%	-56%	-31%	-43%	-63%	-38%

Table 7. Capital City Lighthouse Charter and Surrounding Schools Demographics for 2018 and 2021

	<u>Capital City Lighthouse Charter</u>	<u>North Little Rock School District</u>						
	<u>Capital City Lighthouse Elementary Academy</u>	<u>Boone Park Elementary</u>	<u>Seventh Street Elementary</u>					
Element	2017-2018							
<u>African-American</u>	<u>92%</u>	<u>88%</u>	<u>90%</u>					
<u>Hispanic</u>	<u>5%</u>	<u>6%</u>	<u>6%</u>					
<u>White</u>	<u>1%</u>	<u>4%</u>	<u>3%</u>					
<u>English Learners</u>	<u>2%</u>	<u>3%</u>	<u>4%</u>					
<u>Low Income</u>	<u>77%</u>	<u>97%</u>	<u>96%</u>					
<u>Special Education</u>	<u>5%</u>	<u>16%</u>	<u>16%</u>					
Element	2020-2021							
<u>African-American</u>	<u>89%</u>	<u>83%</u>	<u>89%</u>					
<u>Hispanic</u>	<u>4%</u>	<u>8%</u>	<u>5%</u>					
<u>White</u>	<u>3%</u>	<u>6%</u>	<u>3%</u>					
<u>English Learners</u>	<u>2%</u>	<u>8%</u>	<u>4%</u>					
<u>Low Income</u>	<u>76%</u>	<u>98%</u>	<u>96%</u>					
<u>Special Education</u>	<u>9%</u>	<u>21%</u>	<u>20%</u>					

Table 8. Pine Bluff Lighthouse Charters and Surrounding Schools Demographics for 2018 and 2021

	<u>Pine Bluff Lighthouse Charter</u>	<u>Pine Bluff School District</u>		<u>Pine Bluff Lighthouse Charter</u>	<u>Pine Bluff School District</u>			
	<u>Pine Bluff Lighthouse Elementary Academy</u>	<u>Thirty-Fourth St. Elementary</u>	<u>Broadmoor Elementary</u>	<u>Pine Bluff Lighthouse Middle School Academy</u>	<u>Jack Robey Middle School</u>			

Element	2017-2018				
African-American	96%	98%	97%	94%	96%
Hispanic	1%	1%	1%	0%	1%
White	2%	0%	1%	3%	2%
English Learners	1%	0%	1%	0%	1%
Low Income	91%	91%	94	92%	82%
Special Education	5%	13%	12%	17%	15%
Element	2020-2021				
African-American	96%	97%	96%	96%	96%
Hispanic	1%	1%	1%	1%	1%
White	3%	0%	1%	3%	1%
English Learners	1%	1%	1%	1%	1%
Low Income	93%	91%	81%	93%	81%
Special Education	7%	11%	15%	7%	15%

Table 9. Jacksonville Lighthouse Charters and Surrounding Schools Demographics for 2018 and 2021

	Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District			Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District	Jacksonville Lighthouse Charter	Jacksonville North Pulaski School District
	Jacksonville Lighthouse Elementary Academy	Murrell Taylor Elementary	Pinewood Elementary	Warren Dupree Elementary	Jacksonville Lighthouse Flightline Academy	Jacksonville Middle School	Jacksonville Lighthouse High School Academy	Jacksonville High School
Element	2017-2018							
African-American	64%	66%	57%	58%	37%	54%	64%	57%
Hispanic	10%	8%	8%	9%	10%	6%	9%	5%
White	24%	22%	26%	24%	48%	34%	21%	33%
English Learners	6%	2%	3%	5%	0%	3%	5%	2%
Low Income	75%	88%	84%	85%	34%	81%	61%	57%
Special Education	7%	19%	10%	12%	6%	17%	8%	13%
Element	2020-2021							
African-American	73%	64%	56%	56%	48%	56%	75%	59%
Hispanic	8%	8%	7%	13%	10%	9%	7%	7%

<u>White</u>	<u>16%</u>	<u>21%</u>	<u>28%</u>	<u>23%</u>	<u>40%</u>	<u>32%</u>	<u>15%</u>	<u>30%</u>
<u>English Learners</u>	<u>6%</u>	<u>5%</u>	<u>4%</u>	<u>10%</u>	<u>2%</u>	<u>4%</u>	<u>3%</u>	<u>3%</u>
<u>Low Income</u>	<u>63%</u>	<u>88%</u>	<u>84%</u>	<u>85%</u>	<u>24%</u>	<u>81%</u>	<u>46%</u>	<u>57%</u>
<u>Special Education</u>	<u>10%</u>	<u>26%</u>	<u>13%</u>	<u>16%</u>	<u>7%</u>	<u>17%</u>	<u>12%</u>	<u>15%</u>

SMART Goal 3	Metric	Evaluation of Goal
Average scholar growth on NWEA at the school will meet or exceed the national average for scholar growth in Reading and Math.	50% of grade levels average scholar growth will exceed the national average, 50th percentile, for growth.	<p>Arkansas Lighthouse Academies has not yet met SMART Goal 3.</p> <p>Although ALA scholars did not meet the growth target, the analysis below brings light to the momentum campuses began to see pre-covid. In each of our schools, as previously discussed, we had begun to capitalize on the understanding of how strategic small group instruction could exponentially support the academic growth of our students. Additional classroom personnel for delivering small group instruction and response to intervention were provided in all schools. Because there was an identification of a greater need at our Capital City and Pine Bluff campuses, additional measures were put in place to support the needs of those school communities. Capital City has developed a strategic partnership with Solution Tree to implement PLCs and EdElements for Personalized learning. We understood that teacher development was at the heart of moving growth for our scholars. Pre-covid, the partnership supported the advancement of teacher knowledge allowing with the intention of creating strong, sustainable practices of instruction and support. As previously discussed, there was also a need for a personal shift at our Pine Bluff campus to ensure proper leadership of targeted initiatives and support. The new leader at Pine Bluff also received the PLC training and is implementing PLCs for those teachers in the same way at our Pine Bluff campus. In addition to classroom personnel, our schools added a Reading and Math Specialist and instructional coaches based on state and formative assessment data and school need. These additional supports focus on teacher capacity and the specialists provide direct scholar interventions.</p>

		<p>The analysis below for Arkansas Lighthouse Academies shows that in 2017-2018 the growth goal was met or exceeded by Kindergarten in Math and Reading and in First Grade in Math. In 2018-2019, the goal was met or exceeded by Kindergarten in Math and Reading, Third Grade in Reading, Fourth Grade in Reading, and Seventh Grade in Math. None of the grades met or exceeded the goal in 2020-2021.</p> <p>The analysis below for Jacksonville Lighthouse Charters shows that in 2017-2018 the growth goal was met or exceeded by Kindergarten, First, Second, and Seventh Grade in Reading. In 2018-2019, the goal was met or exceeded by Third Grade in Math and Reading, Fourth Grade in Reading, Fifth Grade in Math, and Sixth Grade in Math. None of the grades met or exceeded the goal in 2020-2021.</p> <p>The analysis below for Capital City Lighthouse Charter shows that in 2017-2018 the growth goal was met or exceeded by Kindergarten and First Grade in Reading. In 2018-2019, the goal was met or exceeded by Kindergarten in Reading. In 2020-2021, the goal was met or exceeded by Fourth Grade in Reading. .</p> <p>The analysis below for Pine Bluff Lighthouse Charters shows that in 2017-2018 the growth goal was met or exceeded by Kindergarten in Reading and in First Grade in Math and Reading. None of the grades met or exceeded the goal in 2018-2019 or 2020-2021.</p>
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Table 10. All Schools NWEA Student Growth Percentile for 2017-2018

2017-2018								
Element	Capital City Lighthouse Charter		Pine Bluff Lighthouse Charter		Jacksonville Lighthouse Charter		Arkansas Lighthouse Academies	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Kindergarten	21st	66th	44th	55th	37th	62nd	53rd	51st
First	38th	51st	53rd	67th	16th	64th	51st	46th
Second	15th	20th	20th	25th	37th	67th	26th	46th
Third	13th	21st	12th	15th	24th	37th	23rd	35th
Fourth	1st	3rd	9th	3rd	15th	21st	34th	32nd
Fifth	3rd	1st	8th	5th	40th	40th	36th	40th
Sixth			3rd	8th	42nd	39th	40th	38th
Seventh			3rd	8th	31st	55th	27th	36th

