

In The Matter Of:
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION*

November 10, 2016

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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

November 10, 2016
10:00 A.M.

A P P E A R A N C E S

BOARD OF EDUCATION:

Mr. Johnny Key	Commissioner/Non-Voting
Ms. Mireya Reith	Chairman
Dr. Jay Barth	Vice Chairman
Ms. Diane Zook	Board Member
Mr. Joe Black	Board Member
Ms. Susan Chambers	Board Member
Ms. Charisse Dean	Board Member
Mr. R. Brett Williamson	Board Member
Ms. Ouida Newton	Board Member
Dr. Fitzgerald Hill	Board Member
Ms. Meghan Ables	Teacher of the Year/ Non-Voting Member

LEGAL COUNSEL FOR THE BOARD:

Ms. Lori Freno	ADE General Counsel
Ms. Courtney Salas-Ford	ADE Deputy General Counsel
Ms. Jennifer Davis	ADE Staff Attorney
Mr. Brent Wood	ADE Staff Attorney

LOCATION: ADE Auditorium
#4 Capitol Mall
Little Rock, AR

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P R O C E E D I N G S

A-1: CONSIDERATION OF RESOLUTION FOR ARKANSAS SCHOOL BOARD
MEMBER RECOGNITION MONTH

CHAIRPERSON REITH: Moving on now to our action agenda, A-1, Consideration of Resolution for Arkansas School Board Member Recognition Month. Dr. Protho, you are recognized.

DR. PROTHO: Yes, Madam Chair. As Executive Director of the Arkansas School Board Association, we are here to seek your approval of this resolution for the month of January of 2017 to recognize our school board members. I've been asked to read the resolution to the State Board:

WHEREAS, more than 476,000 students attend public and charter schools in Arkansas; and

WHEREAS, the Arkansas State Board of Education acknowledges the importance of public education and its impact on our communities today and in the future; and

WHEREAS, the Arkansas State Board of Education recognizes the vital role of more than 1,500 elected local school board members who establish the mission and direction for their local districts and approve policies to guide their school systems; and

WHEREAS, school board members contribute

1 countless hours of their time fulfilling their state-
2 mandated roles and responsibilities; and

3 WHEREAS, school board members must make key
4 decisions regarding the curriculum, instruction,
5 finance and facilities of our public schools; and

6 WHEREAS, school board members enjoy -- employ
7 and evaluate the superintendent, who has the daily
8 responsibility for the operation of the school
9 district; and

10 WHEREAS, school board members must participate
11 in professional development every year in order to
12 enhance their knowledge and skills related to their
13 responsibilities;

14 NOW, THEREFORE, BE IT RESOLVED, That the
15 Arkansas State Board of Education recognizes and
16 salutes the members of local boards of education by
17 proclaiming the month of January, 2017, as Arkansas
18 School Board Member Recognition Month.

19 CHAIRPERSON REITH: Thank you so much, Dr.
20 Protho. I personally had the privilege of
21 participating in the conference of this resolution at
22 school board meetings over the last few years as I've
23 been part of this. And I think we all know and
24 recognize and celebrate the role that local school
25 boards have in our state and the tremendous amount of

1 work they put in. So thank you so much once again
2 for bringing this before us.

3 With that, I'll ask my colleagues for a motion
4 or any comments or questions.

5 MS. NEWTON: I move to approve the resolution.

6 MS. ZOOK: Second.

7 CHAIRPERSON REITH: Motion made by Ms. Newton
8 and seconded by Ms. Zook. All in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRPERSON REITH: Any opposed? Motion
11 unanimately carries. And if you'll just wait there
12 one moment, Dr. Protho, I think we're going to give
13 this --

14 COMMISSIONER KEY: This will be one that we will
15 present next month when we all come to the School
16 Board Association annual meeting as part of our
17 Christmas holiday celebration and their invitation to
18 come and join them. And we will present that -- you
19 and I will present that at that time.

20 CHAIRPERSON REITH: All right. Thank you so
21 much, Dr. Protho. Thank you.

22 Moving on to action agenda -- yes, Ms. Zook.

23 MS. ZOOK: I think in one regard I know one of
24 the recommendations in there in the implementation
25 process -- the ForwARd group, one of their

1 recommendations was for districts to consider having
2 school board elections in November. And two of the
3 districts that are coming out from under fiscal
4 distress, Helena-West Helena and Pulaski County, both
5 had their elections and just incredible numbers of
6 people chose to mark on those items, and I commend
7 those two districts for sort of being forward-
8 thinking with regard to the FORWARD's recommendation.

9 CHAIRPERSON REITH: Thank you, Ms. Zook.

10 A-2: CONSIDERATION OF RESOLUTION FOR AMERICAN EDUCATION WEEK,
11 NOVEMBER 14-18, 2016

12 CHAIRPERSON REITH: And now, with that, we move
13 on to action agenda item A-2, Consideration of
14 Resolution for American Education Week, November 14-
15 18, 2016. Ms. Brenda Robinson, president of the AA,
16 is here. Ms. Robinson, you are recognized.

17 MS. ROBINSON: Thank you to the Board and
18 Commissioner Key for allowing me this time. I am
19 Brenda Robinson, the president of the Arkansas
20 Education Association.