<u>Eighth</u>			<u>6th</u>	<u>26th</u>	<u>35th</u>	<u>40th</u>	<u>30th</u>	<u>48th</u>
*National Average is 50th Percentile								

Table 11. All Schools NWEA Student Growth Percentile for 2018-2019

2018-2019								
Element	Capital City Lighthouse Charter		Pine Bluff Lighthouse Charter		Jacksonville Lighthouse Charter		Arkansas Lighthouse Academies	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
<u>Kindergarten</u>	<u>19th</u>	<u>59th</u>	<u>9th</u>	<u>23rd</u>	<u>48th</u>	<u>44th</u>	<u>50th</u>	<u>50th</u>
<u>First</u>	<u>8th</u>	<u>25th</u>	<u>28th</u>	<u>31st</u>	<u>37th</u>	<u>31st</u>	<u>41st</u>	<u>39th</u>
<u>Second</u>	<u>8th</u>	<u>12th</u>	<u>25th</u>	<u>33rd</u>	<u>32nd</u>	<u>42nd</u>	<u>32nd</u>	<u>42nd</u>
<u>Third</u>	<u>7th</u>	<u>6th</u>	<u>7th</u>	<u>3rd</u>	<u>51st</u>	<u>58th</u>	<u>45th</u>	<u>51st</u>
<u>Fourth</u>	<u>16th</u>	<u>16th</u>	<u>8th</u>	<u>21st</u>	<u>44th</u>	<u>51st</u>	<u>38th</u>	<u>52nd</u>
<u>Fifth</u>	<u>1st</u>	<u>1st</u>	<u>7th</u>	<u>9th</u>	<u>60th</u>	<u>42nd</u>	<u>42nd</u>	<u>47th</u>
<u>Sixth</u>			<u>1st</u>	<u>4th</u>	<u>71st</u>	<u>41st</u>	<u>51st</u>	<u>40th</u>
<u>Seventh</u>			<u>2nd</u>	<u>10th</u>	<u>39th</u>	<u>45th</u>	<u>36th</u>	<u>45th</u>
<u>Eighth</u>			<u>2nd</u>	<u>15th</u>	<u>44th</u>	<u>40th</u>	<u>42nd</u>	<u>44th</u>
*National Average is 50th Percentile								

Table 12. All Schools NWEA Student Growth Percentile for 2019-2020

2019-2020								
Element	Capital City Lighthouse Charter		Pine Bluff Lighthouse Charter		Jacksonville Lighthouse Charter		Arkansas Lighthouse Academies	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
<u>Kindergarten</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>First</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Second</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Third</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Fourth</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Fifth</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Sixth</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Seventh</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
<u>Eighth</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>	<u>Covid</u>
*National Average is 50th Percentile								
** Scholars did not take the Spring NWEA Assessment; therefore, there are no Growth Scores available for comparison.								

Table 13. All Schools NWEA Student Growth Percentile for 2020-2021

<u>2020-2021</u>								
<u>Element</u>	<u>Capital City Lighthouse Charter</u>		<u>Pine Bluff Lighthouse Charter</u>		<u>Jacksonville Lighthouse Charter</u>		<u>Arkansas Lighthouse Academies</u>	
	<u>Math</u>	<u>Reading</u>	<u>Math</u>	<u>Reading</u>	<u>Math</u>	<u>Reading</u>	<u>Math</u>	<u>Reading</u>
<u>Kindergarten</u>	<u>40th</u>	<u>27th</u>	<u>23rd</u>	<u>16th</u>	<u>16th</u>	<u>10th</u>	<u>22nd</u>	<u>13th</u>
<u>First</u>	<u>42nd</u>	<u>37th</u>	<u>26th</u>	<u>43rd</u>	<u>27th</u>	<u>12th</u>	<u>27th</u>	<u>14th</u>
<u>Second</u>	<u>21st</u>	<u>16th</u>	<u>5th</u>	<u>4th</u>	<u>38th</u>	<u>48th</u>	<u>21st</u>	<u>20th</u>
<u>Third</u>	<u>13th</u>	<u>23rd</u>	<u>22nd</u>	<u>26th</u>	<u>35th</u>	<u>47th</u>	<u>22nd</u>	<u>34th</u>
<u>Fourth</u>	<u>15th</u>	<u>61st</u>	<u>6th</u>	<u>25th</u>	<u>23rd</u>	<u>28th</u>	<u>16th</u>	<u>35th</u>
<u>Fifth</u>	<u>30th</u>	<u>33rd</u>	<u>24th</u>	<u>24th</u>	<u>16th</u>	<u>38th</u>	<u>24th</u>	<u>37th</u>
<u>Sixth</u>			<u>24th</u>	<u>16th</u>	<u>43rd</u>	<u>37th</u>	<u>43rd</u>	<u>33rd</u>
<u>Seventh</u>			<u>24th</u>	<u>31st</u>	<u>40th</u>	<u>42nd</u>	<u>29th</u>	<u>38th</u>
<u>Eighth</u>			<u>27th</u>	<u>22nd</u>	<u>46th</u>	<u>45th</u>	<u>36th</u>	<u>48th</u>

***National Average is 50th Percentile**

SMART Goal 4	Metric	Evaluation of Goal
An average of 95% over a five-year period of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years	An average of 95% of scholars receive a High School Diploma from JLCS-CPA over a five-year time span	Arkansas Lighthouse Academies met SMART goal 4. Through the work facilitated by the Director of College and Career Advising (DCCA), ALA has successfully graduated 100% of scholars in three of the last four years. Senior advisers provide daily academic support, and the DCCA routinely meets with each senior to ensure they are on track and complete the work needed to graduate. Moving forward, the DCCA has created a graduation requirements checklist to use as a tool to track scholars (along with TRIAND). Juniors and seniors have received training on how to review their graduation requirements and current status. They will be supported throughout the year, and especially at the end of each semester. The DCCA has also completed an audit for 10th-12th grade scholars to identify scholars at risk of not graduating. Each at-risk scholar has a strict personalized graduation success plan monitored by the DCCA, scholar, and family.

Table 14. Jacksonville Lighthouse Charter Graduation Rate in four years percentage, 2018-2021

Element	2018	2019	2020	2021
Jacksonville Lighthouse Charter	98%	100%	100%	100%

SMART Goal 5	Metric	Evaluation of Goal
An average of 95% of the seniors over a 5-year period will receive an acceptance letter to at least one four-year institution.	95% of scholars will receive at least one acceptance letter to a four-year institution over a 5-year period.	<p>Arkansas Lighthouse Academies met SMART Goal 5.</p> <p>The Director of College and Career Advising for Jacksonville Lighthouse Charter supports scholars to identify the four-year institutions that are the best fit based on future career plans, financial aid opportunities, and scholar personality.</p> <p>In 2021, Jacksonville Lighthouse Charter saw 87% of scholars apply and receive an acceptance letter. Three scholars graduated in the summer and had not been accepted to a four-year institution. An additional three scholars chose to pursue a career in the military or career training and did not receive an acceptance letter.</p> <p>In 2018, Jacksonville Lighthouse Charter saw 97% of scholars apply and receive an acceptance letter. One scholar did not graduate and did not receive an acceptance letter.</p> <p><u>*See Appendix B for 2020 Acceptance Letters</u></p>

Table 15. Jacksonville Lighthouse Charter Senior four-year institution acceptance letter percentage, 2018-2021

Element	2018	2019	2020	2021
Jacksonville Lighthouse Charter	97%	100%	100%	87%

Table 16. Number of Seniors Accepted to Each College or University Class of 2020-2021

College/University	Number of Accepted Scholars
Allen University	1
Arkansas State University	4
Arkansas State University-Beebe	4
Arkansas Tech University	11
Baptist University	1
Belhaven University	1
Drury University	1
East Los Angeles College	1
Full Sail University	1
Grambling State University	1
Hardin Simmons University	1
Harding University	2
Henderson State University	1
Hendrix College	2
Jackson State University	1
Lane College	2
Langston University	1
Lone Star College	1
Los Angeles City College	1
Los Angeles College Community District	1
Los Angeles Harbor College	1
Los Angeles Mission College	1
Los Angeles Pierce College	1
Los Angeles Southwest College	1
Los Angeles Trade-tech college	1
Los Angeles Valley College	1
Miami Dade College	1
Millsaps College	1
Missouri State University	1
Mt. San Antonio Community College	1
Murray State University	1
Paul Mitchell	1

Philander Smith College	8
Purdue Global	1
Rice University	1
Rockhurst University	1
Southern Arkansas University Tech	1
Southern Illinois University	2
Texas Southern University	1
Tuskegee University	1
UA-Pulaski Technical College	26
University of Arkansas at Pine Bluff	11
University of Arkansas at Fayetteville	6
University of Arkansas at Little Rock	6
University of Central Arkansas	6
University of Houston	2
University of Houston-Clearlake	1
University of Houston-Downtown	1
University of Mary Hardin-Baylor	1
University of Memphis	4
University of Tampa	1
University of Texas in Arlington	1
University of the Ozarks	1
West Los Angeles College	1
Centre College	1
Randolph College	1

137 Total

SMART Goal 6	Metric	Evaluation of Goal
The charter will increase science proficiency by 8% on the state assessment over a 5-year time span.	Scholars are achieving Ready or Exceeding on the State Science Assessment.	Arkansas Lighthouse Academies did not meet SMART Goal 6. ALA scholars were on pace to meet the charter goals. However, performance remained low. During the 2021-2022 school year, the charter adopted STEMscopes across the board to support consistent, rigorous science instruction and labs. Also, to support

		<p>interests in the sciences overall, all schools have K-8 computer science teachers and receive computer science instruction.</p> <p>Arkansas Lighthouse Academies saw a decrease in performance from 23% in 2017-2018 to 14% in 2020-2021, a difference of 9%. Achievement at all schools increased from 23% in 2017-2018 to 28% in 2018-2019.</p> <p>The analysis below shows that Jacksonville Lighthouse Charters saw a decrease in performance from 28% in 2017-2018 to 14% in 2020-2021, a difference of 18%. Achievement at Jacksonville Lighthouse Charters increased from 28% in 2017-2018 to 33% in 2018-2019.</p> <p>The analysis below shows that Capital City Lighthouse Charters saw a decrease in performance from 13% in 2017-2018 to 5% in 2020-2021, a difference of 8%. Achievement at Capital City Lighthouse Charters increased from 13% in 2017-2018 to 16% in 2018-2019.</p> <p>The analysis below shows that Pine Bluff Lighthouse Charters saw a decrease in performance from 13% in 2017-2018 to 8% in 2020-2021, a difference of 5%. Achievement at Pine Bluff Lighthouse Charters increased from 13% in 2017-2018 to 17% in 2018-2019.</p>
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Table 16. All Schools Science Proficiency Percentage Change for ACT Aspire Science Readiness

Element	Capital City Lighthouse Charter	Pine Bluff Lighthouse Charter	Jacksonville Lighthouse Charter	Arkansas Lighthouse Academies
2017-2018	13%	13%	28%	23%
2018-2019	16%	17%	33%	28%
2019-2020	CV	CV	CV	CV
2020-2021	5%	8%	18%	14%
Change in Proficiency	-8%	-5%	-10%	-9%

Section 4: New Goals

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

Smart Goals			
Goal	Assessment Instrument For Measuring Performance	When Attainment of Goal will be Assessed	Strategies
Arkansas Lighthouse Academies will increase Math and Science proficiency by 2% every year and will decrease the percentage of scholars in need of support by 5% every year for a total of 25% over five years.	NWEA Math and Science Assessment will be used to monitor scholar growth State Assessment Math State Assessment Science	NWEA Math and Science Assessment will be used to monitor scholar growth three times a year.	<ul style="list-style-type: none"> ● Just Right Instruction approach will require scholars and teachers to routinely and accurately address growth opportunities through personalized learning experiences. ● Data Driven Instructional grade level meetings focused on exit ticket data and instructional strategies for mastery of standards. ● AgriSTEM focus in Pine Bluff will be leveraged to increase performance across the charter. ● Partnerships and experiences rooted in a STEAM framework ● Academic Interventionists will provide additional support to scholars in need of additional support. ● Ongoing professional development for teachers.
Arkansas Lighthouse Academies will increase Reading proficiency by 3% each year and will decrease the percentage of scholars in	NWEA Reading will be used to monitor scholar growth State Assessment Reading State Assessment	NWEA- three times a year	<ul style="list-style-type: none"> ● Our approach will require scholars and teachers to routinely and accurately address growth opportunities through personalized learning experiences.

<p>need of support by 6% each year for a total of 30% in five years.</p>	<p>MClass to monitor K - 2</p>	<p>MClass - three times a year - additional progress monitoring as needed between assessment rounds.</p>	<ul style="list-style-type: none"> • The Primary Promise focus across the charter in K-2 will lead to increased proficiency in grades 3-12. • Ongoing professional development and coaching focused on the science of reading • Reading Specialists will be certified RISE Trainers in every building. • Targeted Response to Intervention
<p>Arkansas Lighthouse Academies scholars, families, and community stakeholders, the ALA ecosystem, express an average of 85% satisfaction with the Cultural Competency Program and AgriSTEM, Public Service, or Social Entrepreneurship in each of the next five years.</p>	<p>Survey</p>	<p>Quarterly administered engagement and program satisfaction surveys Partner contracts or participation in ALA programs</p>	<p>Our approach will facilitate opportunities for community members, families, and organizations to engage in meaningful activities with ALA scholars and schools. The ALA Cultural Competency Program provides a common access point for partners locally and nationally to rally support for ALA scholars and schools. The focus areas of AgriSTEM, Public Service, and Social Entrepreneurship provide clarity for all stakeholders to partner with scholars and schools in strategic learning experiences.</p>
<p>Arkansas Lighthouse Academies will retain an average of 85% of scholars over five years.</p>		<p>eSchool enrollment each year with check-ins each semester</p>	<p>Our approach places scholars at the center of education by engaging them in meaningful learning, embracing their ideas, and empowering them to take action and use their voices to shape the culture and environment of ALA.</p>
<p>Arkansas Lighthouse Academies staff will have 85% licensed staff or actively in the process of being licensed by the end of the next five years</p>		<p>Arkansas Lighthouse Academies Certification and Credentials Tracker AELS</p>	<p>Providing staff opportunities to get certified through the ALA Crossing the Finish Line program. ALA's Assessment and Licensure Coordinator supports staff to maintain, renew, and achieve certification.</p>

<p>Arkansas Lighthouse Academies will have an average of 95% of scholars graduate and enroll in a post-secondary education opportunity or career pathway.</p>		<p>Fall check-ins with the ALA Spring Graduating Class</p> <p>Scholar Success Plans include Education and Career checkpoints, internships, and additional support aligned to the scholar's vision.</p>	<p>Director of College and Career Advising coordinates with high school staff to support checkpoint check-ins, ALA stakeholders for internships, and scholars to design additional supports.</p>
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Section 5: Waivers

Existing Waivers

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

Waiver #1 Topic	Statutes/Standards/Rules	Rescind or Continue Waiver
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See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced scholar learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
If the waiver is for a scholar service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of scholars are being met.		