21 WHEREAS, November 14-18, 2016 is designed
22 American Education Week by the National Education
23 Association in an effort to celebrate public
24 education and honor the individuals who are making a
25 difference to ensure that every child receives a

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quality education; and

WHEREAS, education is a pillar of democracy and a cornerstone of American opportunity that gives our children the foundation they need to understand and appreciate our nation's values of freedom and equality; and

WHEREAS, Arkansas public schools have high expectations for every child and is committed to providing a climate of respect that provides students access to opportunities to ensure academic success; and

WHEREAS, public schools bring together adults, children, teachers, education support professionals, volunteers, business and civic leaders and elected officials, who all have a stake in public education and play an important role in inspiring our children to learn inside and outside of the classroom; and

WHEREAS, public schools provide our children with outstanding opportunities in academics, fine arts, athletics, extracurricular activities, vocational training to equip them with the skills and knowledge needed to grow, thrive, and succeed in our global society;

WHEREAS, all Arkansas education employees, including teachers, educational support professionals

1 (which are bus drivers, custodians, food service
2 workers, secretary/bookkeepers, school nurses,
3 security, paraeducators, technical and skilled trade
4 services), as well as principals, and administrators
5 deserve our gratitude, respect and support for their
6 utmost professionalism and commitment to our schools;

7 WHEREAS, Arkansas parents are an integral part
8 of the education process, providing a nurturing home
9 learning environment and serving as their child's
10 first teachers and advocates, are important partners
11 with the school system; and

12 WHEREAS, Arkansas community involvement in our
13 schools provide vital support and facility
14 opportunities for students to participate in
15 community learning and outreach activities; and

16 NOW, THEREFORE, BE IT RESOLVED THAT the members
17 of the Arkansas State Board of Education recognizes
18 the observance November 14-18, 2016, as American
19 Education Week.

20 CHAIRPERSON REITH: Thank you so much, Ms.
21 Robinson, for bringing this before us. Myself, Ms.
22 Newton, and Ms. Ables had the opportunity to attend
23 your annual conference, I know, or at least a piece
24 of it, last week. And we know what tremendous work
25 your agency does and our teachers do. And so any

1 opportunity we get to celebrate and to be able to do
2 so with the rest of the nation, I personally consider
3 it a humbling privilege.

4 So with that, to my colleagues, any questions,
5 comments? Or, I will entertain a motion. I think
6 our teachers may.

7 MS. NEWTON: I move to approve wholeheartedly.
8 I appreciate all that our teachers do every day for
9 kids.

10 MS. DEAN: Second.

11 CHAIRPERSON REITH: Okay. Motion made by Ms.
12 Newton, seconded by Ms. Dean. All in favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRPERSON REITH: Any opposed? Motion
15 unanimously carries. And I'm assuming we will --
16 thank you. And please don't go anywhere; the
17 Commissioner will be presenting you specifically our
18 signed resolution. Thank you so much, Ms. Robinson.

19 MS. ROBINSON: Thank you.

20 CHAIRPERSON REITH: Thank you.

21 (WHEREUPON, Commissioner Key presented the
22 signed resolution to Ms. Robinson and a photo was
23 taken.)

24 CHAIRPERSON REITH: Thank you once again.

25 A-3: CONSIDERATION OF RESOLUTION FOR COMPUTER SCIENCE

1 EDUCATION WEEK, DECEMBER 5-11, 2016

2 CHAIRPERSON REITH: And so to continue with the
3 theme of recognition this morning with which we are
4 starting, we will end up with Consideration of
5 Resolution for Computer Science Education Week,
6 December 5-11, 2016. Mr. Owen, you're recognized.

7 MS. COFFMAN: Mr. Owen is out-of-state.

8 CHAIRPERSON REITH: Oh, he's -- so --

9 COMMISSIONER KEY: He's out-of-state. I'll be
10 glad to read this --

11 CHAIRPERSON REITH: Commissioner.

12 COMMISSIONER KEY: As you can imagine, Anthony
13 is out doing what he is tasked to do, which is
14 promoting computer science education.

15 WHEREAS, The Arkansas State Board of Education
16 believes that every student in Arkansas deserves a
17 premier computer science education that is suitable
18 for his or her needs and can support his or her
19 college and/or career aspirations; and

20 WHEREAS, The Arkansas State Board of Education
21 supports the State in its efforts to become and
22 remain a national leader in computer technology
23 careers through the implementation of a vertically
24 articulated and comprehensive computer science
25 education designed to support appropriate

1 technological growth in all Arkansas students; and

2 WHEREAS, The Arkansas State Board of Education
3 believes that Arkansas must provide its students with
4 an education that will facilitate the advance of
5 useful technological skills and promote their role as
6 digital natives; and

7 WHEREAS, December 5 through 11, 2016 has been
8 declared as national Computer Science Education Week
9 by Code.org, the Computer Science for All Initiative,
10 and other nationally recognized entities;

11 NOW, THEREFORE, BE IT RESOLVED THAT we, the
12 members of the Arkansas State Board of Education,
13 recognize the week of December 5 through 11, 2016, as
14 Arkansas Computer Science Education Week.

15 CHAIRPERSON REITH: Thank you so much,
16 Commissioner. And since Mr. Owen is not here, and
17 I'm sure Dr. Barth could also do so as well, but we
18 do want to say that we greatly were honored to have
19 him participate in the National Association of State
20 Board of Education national conference two weeks ago
21 in Kansas City, where he got to feature our work for
22 our colleagues nationwide and demonstrate to all that
23 Arkansas really is a leader in computer science. He
24 did a tremendous job. His presentation was very well
25 received. Dr. Barth actually facilitated that

1 conversation, again, linking back to Arkansas'
2 leadership here. And so this is just a very natural
3 segway and a wonderful opportunity for us to be
4 continuing in terms of demonstrating our backing and
5 support to computer science efforts. And I
6 appreciate, Commissioner, you bringing this on Mr.
7 Owen's behalf before our board.