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Waiver #2 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

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

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

Waiver #3 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

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

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

Waiver #4 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced scholar learning opportunities, promoted innovation, or increased equitable access to effective teachers.</p>		
Empty space for explanation		

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

Waiver #5 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

<p>Explain how the above waiver has enhanced scholar learning opportunities, promoted innovation, or increased equitable access to effective teachers.</p>

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

Waiver #6 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced scholar learning opportunities, promoted innovation, or increased equitable access to effective teachers.		
Empty space for explanation		

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

Waiver #7 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
See Appendix B		<input type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

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

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

New Waivers

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

Waiver Topic	Statutes/Standards/Rules	Rationale
<p>See Appendix A for Waiver requests with Rationale.</p>		

Section 7: Amendment Requests

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

	Topic	Rationale

1	Change focus area within all schools	The charter is requesting approval of change to the area of focus from Arts Infusion to Agri-STEM, Public Service, and Social Entrepreneurship within schools.
2		
3		
4		

5		
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Section 8: Desegregation Analysis

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

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

I. Jefferson County Desegregation Analysis

Pine Bluff Lighthouse Academy comprises an Elementary Academy that serves grades OK-4 and a Middle School Academy that serves grades 6-8. Pine Bluff Lighthouse Academy is located in Jefferson County and within Pine Bluff School District (PBSD). PBLA expects to continue to obtain most of its scholars from within the boundaries of PBSD, and Watson Chapel School District (WCSD), as well as a smaller number of scholars who live within the boundaries of the White Hall School District (WHSD). It may also enroll some scholars who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the requested renewal would have on the efforts of the PBSD, WCSD, WHSD and other Jefferson County School Districts, to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. PBLA is required by Ark. Code Ann. §6-23-106 to carefully review the potential impact that the renewal would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In carefully reviewing the potential impact that PBLA's charter renewal would have upon the efforts of the Pine Bluff School District and its contiguous districts to comply with court and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that the Pine Bluff and Watson Chapel School districts either are or have been subject to federal court orders to create and maintain a unitary system of desegregated public schools. The White Hall School District is not currently, nor has it ever been, under a federal District Court desegregation order. PBLA would also note that, pursuant to a listing maintained by the Arkansas Department of Education, neither the Pine Bluff nor Watson Chapel School districts have requested an exemption from the Arkansas School Choice Act based upon conflict with a current desegregation order. As an open-enrollment public charter school, PBLA must be

race-neutral and non-discriminatory in its scholar selection and admission processes, and its continued operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state. Finally, PBLA would show that nothing in any existing federal District Court desegregation order affecting the Pine Bluff and Watson Chapel School Districts contains any proscriptions or restrictions concerning the renewal of a charter for an open-enrollment public charter school within the boundaries of the Pine Bluff School District.

II. Pulaski County Schools Desegregation Analysis

Arkansas Lighthouse Academies (ALA) is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its renewal charter 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. ALA currently operates four (4) campuses in Pulaski County, three (3) of which are located in Jacksonville within the boundaries of the Jacksonville-North Pulaski School District (JNPSD): Elementary Academy (Grades K-6); Flightline Middle School Academy (Grades 5-8), which is located on the Little Rock Air Force Base., and the High School Academy (Grades 9-12). The Capital City Lighthouse Elementary Academy is contained in North Little Rock within the boundaries of the North Little Rock School District (NLRSD). In conducting its review, ALA 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 to 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, ALA’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 ALA’s requested charter renewal could impact LRSD’s unitary status. To be clear, ALA’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, ALA believes that its request to obtain a renewal of open-enrollment public charter shall have no negative effects on the efforts of the PCSSD and JNPSD to attain unitary status.

III. Data

According to the 2020-2021 third-quarter Average Daily Membership enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 20,501 students, of which approximately 61.3% were African American; 19.5% were White, and 15.9% were Hispanic. NLRSD's student population was 7,550 students, of which approximately 60% were African American; 26.6% were White, and 10.2% were Hispanic. PCSSD's student population was 11,355 students, of which approximately 44.7% were African American; 39.4% were White, and 9.7% were Hispanic. JNPSD's student population was 3,725 students, of which approximately 53.8% were African American; 34.3% were White, and 7.8% were Hispanic. ALA's student population at its Pulaski County campuses was 944 students, of which approximately 74.7% were African American; 16.9% were White, and 7.3% were Hispanic. Under Ark. Code Ann. §6-23-306(6)(A), ALA must continue to be race-neutral and non-discriminatory in its student selection and admission process.

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

IV. Conclusion

ALA 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 application to continue to operate open-enrollment public charter school campuses within the geographic boundaries of the JNPSD and NLRSD.

Appendix B: Arkansas Lighthouse Academies Waiver Requests

Waivers Requested

1. Board of Directors	Continue	Rescind	Rationale
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Ark. Code Ann. §§			<p>ALA seeks exemptions from these portions of the Education Code concerning school board operations. ALA is requesting this waiver from these statutes to ensure that there is no confusion as to the applicability of the statutes to the governance structure of ALA's charter. ALA also seeks a waiver that would allow school board members to attend meetings via teleconference or electronic communication with no loss of quorum or voting privileges, including the ability to participate in executive sessions. This waiver would permit ALA to attract high quality board members who are career professionals, but who are located in various parts of the state and are not always able to attend our board meetings in person. ALA's board meetings are open to the public (both in-person and virtually), and are recorded as required by law. The rationale for the waiver request of Ark. Code Ann. §6-13-621 is that the statute is inapplicable to open enrollment public charter schools, as it concerns a school district's ability to convey sixteenth section lands.</p>
6-13-608	X		ALA wishes to continue the waiver to

			retain the ability to set the length of board members' terms in accordance with our governance model.
6-13-611	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-612(c)	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-615	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-616	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-619(c) – (d)	X		ALA also seeks a waiver that would allow school board members to attend meetings via teleconference or electronic communication with no loss of quorum or voting privileges, including the ability to participate in executive sessions. This waiver would permit ALA to attract high quality board members who are career professionals, but who are located in various parts of the state and are not always able to attend our board meetings in person. ALA's board meetings are open to the public (both in-person and virtually), and are recorded as

			required by law.
6-13-620	X		
6-13-621	X		

1. Board of Directors	Continue	Rescind	Rationale
6-13-630	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-631	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-634	X		ALA wishes to continue the waiver to retain the ability to fill vacancies in accordance with our governance model.
6-13-635	X		ALA wishes to continue the waiver to retain the ability to continue to utilize our current compensation model.

2. Class Size and Teaching Load	Continue	Rescind	Rationale
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Ark. Code Ann. § 6-17- 812	X		ALA wishes to continue its waivers in this area, as there may occasionally be times when its enrollment necessitates the need to go over class size and/or teaching load amounts. If the waiver is utilized, ALA will not exceed the regulatory requirements by more than five (5) students per class or daily teaching load.
Standard 1-A.5	X		
DESE Rules Governing Class Size and Teaching Load	X		

3. Superintendent	Continue	Rescind	Rationale
Ark. Code Ann. §§			

6-13-109	X		<p>ALA dose not utilize individuals who are termed Superintendent and Principal to administer its schools. ALA is led by Ms. LaShawnDa Noel, who carries the title of Executive Director of Arkansas. In her role, Ms. Noel exercises administrative authority over all of ALA's campuses. The various building leaders who exercise administrative authority at a local, campus level similarly may not carry the title Principal or something similar. Due to ALA's unique administrative structure, it wishes to continue this waiver; the current administrative structure provides, and has always</p>
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3. Superintendent	Continue	Rescind	Rationale
			<p>provided, the required administrative oversight and support while maintaining the fidelity of its academic and governance model. The continuance of these waivers will also allow ALA to continue to hire the person it believes is the best fit for its model, even if that person does not hold Arkansas licensure. ALA will continue to seek to hire individuals with the required Arkansas licensure, and to put those who do not possess such licensure on a pathway to attain it.</p>
6-17-427	X		
Standards 4-B.1, 4-B.2	X		
DESE Rules Governing Superintendent Mentoring	X		

4. Library Media	Continue	Rescind	Rationale
Ark. Code Ann. §			<p>The school will offer library media services through classroom libraries and an application that will provide students access to thousands of online books. The nature of our educational program is such that it will continue to offer library media resources through online and classroom resources, and not necessarily through a full-time, licensed library media specialist. We will continue to teach the required library media standards through embedding the material in another course or courses.</p>
6-25-103	X		
6-25-104	X		

Standards 4-F.1, 4-F.2, 2- D.1	X		
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5. Principal	Continue	Rescind	Rationale
Ark. Code Ann. § 6-17-302	X		For a detailed rationale for this waiver, please see our response to Waiver Request #3 (Superintendent), above.
Standards 4-C.1, 4-C.2	X		

6. Teacher Pay	Continue	Rescind	Rationale
Ark. Code Ann. §§			We wish to continue these waivers in order to pay our teachers at level that we believe provides for fair and reasonable compensation, but is not constrained to the “step” salary schedule mandated by Arkansas law. We will post our compensation plan to our website (please also see the Rationale under Waiver Request #9 (Personnel Policies), below.