8 Dr. Barth, did you want to --

9 DR. BARTH: You said it all. And so I will move
10 approval of the resolution.

11 MR. BLACK: And I will second.

12 CHAIRPERSON REITH: Okay. Motion made by Dr.
13 Barth, seconded by Mr. Black. All in favor?

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRPERSON REITH: Any opposed? Motion carries
16 unanimately. Thank you. And I'm hoping that the
17 resolution can be stored until Mr. Owen returns, with
18 our deep gratitude, once again, for all that he does.

19 A-4: CONSIDERATION OF THE ANNUAL STUDENT DISCIPLINE REPORT

20 CHAIRPERSON REITH: Moving on to action agenda
21 item A-4, Consideration of the Annual Student
22 Discipline Report. Dr. Gary Ritter, from the Office
23 for Education Policy, you are recognized.

24 DR. RITTER: Thank you very much, Madam Chair
25 and the rest of the Board. We appreciate your time.

1 I'm going to step aside and let Kaitlin Anderson make
2 the presentation and I'll hang around and help answer
3 questions, if needed, afterwards. So, Kaitlin.

4 MS. ANDERSON: Thank you. And I should have
5 some slides, I believe. Thank you.

6 I'm Kaitlin Anderson. I worked with Gary Ritter
7 on this presentation. We've presented with the Board
8 multiple times before. Today specifically we're
9 presenting some new findings -- thank you -- on
10 looking at the impact of exclusionary discipline on
11 some student outcomes, and particularly this focuses
12 on test scores and academic outcomes.

13 So just a little bit of information about the
14 Office for Education Policy -- we are intended as a
15 resource for schools, policymakers, researchers,
16 really anybody who's interested in education.
17 There's a variety of data and policy research on that
18 website if you're interested or feel free to email us
19 if you have questions at the end.

20 So real quickly, I'll talk about kind of where
21 this report has come from. We'll revisit some of the
22 things that we have presented to you before,
23 including time trends and some of the information
24 about disproportionalities for different subgroups of
25 students. And then today we'll be presenting some

1 new findings on the impact of inclusionary discipline
2 on student academic achievement and then also looking
3 at the impacts on particular subgroups of students as
4 well. At the end of the slides, there is a wide
5 variety of resources as well. You'll see me
6 reference some of the resources in the slides, but I
7 won't go into a lot of detail, but it is something
8 that you might consider looking at for future
9 reference.

10 So this research is really coming out of Act
11 1329 which required an annual reporting on school
12 discipline rates in Arkansas. And we have presented
13 several times to the Board on things like
14 disproportionalities for different subgroups, and a
15 lot of what we found there is that there are
16 disparities that exist in referrals for both
17 subjective and objective types of infractions, so
18 kind of across-the-board. When we do look at actual
19 consequences that result for particular types of
20 infractions that students are reportedly committing
21 most of those differences in outcomes appear to be
22 driven by the type of school that that student is
23 attending rather than being something that is a clear
24 disparity within the school, and that's mostly
25 because we see that non-white students are much more

1 likely to attend these really high discipline
2 schools. So something just to keep in the back of
3 your mind is it appears to be largely a across-school
4 difference rather than a within-school disparity.
5 And we will talk a little bit about some times as
6 well today.

7 So some of the background, of course, for
8 motivating this type of work is that we see that
9 exclusionary discipline, things like suspensions and
10 expulsions, are associated with lower academic
11 achievement, school dropout and retention, and
12 involvement in the juvenile justice system. And
13 particularly we are troubled by this because
14 marginalized or disadvantaged students are much more
15 likely to be involved in these kinds of exclusionary
16 discipline.

17 What we're kind of trying to do today is
18 eventually look more towards causal impacts. So we
19 see a lot of work that there's correlational evidence
20 between the use of suspensions or expulsions and low
21 academic performance but sometimes it's hard to tell
22 what caused what. And this is partially because we
23 see that suspensions might precede low academic
24 achievement, but on the other hand we see that maybe
25 low academic achievement might mean that a student

1 has become less engaged with the school and that
2 might also lead to other undesirable behaviors in the
3 future.

4 So as I said, for goals for today we'll kind of
5 revisit some time trends and disproportionalities
6 that we've already presented, but then focus on some
7 new questions. And we'll actually break down our
8 impacts of exclusionary discipline on achievement by
9 different subgroups as well.

10 So this is probably information you've seen
11 before. So this is a time trend of different types
12 of consequences from 2008-09 to 2014-15. The orange
13 bar is the non-exclusionary types of consequences and
14 that's where we've seen kind of some big jumps in the
15 past couple of years. The amount of exclusionary
16 disciplinary has increased slightly but it's actually
17 decreased as a percentage of the total. This could
18 be perhaps that districts are just getting a little
19 bit more comprehensive with reporting as well over
20 time.