6-17-807	X		
6-17-2401, et seq.	X		

7. Teacher Licensure	Continue	Rescind	Rationale
Ark. Code Ann. §§			As stated previously, ALA wishes to continue to possess the ability to hire qualified but unlicensed teachers if they are deemed to be the best fit for the position. We will continue to seek to hire Arkansas-licensed teachers first. ALA provides all unlicensed teachers with comprehensive training and support to enable such teachers to provide quality instructional delivery to their students. We will continue to work with any unlicensed teacher hired to put him or her on a path towards licensure. We will ensure that our teachers meet the Arkansas Qualified Teacher requirements, as necessary. All Special Education teachers will be fully licensed.

7. Teacher Licensure	Continue	Rescind	Rationale
6-15-1004	X		

6-17-309	X		
6-17-401	X		
6-17-902	X		
6-17-908	X		
6-17-919	X		
Standard 4-D.1	X		
DESE Rules Governing Educator Licensure, Section 7 only	X		We request a waiver of the DESE Rules Governing Educator Licensure (Section 7 only) to allow us to use licensed educators out of their licensed area, if necessary.

8. School Counselor / Counseling Plan	Continue	Rescind	Rationale
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Ark. Code Ann. §§			The school will offer a comprehensive school counseling program that fully meets the requirements of Arkansas law, but seeks to maintain flexibility in hiring a certified guidance counselor. The school will continue to make efforts to do so but if efforts are not successful, the school will contract with a counseling center to provide the support required for implementation of the program. The school will hire a Social and Emotional Intelligence coordinator who will maintain required certifications in this area.
6-18-2003(a)(2)(A)	X		
6-18-2004		X	ALA seeks to rescind.
Standards 2-C.1		X	ALA seeks to rescind.
Standards 4-E.1, 4-E.2	X		

9. Personnel Policies	Continue	Rescind	Rationale
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Ark. Code Ann. §§			ALA seeks a waiver from this portion of the Educational Code to the extent
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9. Personnel Policies	Continue	Rescind	Rationale
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			<p>that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non instructional duties per week. ALA requests that the time be increased to two hundred forty (240) minutes. This waiver request would allow us to utilize our teachers to perform both instructional and non instructional duties to achieve efficient and economical operation of the school. Applicant requests this waiver to be able to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work, but not during the students' instructional day (i.e., during a time range of 7am-8am or 4pm to 5pm). Applicant requests a waiver to allow it to effectively utilize its staff in making assignments for duty free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request the ability to use the time in a manner that will address our staffing needs. We will continue to constantly monitor our usage of these waivers to avoid teacher stress and burnout.</p>
6-17-114 – Planning Period	X		As needed

6-17-111 – Duty-Free Lunch Period	X		As needed
6-17-117 – Non Instructional Duties	X		As needed
6-17-201(c) – Requirements	X		
6-17-203 – Committee for Each School	X		
6-17-204 – Incorporation of Policies Into Contracts	X		

9. Personnel Policies	Continue	Rescind	Rationale
6-17-205 – Organization and Duties of Committee	X		
6-17-208 – Grievance Procedure	X		
6-17-209 – Interim Committee	X		
6-17-210 – Right to Witness or Representative	X		
6-17-211 – Use of Personal Leave	X		

6-17-1501, et seq. – Teacher Fair Dismissal Act	X		
6-17-1701, et seq. – Public School Employee Fair Hearing Act	X		
6-17-2301(b) – (c) – Requirements	X		
6-17-2302 – Personnel Policies – Definitions	X		
6-17-2303 – Classified Personnel Policy Committee	X		
6-17-2304 – Incorporation Into Classified Contracts	X		
6-17-2305 – Classified Committee Organization and Duties	X		

DESE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites – Sections 4.02.3, 5, 6, 7, and 8			We will post all of our policies to the State Required Information portion of our websites, but they may not look exactly like what is in statute due to our drafting of policies which facilitate our educational and governance model.
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10. Employment of Licensed Personnel	Continue	Rescind	Rationale
Ark. Code Ann. § 6-17-301	X		We wish to continue this waiver as it supports our waivers of the Teacher

10. Employment of Licensed Personnel	Continue	Rescind	Rationale
			Fair Dismissal Act and Public Employee Fair Hearing Act, and our at-will employment model.

11. Discipline and Safety	Continue	Rescind	Rationale
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<p>DESE Rules Governing Guidelines for the Development, Review, and Revision of School District Student Discipline and School Safety Policies – Section 5.04.10, 5.11.3.1</p>	<p>X</p>		<p>ALA is requesting to continue this waiver as the cited Rules section requires that the school’s disciplinary policies provide for the placement of students with certain problems in an alternative learning environment (ALE). While we do not operate an ALE (please see Waiver Request #18. (Alternative Learning Environment)), ALA will continue to provide the full spectrum of necessary services to all students who have disciplinary, socially dysfunctional or behavioral problems not associated with a handicapping condition., or those who would otherwise be assigned to an ALE.</p>
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<p>12. Gifted & Talented</p>	<p>Continue</p>	<p>Rescind</p>	<p>Rationale</p>
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Ark. Code Ann. §§			<p>ALA is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to</p>
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12. Gifted & Talented	Continue	Rescind	Rationale
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			<p>incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An ALA designee - usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. We do not utilize specific gifted-and-talented teachers, but offer an academic program that meets the needs of students who would normally be classified as requiring gifted-and-talented academic services. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.</p>
6-42-109	X		
6-20-2208(c)(6)	X		

DESE Rules Governing Gifted and Talented Program Approval Standards	X		
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13. Professional Development	Continue	Rescind	Rationale
Ark. Code Ann. § 6-17-702	X		ALA provides an abundant number of PD opportunities in-house, and desires the flexibility to direct its staff to these in-house PD opportunities which are more closely aligned to

13. Professional Development	Continue	Rescind	Rationale
			ALA's educational model.
Standard 4-G.1	X		
DESE Rules Governing Professional Development	X		

14. School Calendar	Continue	Rescind	Rationale
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Ark. Code Ann. § 6-10- 106(a)(1)(A)	X		We request the continuation of this waiver to start our school year earlier than the dates provided for in this statute. We have successfully utilized this waiver for a number of years, to allow our teachers to help combat students' learning loss over the summer months.
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15. Student Services	Continue	Rescind	Rationale
DESE Rules Governing Public School Student Services		X	These Rules have been repealed.

16. Guidance Program	Continue	Rescind	Rationale
Standard 2-C.2		X	

17. School-Level Improvement Plan – Develop and Post to Website	Continue	Rescind	Rationale
Standard 3-B.1		X	This waiver was recently rescinded during the consolidation of our multiple charters to one (1) charter.

18. Alternative Learning Environment	Continue	Rescind	Rationale
Ark. Code Ann. §			It is the intention and commitment of ALA to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general

18. Alternative Learning Environment	Continue	Rescind	Rationale
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			<p>curriculum accommodation program. The guidance program, our devotion to parallel cultures and respect and achievement all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected. The school will utilize an effective in-school reset environment.</p>
6-15-1005(b)(5)	X		
6-18-503(a)(1)(C)(i)	X		
6-48-102	X		
6-48-103	X		
Standard 2-I.1	X		

DESE Rules Governing Student Special Needs Funding – Section 4	X		
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19. Classified Employee Salary	Continue	Rescind	Rationale
Ark. Code Ann § 6-17- 2201, et seq.	X		We wish to continue this waiver to develop and maintain our own classified salary schedule, which provides for adequate pay and compensation for our non-licensed employees, but which may not look like the state-required salary schedule. Further, given our waivers, we do not

19. Classified Employee Salary	Continue	Rescind	Rationale
			use the terms “classified” and “certified” as a school district would.