21 CHAIRPERSON REITH: Ms. Anderson, before you
22 move on --

23 MS. ANDERSON: Yes, ma'am.

24 CHAIRPERSON REITH: -- could you kindly define
25 "exclusionary" versus "non-exclusionary" just to make

1 sure we're --

2 MS. ANDERSON: Yes.

3 CHAIRPERSON REITH: -- all on the same page?

4 MS. ANDERSON: So in Arkansas right now the data
5 that we have has seven different consequence codes;
6 two of them for this presentation we are considering
7 as exclusionary and those are expulsions and out-of-
8 school suspensions. So there are a rather large
9 number of in-school suspensions as well that we are
10 actually treating as non-exclusionary because the
11 student is remaining within the school, theoretically
12 is still getting some kind of academic instruction
13 during that time. We also include for the purposes
14 of this presentation referrals to alternative
15 learning environments as inclusion, but that's a
16 very, very small number, so I don't think the
17 findings would differ that much.

18 CHAIRPERSON REITH: Thank you.

19 MS. ANDERSON: So like I said, so here's the two
20 types of exclusionary consequences. It's really hard
21 to see but there's a tiny little orange sliver at the
22 top of those bars which is expulsions, so just keep
23 that in the back of your mind. The vast majority of
24 what we're talking about with exclusionary discipline
25 is really out-of-school suspension; expulsions are

1 relatively rare. So that's just a trend over time of
2 exclusion. And then we also have our trend over time
3 of non-exclusionary discipline. And so the blue bar
4 indicates that there has been a little bit of growth
5 in the past couple of years in the number of in-
6 school suspensions; the orange bar indicates also
7 kind of recent reporting of these other consequences.
8 And so for some of you that have seen these reports
9 before you know what that is. The "other" is
10 basically encompassing a variety of different types
11 of consequences that might be coded as something at
12 the local level but at the state level when it's
13 wrote up as "other." I know in the future we're
14 hoping they break that out into more detail and be
15 able to see what's really in that "other" bucket and
16 that will be very helpful for reporting.

17 We also see a trend over time of the count of
18 corporal punishment going down. That's the little
19 green bar. And, again, those no-actions in the ALE
20 are very, very tiny slivers on the top.

21 So just to quickly revisit the disproportion-
22 alities, if we just look at the rates -- and these
23 are only for the past three years that we have data
24 for -- these are the rates of out-of-school
25 suspension in terms of the number of incidents per

1 100 students. And so for African-American students
2 in 2014-15 we see 29 incidents per 100 students and
3 only about 5 per 100 students for white students.
4 There are also disparities in expulsion -- but,
5 again, these are relatively rare incidents, so even
6 in that tallest bar, in 2013-14, that's only about 1
7 incident per 1,000 students. But, again, there are
8 disproportionalities by race there and there is, of
9 course, disproportionalities in the use of corporal
10 punishment as well, with African-Americans much more
11 likely to receive that type of discipline. These are
12 all based off of just outcomes as well.

13 So what we found in a lot of our research is
14 that a lot of the disproportionalities are occurring
15 across schools, rather than within schools. And one
16 way of looking at this is if we just kind of split
17 schools into the schools that serve primarily white
18 students or primarily non-white students and we can
19 look at the differences. So that bar at the top is
20 for the state as a whole and then the second bar
21 below that represents the 20% of schools that have
22 the most non-white students, and you can see that
23 there's much higher rates of those types of
24 discipline. Now these here are not necessarily
25 exclusionary -- only one of those is, the OSS -- but

1 they're just the three largest buckets of
2 consequences. And so you can really see that the
3 schools that tend to serve the most non-white
4 students are also the ones that have the highest
5 rates of these kinds of discipline.

6 So kind of the new findings we wanted to present
7 today are how do we try to estimate the impact of
8 actually getting exclusionary discipline on your
9 students' achievement, and we're looking at math and
10 ELA test scores here. So the problem with figuring
11 this out is that there's a lot going on at the same
12 time and it's a little bit unclear what's causing
13 what. So we might think that there's a relationship
14 between a student's achievement, their engagement in
15 school, and their behavior at school. It's a little
16 unclear though what comes first. So we might think
17 that if a student is acting out and they receive a
18 suspension that this is going to cause some dip in
19 their achievement because they're missing class time,
20 they're becoming less engaged, all of those kinds of
21 things. But it's really hard to measure that because
22 we also think that having low achievement might make
23 you less engaged and might make you act out more in
24 school. It's also possible, of course, that there
25 are shocks that are happening to a student's life

1 that make them more likely to be expelled or
2 suspended in that particular year and also cause a
3 dip in their test scores. So what we're really
4 trying to do is say conditional and everything else,
5 kind of controlling for everything else as well, as
6 possible that we can, what is the actual impact of
7 getting that exclusion. It's a very difficult thing
8 to do.

9 So before we get into that though, we'll just
10 kind of illustrate what's the -- a really
11 correlational look at academics as they relate to
12 disciplinary outcomes. So here we have advanced,
13 proficient, basic, and below basic on your test
14 scores. You can see at the top that the advanced
15 students are much less likely to be receiving OSS,
16 ISS or being referred for any infraction in total.
17 So less than 10 infractions per 100 students out of
18 our advanced group, whereas if you look at the below
19 basic at the bottom they're much more likely to be
20 involved in both the referral process and actually
21 receiving different types of consequences. But this
22 is all still correlational.

23 So one rigorous way to try to assess the
24 causality of this is to use something called a
25 Student Fixed Effect Method, which actually tries to

1 compare a student to himself over time, and we're
2 actually able to do this because we have seven years
3 of data. And so the idea is basically if you're
4 along the blue line that's your typical trajectory as
5 a student, what happens in the year that you receive
6 an exclusionary discipline, and that might be
7 hypothesized to be an orange line where perhaps your
8 trajectory dips down a little bit. So essentially
9 we're trying to compare a student to himself over
10 time.