Appendix B. Jacksonville Lighthouse Charters College Acceptance Letters



TUSKEGEE UNIVERSITY

OFFICE OF ADMISSIONS AND RECRUITMENT

April 30, 2021



Congratulations! It is with distinct pleasure that we offer you admissions to the **Tuskegee University**. Your hard work has paid off; we have selected you from a very competitive group of students. You have been accepted to the **College of Agriculture, Environment and Nutrition Sciences** with the major in Animal and Veterinary Sciences for the Fall Semester 2021.

Your impressive academic record has convinced us that you have the capability to perform well and benefit from the educational programs and activities offered at Tuskegee University. We are thrilled to welcome you to the Tuskegee family and look forward to the unique contributions we know you will make to the intellectual and extracurricular activities on our campus.

Before finalizing your acceptance, you must submit the following:

1. Remit your nonrefundable admissions fee of **\$400.00**, preferably by May 1st, 2021.
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov/h/apply-for-aid. Tuskegee University's Federal School Code is **001050**. Tuskegee University's priority deadline to submit the FAFSA is March 31.
3. Submit your **official final high school transcript** demonstrating continued academic progress and graduation with completion date.
4. Submit any official transcript(s) of any college courses you have taken, while either in high school or during the summer. Make your request through the registrar's office of each respective institution to send your academic record directly to the Office of Admissions.

Again, congratulations and best wishes to you and your family on the fantastic news. The Office of Admissions at Tuskegee University will be happy to assist in any way through our enrollment process. We remain enthused about the possibility of you joining the Tuskegee Family.

Sincerely,

Jeffrey Pierce, II
Director of Admissions and Recruitment



OFFICE OF RECRUITMENT & ADMISSIONS

Letter of Acceptance

October 28, 2020

Dear [REDACTED]

On behalf of President Roderick L. Smothers, the faculty, and staff, I am pleased to offer you **admission** to Philander Smith College (PSC). After reviewing your **PSC Application**, the Admissions Committee is confident in your potential to excel academically, and your ability to achieve your goals.

Here at PSC, we are a student-centered campus, positioned to provide you with exemplary learning experiences and extraordinary service learning opportunities. Our world-renowned faculty and caring staff members make every effort to execute the college's mission: To graduate academically accomplished students, grounded as advocates for social justice, determined to change the world for the better.

Whether you choose to enjoy the convenience of living on campus in our Residential Life Center (RLC), replete with modern amenities, or just simply choose to commute to our beautiful gated-campus, you will find yourself among a community of scholars – committed to achieving global competencies.

The Philander experience and story is phenomenal, but better appreciated once you visit our campus. Please call the Office of Recruitment and Admissions at (501) 370-5221, or email us at admissions@philander.edu to schedule a tour.

Please note that this offer of admission is conditional until successful verification of your academic credentials.

To **confirm and finalize** your acceptance to Philander Smith College, if you haven't yet, please be sure to complete and/or submit the following documents:

- High School Transcript
- Official ACT or SAT Test Scores (*If less than 30 college credit hours earned*)
- Immunization Records (*Proof of Measles, Mumps & Rubella Vaccinations*)
- Intent to Enroll Form (*Please see attached*)
- Housing Application ([Click Here to Complete Online](#))
- Room/Scholarship Reservation Fee (**\$235.00**) - [Click here](#) to make payment.

Again, **Candise**, congratulations and welcome to the prestigious Philander Smith College, home of the Panthers.

Sincerely,

Yohannis A. Job
Interim Director

900 DAISY BATES DRIVE, LITTLE ROCK AR 72202 Telephone: 501.370.5221 | Fax: 501.370.5225



Dear [REDACTED]

Congratulations and welcome to the Trojan family! You've been admitted for the Fall 2021. Log in to your [account](#) to see if you still have supplemental items to submit.

International Transcripts: All international post-secondary transcripts must be submitted to an evaluation service such as International Education Evaluations (IEE) at foreigntranscripts.com or World Education Services (WES) at wes.org before being submitted to the Office of Admissions. The Office of Admissions must have the course-by-course evaluation to satisfy the transcript requirement for admission. Additionally, you will need to provide English translations of course descriptions or syllabi to the Office of Transfer Student Services in order for your previously earned credit to be applied to UA Little Rock degree requirements.

Ready for your next steps? Check out our [Quick Guide](#). If you have other questions, contact the Office of Admissions at 501-569-3127 or admissions@ualr.edu.

Undergraduate Office of Admissions
University of Arkansas at Little Rock
501-569-3127 | admissions@ualr.edu | ualr.edu/admissions
twitter.com/ualradmissions | facebook.com/ualradmissions



October 21, 2020

Undergraduate Admissions and Orientation

101 Widler Tower
Memphis, Tennessee 38152-3520

Office: 901-678-2101
Fax: 901-678-3053



Congratulations! I am pleased to offer you admission to attend the University of Memphis as an undergraduate student for the Fall 2021 term. Based on information provided in your application, your attendance will be on the Memphis campus. On behalf of our talented faculty and staff, and the nearly 22,000 fellow students, welcome to the University of Memphis.

For the last 100 years, the University of Memphis played a key role in the development of its students. Together, our innovations and accomplishments established a tradition and reputation of greatness known across the globe. And now, it is your time. We are privileged to join you in your quest toward the future, and we are honored that you have chosen to achieve that future as a Memphis Tiger.

You will begin to receive more information about the University and the steps necessary to complete your pathway to the University. Being admitted is the first important step, but there are other significant steps you will need to complete that are time-sensitive and will impact your academic success.

In the meantime, please share this great news with your family and friends. You should be proud of what you have accomplished with your education to date. You will make a great addition to our campus.

Sincerely,

Eric M. Stokes, Ph.D.
Assistant Vice Provost Strategic Enrollment Management



Congratulations! You have been admitted to Arkansas Tech University! Based on your current academic record, you have been granted partial admission status. In order to finalize your admission profile, please send the following items, when available:

- College Transcript - University of Arkansas-Pulaski Tech
- Final High School Transcript - Jacksonville Lighthouse Acad

The OneTech portal is designed to give students quick and seamless access to the information they will need at Arkansas Tech. You have been assigned the [redacted]

[redacted] <https://www.atu.edu>. Once you have activated your OneTech, you will have access to your Tech email. OneTech activation is also required to apply for housing.

Please visit <https://www.atu.edu/orientation/techadvise.rhtm> for advising information. The first day of class for the Fall Term 2021 is 8/18/2021. Again, my congratulations, and I look forward to visiting with you soon.

Sincerely,
Jessica L. Brock, Director of Admissions

Chemistry Major
<https://www.atu.edu/catalog/undergraduate/admission.php>

[REDACTED]

Congratulations! I am pleased to offer you admission to attend the University of Memphis as an undergraduate student for the Summer 2021 term. Based on information provided in your application, your attendance will be on the Memphis campus. On behalf of our talented faculty and staff, and the nearly 22,000 fellow students, welcome to the University of Memphis.

For the last 100 years, the University of Memphis played a key role in the development of its students. Together, our innovations and accomplishments established a tradition and reputation of greatness known across the globe. And now, it is your time. We are privileged to join you in your quest toward the future, and we are honored that you have chosen to achieve that future as a Memphis Tiger.

You will begin to receive more information about the University and the steps necessary to complete your pathway to the University. Being admitted is the first important step, but there are other significant steps you will need to complete that are time-sensitive and will impact your academic success.

In the meantime, please share this great news with your family and friends. You should be proud of what you have accomplished with your education to date. You will make a great addition to our campus.

Sincerely,

This right here was his signature

Eric M. Stokes, Ph.D.
Assistant Vice Provost Strategic Enrollment Management

[REDACTED]

I am pleased to notify you that you have been conditionally accepted to the Game Development Bachelors - Online program at Full Sail University. Your expected start date is Monday, August 30, 2021.