11 So just to kind of illustrate how different that
12 looks from the correlational approach, what this
13 shows is five different models. On the far left we
14 have the most correlational and on the far right we
15 have our Student Fixed Effect Model, which tries to
16 basically control that -- basically compare that
17 student to himself. So if you don't control for
18 anything in the model, it looks like each incident of
19 exclusionary discipline is associated with a negative
20 .27 standard deviation in your test scores and that's
21 the big R on the left. So that's obviously a very
22 large negative relationship, but it's not necessarily
23 a causal relationship. As you control for more and
24 more things in the model, the impact of that gets
25 smaller but it's still a significant negative impact

1 although it's very small. So as you control for the
2 actual infraction that the student is reportedly
3 committing, of course, it goes down to about -.15
4 standard deviations. As you control for additional
5 things like school year, grade level, district, and
6 also that student's prior year test scores, it gets
7 really small as well. And then in our most causal
8 model it gets down to about -.01 standard deviation.
9 So it's not a very large impact, although when we
10 look at different subgroups the story might be
11 slightly different, so we'll do that next. And it's
12 important to note that these are also the impacts per
13 incident and so if a student is receiving lots and
14 lots of incidents over time that those small impacts
15 could add up to something bigger.

16 So those who are using math numbers, I'm not
17 going to show you the same thing with ELA because
18 it's pretty much the same across the board, but I do
19 want to highlight some differences by subgroups. So
20 if we just split this into some major groups, like
21 white students, non-white students, and also black
22 students, we see that there's about -.01 impact on
23 test scores for white students, but a slightly larger
24 negative impact on non-white students. So perhaps
25 minority students are slightly more harmed by these

1 types of exclusionary consequences. That might also
2 be particularly troublesome given that we saw that
3 they're more likely to get these kinds of
4 consequences in the first place.

5 And then looking at students by their baseline
6 test scores, we're basically just splitting up
7 students into those who are already performing below
8 average and those who are already performing above
9 average. And we see that the ones who are performing
10 below average are more harmed by exclusionary
11 discipline. So there might be students who are
12 already doing well in school, might be more resilient
13 to being excluded from school, whereas those who
14 already have lower test scores are apparently more
15 harmed. It's interesting here as well that there
16 wasn't actually a significant negative impact in our
17 high-performing ELA group. Similarly, we can split
18 this up into FRL and non-FRL students. And for math
19 we do see significant negative impacts for both
20 groups but slightly larger impacts for the non-FRL
21 group, which is actually a little bit interesting.
22 But there was no -- in math there was no negative
23 impact for our more advantaged students than ELA --
24 sorry. In ELA, there was no negative impact for our
25 more advantaged students.

1 So if you -- when we were thinking about this,
2 one interpretation perhaps is that math instruction
3 is something that is more concrete that you're
4 getting at school, maybe missing a few days of math
5 is a little bit harder to catch up on because they're
6 more concrete skills. And for the students who are
7 already from a more advantaged background in ELA,
8 they might be already kind of getting supplemented in
9 their literacy skills at home and they might be less
10 harmed by this.

11 So, in conclusion, I think the work highlights
12 sort of the need for rigorous methods to really
13 address what's happening. We do see slight negative
14 impacts of exclusionary discipline, but we see that
15 the impacts might differ by subgroup a little bit.
16 And it's particularly troubling that we see that the
17 impacts are larger for our students that we already
18 think are more disadvantaged. Remember, these are
19 impacts where we're still comparing that student to
20 himself, so it's essentially saying that for each
21 additional incidence of exclusion that student is
22 doing worse than he would have normally, basically,
23 and that these impacts are larger for our
24 disadvantaged students.

25 And so given that there are also

1 disproportionalities in how these outcomes are given
2 out, I think it's important to think about what might
3 be some possible solutions too. So a lot of states,
4 as well as the District of Columbia, have started
5 enacting different laws limiting the use of
6 exclusionary discipline. In some cases, it might be
7 for certain grade levels, like not for younger
8 students, or might be for certain types of
9 infractions. So you might think of doing something
10 for relatively minor infractions; you might want to
11 limit suspensions. There's some evidence too that
12 more like district-level code of conduct changes can
13 be effective. And also in terms of other
14 alternatives to these types of approaches there's a
15 little bit of non-experimental evidence supporting
16 the use of response intervention, restorative
17 justice, or some combination of the two. And then
18 there's been some experimental studies as well that
19 found benefits of PBIS on decreases in referrals,
20 actually improved test scores, and also improved
21 perceptions of school safety, all using random
22 assignment. So there's lots of resources at the end
23 of this presentation, if you'd like to look into
24 those in more detail. But in the future, this is
25 something that at the OEP we might be interested in

1 pursuing as well is if there's opportunities to do
2 further research in the state. Part of this, I
3 think, would be -- it would be really beneficial to
4 go in and talk more to schools, talk to teachers,
5 talk to principals, maybe even talk to students, if
6 we could, about trying to understand what they're
7 doing with their school discipline policy,
8 understanding the challenges that they're
9 experiencing, what alternatives they think might be
10 beneficial to them, what supports they need; all of
11 those kinds of things could be really informative
12 because a lot of what we see using this big dataset
13 is kind of a big black box of what's really going on.
14 And we'd also be very interested, if possible, of
15 doing some kind of random assignment of some
16 alternatives; so using more positive supports or some
17 training on restorative justice or implicit bias used
18 in schools; these kinds of things might be really
19 helpful.