We're honored you've chosen Full Sail for the next step in your educational journey. Your future is important to us, and we are excited to support you as you practice your craft and pursue your dreams. In the coming months, your Full Sail experience will push the boundaries of your creativity and connect you with a community of peers that share your passion.

Please be advised that your final acceptance is contingent upon you providing all required documents, meeting the degree program's academic qualifications, and maintaining good citizenship.

We look forward to you completing the admissions process and joining the Full Sail community. If you have any questions, please contact us at 800.226.7625.

Sincerely,



Tom Lacroix

Vice President, Admissions

Full Sail University



Wednesday, November 11, 2020

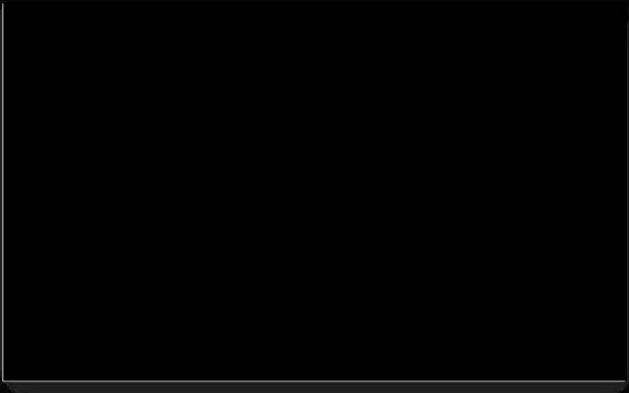


Congratulations [redacted] You have been admitted to the historic Lane College! In order to confirm your acceptance, we will need a response from you stating the following: I, [insert your name], plan to attend Lane College in Fall 2021.

Xavier Taylor-Lane College- Text "STOP" to opt out

1:30 PM

Thursday, January 14, 2021



NETWORK MSG: You replied with the word "stop" which blocks all texts sent from this number.



Congratulations and welcome to Hendrix!

After careful consideration of your application and supporting documents, I am excited to offer you admission to Hendrix College for Fall 2021. In recognition of your outstanding academic achievements, I am further pleased to offer you a scholarship worth \$23000 per year. As long as you remain in good standing at Hendrix, you may renew your scholarship for a four-year value of \$92000. Congratulations!

Take a moment to celebrate this great achievement. At Hendrix, we take immense joy in celebrating one another. Consider sharing your reaction to the news by tagging us @HDXAdmission. Everyone at the College looks forward to honoring your success.

The College has received your FAFSA. We will verify the information you submitted and contact you if we need additional information. Otherwise, you will soon receive a letter containing a comprehensive financial aid package disclosing the awards for which you are eligible.

To accept your offer of admission, plan to submit your \$350, non-refundable enrollment deposit. You may find the acceptance form by [clicking here](#). The deadline to submit your deposit is May 1.

We cannot wait to watch your Hendrix Odyssey unfold! Please reach out to your [admission counselor](#) if you have any questions about your admission status or next steps.

Sincerely,

A handwritten signature in cursive script that reads "Jeremy D. Dickerson".

Jeremy D. Dickerson '04
Director of Admission

On behalf of the faculty, staff and administration, I am pleased to offer you admission to Millsaps College for the 2021 Fall semester. The admission and scholarship committee has awarded you a four-year total scholarship package of \$132,000. That is an annual total of \$33,000, and consists of the following scholarship(s):

Second Century Scholarship, \$28,000
Academic Excellence Scholarship, \$1,000
Navy V-12 Scholarship, \$3,000
Millsaps Scholars Grant, \$1,000

Our collaborative academic culture involves small, discussion-based classes, where you will begin to build trusting relationships with your professors. Through our Compass Curriculum, Millsaps guarantees graduation in four years (provided you meet certain conditions) and meaningful opportunities to study abroad. You will earn academic credit while gaining real-world experience through resume-building opportunities and internships in our dynamic capital city and beyond.

Millsaps is ranked #1 in the state for alumni earnings, and The Economist recently ranked us in the top 14 percent of all U.S. colleges for alumni outcomes. Consistently ranked among the top colleges in America by U.S. News and World Report, Millsaps is also a "Best Value" by Kiplinger's Personal Finance because of our commitment to making a first-rate college education affordable. To ensure priority consideration for additional available funds, be sure to submit your Free Application for Federal Student Aid (FAFSA) by going to [FAFSA.ed.gov <http://fafsa.ed.gov/>](http://fafsa.ed.gov).

I believe Millsaps is the right school for you, and I invite you to see for yourself. Once you are ready to hold your place in the Class of 2025, please log in to your applicant portal and submit a \$250 deposit. This deposit will show as a credit on your fall semester account and is refundable until May 1, 2021.

Take a minute to enjoy your accomplishment, share it on social media if you're as excited as we are (#millsapsbound), and know that there is an entire community here waiting to join you on your college adventure.

Congratulations on your admission to Millsaps College!

Sincerely,

Beth Clarke
Vice President of Enrollment

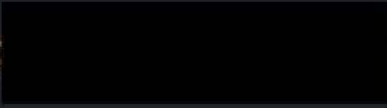
All offers of admission are contingent upon satisfactory completion of courses taken during the current academic year and verification of high school graduation. Self-reported scores and/or grades will be verified before enrollment; discrepancies may result in an adjustment to merit scholarship and/or void the offer of admission. Admitted students are expected to follow Millsaps' Student Code of Conduct and Academic Honor Code. Failure to comply with any Millsaps policies may result in revocation of offer of admission. Scholarships are renewable for three years, provided the student maintains satisfactory academic progress, at least 12 credit hours per semester, continuous enrollment at Millsaps (excluding summers), and resides on campus (off-campus student scholarships will be reduced by 35%.)

10:47

LTE



CONGRATULATIONS [REDACTED]
Office of Admissions &
Recruitment | Philander Smith
College Inbox



Oct 28, 2020



OFFICE OF RECRUITMENT & A

Letter of Acceptance October 28, 2020

[REDACTED] P
On behalf of President Roderick L. Smothers, the faculty, and staff, we are pleased to offer you admission to Philander Smith College (PSC). After reviewing your PSC Application, the Admissions Committee is confident in your ability to excel academically, and you will be able to achieve your goals.





Congratulations from UA -

Pulaski Tech! Inbox



Admissions Aug 26, 2020



to me ▾



UNIVERSITY OF ARKANSAS
PULASKI TECH

[REDACTED]

Welcome to the University of Arkansas - Pulaski Technical College! You have been admitted for the semester, however, your admission file is not complete. You have outstanding admission documents to submit to complete your file or you will be attending UA - PTC while still enrolled in high school. Check the [Application](#)



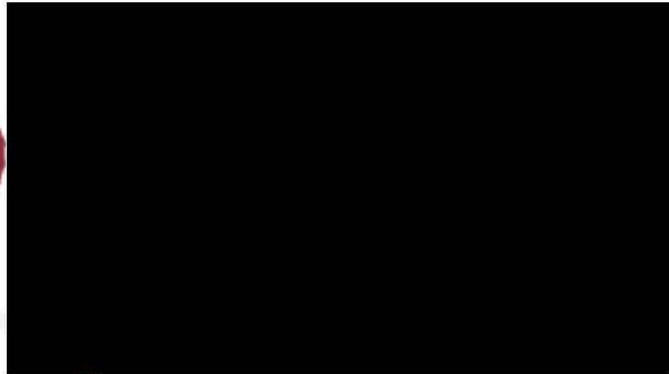
Congratulations! You have been granted early admission to the University of Arkansas at Pine Bluff. Full admission will be granted upon receipt of your final official High School transcript with a GPA of at least 2.0. Follow up correspondence will be mailed to you within the next 30 days with additional information regarding your admission.

If you have not done so, please complete and submit the 2021-2022 Free Application for Federal Student Aid (FAFSA)—remember to list **UAPB** school code 001086. For questions about Financial Aid, call toll free at (870) 575-8302.

We are delighted that you selected the University of Arkansas at Pine Bluff to



December 15, 2020



■ Congratulations! I am pleased to welcome you to the University of Arkansas and look forward to seeing your name engraved alongside those of our other distinguished alumni on Senior Walk. Know that many wonderful opportunities await you at the University of Arkansas.

We will be sending you a packet of

Welcome to Arkansas Tech University!

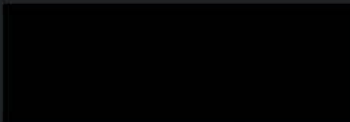
➔ Inbox



Admissions Sep 30, 2020



to me ▾



Congratulations! You have been admitted to Arkansas Tech University! Based on your current academic record, you have been granted partial admission status. In order to finalize your admission profile, please send the following items, when



[REDACTED]

You were admitted to UCA because we know you have the potential to achieve your goals and graduate with a degree. Like many students at UCA, your admission status is conditional because you either did not submit test scores or your high school grade point average and/or test scores suggest you may need additional academic support. UCA provides that support to all students, and hopes you will use it to your advantage.

A conditional admission status means you will be required to meet conditions for continued enrollment at UCA within your first 30 credit hours attempted (excluding transitional course hours). These conditions are (1) attain at least a 2.0 cumulative GPA on at least 12 hours of credit towards an academic degree, and (2) successfully complete all co-requisite transitional courses, if required by your test scores. We will assist you by updating you on your progress each term.

Many UCA students have successfully met these conditions and gone on to graduate, and we know you can too. Your admission to UCA means you're automatically a part of a community that will support you and ensure you get the resources necessary for success. The Department of Student Transitions and Office of Student Success are here to help! We provide academic courses and support services to help you develop the skills necessary to succeed at UCA.

You will be enrolled in *ACAD 1300: Journeys to Success*, a course in which you will explore and develop the knowledge and skills needed to succeed in college. If your test scores require support in a specific subject such as mathematics, writing, or reading, you will also be enrolled in a co-requisite transitional course that will help you succeed in the relevant first-year course. Be assured your academic advisor will assist you with scheduling these courses during your registration appointment.

We are committed to helping you succeed through a network of student support programs, including tutoring and peer coaching. For more information about these programs, visit the Office of Student Success website at uca.edu/studentsuccess/.

We look forward to meeting you and being a part of your college journey. Please feel free to contact us if you have specific questions. Go Bears!

Sincerely,

Handwritten signature of Dr. Julia Winden Fey.

Dr. Julia Winden Fey
Director of Student Success

Handwritten signature of Dr. Amy Baldwin.

Dr. Amy Baldwin
Director, Department of Student Transitions

11:50

LTE 



CONGRATULATIONS and Welcome to the University of Arkansas - Pulaski Technical College! You have been accepted for the Fall 2021 semester.

Here at UA-PTC our mission is to provide every student with access to quality education, enabling you to develop to your fullest potential. We are excited to have you start your journey at UA-PTC. In order to receive financial aid, there are additional documents needed to complete your admission file. Check the Application Portal for a list of remaining documents to submit.

Information regarding your registration, UA-PTC e-mail, and Campus Portal will come soon. The

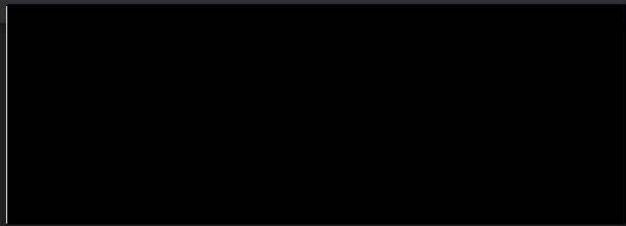


Congratulations! You have been granted early admission to the University of Arkansas at Pine Bluff. Full admission will be granted upon receipt of your final official High School transcript with a GPA of at least 2.0. Follow up correspondence will be mailed to you within the next 30 days with additional information regarding your admission.

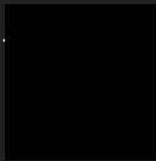
If you have not done so, please complete and submit the 2021-2022 Free Application for Federal Student Aid (FAFSA)—remember to list UAPB school code 001086. For questions about Financial Aid, call toll free at (870) 575-8302.

We are delighted that you selected the University of Arkansas at Pine Bluff to continue your education where the administrators, faculty and staff are student-centered and success driven. Please call our office at (870) 575-8492 or (870) 575-8493 if you have any questions.

Welcome to the Pride!



Congratulations



On behalf of Grand Canyon University, I would like to congratulate you on being conditionally accepted into the Bachelor of Science of Applied Management program at Grand Canyon University! This is a very exciting time in your life and I am excited to be on this journey with you. I look forward to helping you along the way and will be part of a large support group that is assigned to you from now until graduation. In the next few days/weeks to come, you will be receiving several different e-mails and phone calls to prepare you for class and share important academic and financial information. If you miss any of these calls please return the call or respond to an e-mail as soon as possible as not to delay your start date.



Admissions Apr 28



to me ▾



Congratulations, [REDACTED]

You have been accepted to Lone Star College! You are now a part of a nationally recognized, globally connected, and locally focused institution of higher learning. You can register for courses at any one of our seven state-of-the-art, comprehensive college campuses or satellite centers.

Your first step in the admissions process is complete. Sign into the secure LSC student portal, [myLoneStar](#), to review your personalized New Student Checklist (referenced below). All steps in your checklist must be complete in order to register for classes:

- Apply for admission (Complete!)
- Complete pre-assessment activity & then placement testing
- Satisfy bacterial meningitis vaccination requirement
- Submit high school and college transcripts
- Complete new student orientation
- Register, pay, & go to class

You will also receive an email with instructions on how to complete the Campus Health, Safety, & Risk-Management Awareness (CHSRMA) Online Modules. These modules help foster a supportive learning environment and completion is required of all new students.

Check your LSC student email, the official communication method of Lone Star College, in [myLoneStar](#).

Welcome to Arkansas Tech University! [Inbox x](#)



Apr 9, 2021, 9:43 AM ☆ ↶ ⋮



D [REDACTED]
Congratulations! You have been admitted to Arkansas Tech University! Based on your current academic

Dear 

CONGRATULATIONS and Welcome to the University of Arkansas - Pulaski Technical College! You have been accepted for the Fall 2021 semester.

Here at UA-PTC our mission is to provide every student with access to quality education, enabling you to develop to your fullest potential. We are excited to have you start your journey at UA-PTC. In order to receive financial aid, there are additional documents needed to complete your **admission** file. Check the Application Portal for a list of remaining documents to submit.

Information regarding your registration, UA-PTC e-mail, and Campus Portal will come soon. The Academic Calendar has information regarding important dates, the first day of class, as well as payment deadline and finals schedule. Continue to check your e-mail regularly for updates.

If you have any questions regarding **admission** or financial aid, feel free to call or email:

Admissions at 501-812-2231 or admissions@uaptc.edu

Financial Aid at 501-812-2289 or finaid@uaptc.edu

We are excited that you are starting your college journey with UA-PTC, you will go far. We look forward to supporting you in your educational goals!

██████████

December 16, 2020

Dear (██████████)

Congratulations! We are pleased to inform you that you are admitted to Rockhurst University for the Fall 2021 term*. You have been selected from a very talented group of applicants and you should be proud of the accomplishments that have led you to this milestone in your academic career. This is only the beginning, and we're confident that with your talents backed by Rockhurst's resources and support, your greatest achievements are within reach.

This letter is more than an offer of admission to Rockhurst; it is certification that you possess the skills, talent and ability we desire to have in our RU community.

Rockhurst is recognized as a leading private university in the Midwest, and a nationwide leader in Jesuit education. As a future Hawk, you'll join a renowned community of 3,000 students, 200 faculty and over 23,000 alumni with connections worldwide.

Congratulations on your admission, ██████████. We very much look forward to working with you, and welcoming you to the Rockhurst University community of scholars.

Go Hawks!



Micaela Lenhart, M.A.
Director of Undergraduate Admissions

Admitted major: Biochemistry
Merit Scholarship: Knapp Scholarship- \$20,000

*This offer of admission was made based on the information provided on your application. If it is discovered that incomplete or false information was provided this offer of admission may be withdrawn.

Appendix B. Waiver Information Per My School Info