20 Another thing we haven't studied here, that we
21 could potentially look at in the future, is more
22 school-wide or system-wide effects. What we've
23 presented right here with the impact of inclusionary
24 discipline is all on the particular student that was
25 suspended and we're kind of ignoring what might also

1 be happening to the students around them. So some
2 people have hypothesized that the impacts on other
3 students are either positive because it might make
4 the school climate feel safer or it could be negative
5 if it's just attributing to a more negative school
6 climate.

7 And one more thing before I leave, I guess, too,
8 is that we have maybe some questions as well about
9 going forward with the reporting, the annual
10 reporting, if there's changes in what you might be
11 looking for and if the -- because I know we've done
12 some of the things in Act 1329 in the past, but some
13 of the things we haven't been able to do, and whether
14 that's something that we should address at a future
15 time that's fine, too.

16 CHAIRPERSON REITH: Thank you so much, Ms.
17 Anderson.

18 MS. ANDERSON: Thank you.

19 CHAIRPERSON REITH: I know I have some questions
20 but it looks like my colleagues may as well. If I
21 could just start off -- I know my newer colleagues,
22 this is now maybe the fourth time that you-all have
23 come before us. Is that correct, Dr. Ritter, on this
24 specific issue?

25 DR. RITTER: Yes.

1 CHAIRPERSON REITH: I know this is now multiple
2 years in the making. And the one thing I did --
3 where we left the conversation last time, one of my
4 big takeaways was around again that other category
5 and not having uniform tracking across district. And
6 I remember, Commissioner, we spoke with you and our
7 Deputy Commissioner as well about that. Has any
8 progress been made in that regard? Is that something
9 -- and, again, thinking toward our work sessions and
10 actions that we can take, is that something that is
11 doable, whether -- I don't know -- partnership here
12 or -- first, I guess I'd like to know where the
13 conversation has been since then. And then,
14 secondly, is there some additional action? Because
15 it's that other category, I know, that has been
16 confounding us for a few years.

17 MS. ANDERSON: I believe that Eric Saunders'
18 team was looking at breaking that out into more
19 detail. The last year of data that we have, as of
20 now, is the 2014-15 data. So I'm not sure exactly
21 when that change will be implemented, if that will be
22 in the 15-16 data or the following year.

23 CHAIRPERSON REITH: Dr. Saunders, if you could
24 kindly update us.

25 DR. SAUNDERS: Good morning. The changes were

1 made for the 16-17 year -- I got with Dr. Ritter --
2 so the schools can code those disciplinary
3 infractions and everything. We also expanded the --
4 I believe the infractions, as well as the responses,
5 the actions, with that as much as we felt we could.
6 We still have to comply with some federal reporting
7 requirements, such as categories that things have to
8 fall within. But it was able to I think cast a wider
9 net, so to say, and be able to capture those within
10 that.

11 CHAIRPERSON REITH: Okay. And then what kind of
12 -- if I might ask, before you step away, Mr.
13 Saunders, what kind of instruction has been given to
14 the districts about these changes and, again, you
15 know, trying to insure some continuity? Have they
16 been made aware? Has there been some guidance to
17 them about trying to help us get a clearer picture of
18 what's happening?

19 DR. SAUNDERS: Yes. We have -- it's a data
20 manual, if you will, and it includes the definitions
21 and we have trainings, we have a data conference and
22 other things for those coders, people that put that
23 information in, so that they can understand those
24 changes and how to categorize those.

25 CHAIRPERSON REITH: Okay. Thank you for that.

1 Was anything ever specifically sent out though about
2 this change when it happened, since its transitioned
3 from last year to this year, or was it just part of
4 the broader manual?

5 DR. SAUNDERS: I would have to go back and look
6 at the correspondence and see what we've done on
7 that. I can't recall.

8 CHAIRPERSON REITH: If you could kindly. I just
9 want to make sure districts are seeing this. Again,
10 four years now in the making, wanting to make sure
11 that we are starting to get to a place of being able
12 to see some outcomes that help us, guide us moving
13 forward.

14 The other one -- and I wanted -- this might be
15 -- whether it's for you, Ms. Anderson, Dr. Ritter, or
16 the Commissioner -- again, my memory from the last
17 time you-all was here, one of I think the shocking
18 figures for me was all of the truancies that were
19 still resulting in out-of-school suspension, despite
20 laws in place to try and prevent that. What has
21 happened since that time, since the last report?

22 MS. ANDERSON: I don't remember exactly. I
23 think there was some discussion of sending out a
24 Commissioner's Memo or something.

25 CHAIRPERSON REITH: Commissioner, is there

1 anything you might be able to elaborate?

2 COMMISSIONER KEY: Yeah, I think we did. I
3 would have to go back to look to see when that was,
4 but it would've been immediately after we had that
5 discussion. I'm pretty positive that there was a
6 Commissioner's Memo that was issued to provide
7 clarity to the districts. But we can --

8 CHAIRPERSON REITH: If that could be verified,
9 that would be great.

10 COMMISSIONER KEY: If they can pull up their
11 computer, pull that up and check it out -- so, Dr.
12 Gotcher, could you look into that for me please?

13 DR. GOTCHER: (Nodding head up and down.)

14 CHAIRPERSON REITH: And thank you, Dr. Gotcher.
15 And then I will say with that, have we seen a decline
16 since that guidance has come out? You were probably
17 anticipating my question, Dr. Ritter. I saw that.

18 DR. RITTER: So we have not run that exact
19 analysis for this presentation. We don't have that
20 data now, but we -- with the future data we should be
21 able to see. And I think, by the way, there were --
22 it was trending down anyway, so there were districts
23 reacting to the law. What Kaitlin was surprised when
24 she dug into the data was we were not fully reacting
25 to the law.

1 CHAIRPERSON REITH: Uh-huh. Thank you. Yeah, I
2 would appreciate if -- again, pose the question what
3 can we look at, especially in those two areas. I did
4 remember that those were things we could actually do
5 something about. I think sometimes with these
6 conversations it has to go beyond just identifying
7 but what we can do. So if there could be some
8 follow-up there, I'd appreciate it.

9 I do have some additional questions but I'll
10 confer to my colleagues right now. I saw several of
11 them. Dr. Barth.

12 DR. BARTH: First off, thank y'all for the
13 reports that are getting more sophisticated in terms
14 of moving from correlation to causation. I really
15 appreciate that greatly because I think that was a
16 frustration of all of us early on in this process.

17 My concern is, you know, looking back at the
18 original act, you know, I think we're still at the --
19 because we're looking statewide here, at statewide
20 patterns; I think the original act was kind of more
21 of a district-level analysis. And I know that within
22 my school info, districts are going to be able to now
23 make those kinds of comparisons. But to highlight
24 those districts that are having a particular
25 challenge but also, and really importantly, those

1 districts that are showing disproportionate success
2 in terms of really moving towards some innovations
3 that are more restorative, and that was -- that's the
4 piece that's missing here. Because I think that, you
5 know, what I like about the original act, it was very
6 much focused on what can we do to really create
7 change based on Arkansas districts that are really
8 doing some different things. And so that's what I
9 would like to see moving forward is, yes, the
10 resources are here in terms of national research, but
11 I think that those districts that are really getting
12 it right -- and we know that if we look at these
13 lines there's some districts that should be very high
14 in terms of expulsion -- in terms of exclusionary
15 practices but actually are holding it down and with
16 some student success coming out of that.

17 So that's what I would really like to see moving
18 forward is moving a little bit more down to the
19 district level and, in particular, moving down with
20 an eye towards those districts that seem to be
21 getting it right in this arena.

22 DR. RITTER: That's a good question and that is
23 one of the things we're looking toward. And one of
24 the questions and challenges we have is reporting on
25 these and making sure that we report and keep a

1 watch-out for possibilities where we're identifying
2 individual students, with small samples of students,
3 and then making wise decisions on what's a smart
4 district within which we consider
5 disproportionalities; in other words, if there's a
6 district with 95% white students and 5% black
7 students, how meaningful is it. So there's just
8 decisions that need to be made and care that we have
9 to -- we have to be attentive to these concerns when
10 we think about publishing the data. But I guess
11 another question is just identifying, without
12 publishing school by school, but identifying schools
13 where we see really positive trend lines; as you
14 suggested, schools that have challenging academic
15 situations where we might imagine high suspension
16 rates but we're not seeing those high suspension
17 rates. It would be something we should -- if we can
18 get resources to go down the line, identify those
19 schools, and then spend time in those schools, as
20 Kaitlin suggested, with some qualitative work,
21 figuring out what's going on there and what is the
22 source of these positive numbers. So, thank you.

23 DR. BARTH: Yeah.

24 CHAIRPERSON REITH: Yes, Ms. Ables.

25 MS. ABLES: I just wanted to share with the

1 Board, and maybe you two as well, in my travels so
2 far I've been in schools where they're doing very
3 innovative things for discipline. And I know the
4 positive-based discipline has been a very big trend;
5 I've seen a lot of that in middle schools, and
6 they're working their way up to high schools. But
7 I've also been in schools where they're allowing the
8 students to create their discipline codes. And I
9 know that the principals have told me they went from
10 just in the first quarter with over 20 to 30
11 referrals down to less than 5 just from incorporating
12 the student voice in what that discipline should look
13 like and what it should be. And I feel like that's
14 -- you know -- that speaks volumes that kids get to
15 create that.

16 Also, the PBIS is such a big thing. And I don't
17 know; are y'all going to be giving a list of those
18 schools and going in and seeing how that impacts the
19 results of the survey?

20 MS. ANDERSON: That is something that we could
21 do. We do at least have a list of the schools that
22 have implemented with support from -- there's an
23 organization in Arkansas State that provides training
24 to schools in PBIS. And so we do have a list of
25 those schools and we've been in some conversations

1 with people there about how we might look at those
2 schools. The hard part is it's a little hard to tell
3 along the different stages of implementation what
4 schools are doing. So we can definitely look at it.
5 It might be a little hard to interpret across schools
6 because it's a little hard -- without doing a more
7 rigorous, more involved, and, unfortunately, more
8 expensive kind of qualitative approach, we could just
9 do some limited quantitative things. That's a good
10 idea.

11 MS. ABLES: I would also be interested to see,
12 you know, some in-school suspensions the kids go down
13 and, let's face it, they're sitting all day and
14 they're not doing real work to make up for being out
15 of class. And so I know some schools really push
16 putting those certified teachers in in-school
17 suspension so when those kids go in they can get --
18 they can do RTI, they can make up for work, they can
19 get tutoring, and really valuable support that maybe
20 is causing them to be in in-school in the first
21 place, so --

22 DR. RITTER: Just as a quick reaction to that,
23 that sounds like an opportunity to experiment. So
24 perhaps it's expensive to get certified teachers to
25 do that, but maybe to get college volunteers to be

1 peer tutors or to do other things in those
2 situations. And we've got -- since we don't know
3 exactly what works and we do know we're often wasting
4 time in in-school suspension, this seems like a real
5 opportunity to attempt experimentally different
6 strategies and figure out which one has the best
7 impact. So to the extent that we can encourage
8 schools to work with us, we're always looking for
9 schools willing to try new and innovative things and
10 we'll try to add our value by counting and paying
11 attention to if it works or not and then try to share
12 that information with the State Board and with
13 others.

14 CHAIRPERSON REITH: Thank you. On that line, I
15 do have some comments but I do want to defer to some
16 of my colleagues. Yes, Ms. Newton.

17 MS. NEWTON: Those were my comments that I
18 wanted to make. You know, we've got the data and we
19 know there's a problem; now we need to try to do
20 something about it. And so we need to find those
21 programs and those schools and those districts that
22 are doing a good job so we can replicate it in other
23 places. So I would really be interested in seeing
24 the focus go that direction.

25 CHAIRPERSON REITH: Thank you, Ms. Newton.

1 Anyone else? Then with that, I -- oh, yes, Ms. Zook.

2 MS. ZOOK: I was just deferring.

3 CHAIRPERSON REITH: Thank you.

4 MS. ZOOK: Okay. I do know some of the
5 districts, whether it's in response to your report or
6 just an innovative, creative, well-disciplined leader
7 of the school, and on those cases where they have
8 tried things but feel it necessary to have
9 exclusionary discipline they are offering the
10 opportunity for that student to do their work on the
11 computer. So, therefore, they're still engaged but
12 they have to be out of school for whatever reason,
13 and it will be interesting to see if the
14 exclusionary-but-you're-not-totally-excluding-them-
15 from-instruction has an impact on this. And also
16 it's probably nothing that you could do at your
17 level, but if school districts would think in terms
18 of whether it's a teacher absence and a sub is
19 referring a lot of these students for discipline, or
20 does it have something to do with the race of the
21 teacher and the race of the student, does it have to
22 do with something with the fact that the principal
23 may have not risen to the level that we hope really
24 will as a leader. There are so many things, you
25 know, that I think the schools can do as a result of

1 getting your data that you may not be able to do.
2 But this could serve as a springboard for them to be
3 creative and find out why and who are doing the
4 referrals and, you know, what can we do, whether it's
5 the restorative justice or whether it's putting on
6 the computer the instruction, so even though the
7 student isn't there they're getting instruction.

8 DR. RITTER: So just as a quick reaction, that's
9 a good point that what we can do and what we're good
10 at is analyzing and providing the information. We're
11 also interested in trying to evaluate programs. But
12 what we don't do is implement programs; that's not
13 our expertise. So to some extent, I wanted to say
14 this in a public forum, that if there are researchers
15 or people you have contact with or practitioners who
16 are interested in engaging and doing these sorts of
17 interventions, the best possible scenario we think is
18 that the practitioners get in touch with the
19 researchers and we all start at the beginning. So we
20 do the intervention so it can be helpful, but at the
21 same time we set it up so it's a valuable. So after
22 a couple of years we can not just say yes we've done
23 something but we can figure out if we've really done
24 something useful or not. So to the extent that
25 people pay attention to this public forum, and if

1 there are practitioners, and to the extent that you
2 all know people in school who are practitioners
3 interested in doing this, we should make a concerted
4 effort to get together and try to put forth a few of
5 these interventions and evaluate their effectiveness.
6 And then, once we figure that out, we could share
7 that info with the schools that we identify as having
8 challenging discipline situations.

9 CHAIRPERSON REITH: Thank you, Dr. Ritter. I
10 know Ms. Dean wants to speak, but my comment is so
11 directly pointed to that. I actually was at a
12 conference last week where there were panels with
13 practitioners talking about restorative justice and
14 restorative practices, positive development. And
15 then we also, two weeks before that, at our Academic
16 Distress Committee, had a school official that was
17 assigned specifically to implementing that time
18 programming that was talking about her learned
19 experiences. And so I know that now even some
20 districts taking even some more seriousness are even
21 assigning school officials -- and we definitely want
22 to be able to connect the dots. I think where that
23 came to us was through the Academic Distress
24 Committee, and so with the school improvement group,
25 and so recommending, maybe asking some of the

1 professionals within the Department. And then for
2 the conference that I attended was the Opportunity to
3 Learn Campaign and they actually manage a website
4 that is Opportunity to Learn Campaign, Restorative-
5 Practices, and I have even -- I brought a handout
6 from them, so I want to make sure you all get this.
7 Because I know that they're doing some of this
8 thinking and work. A lot of it is community-wide,
9 and I think they would welcome the chance to, like
10 you said, work alongside the researchers to be able
11 to do this together. So thank you for asking us and
12 just wanted to be responsive when anyone actually
13 knows something that we can do, so -- but, Ms. Dean,
14 you're recognized.

15 DR. RITTER: May I very quickly before her
16 question?

17 CHAIRPERSON REITH: Yes.

18 DR. RITTER: We are -- I don't want to give the
19 indication that we're just sitting back in the data.
20 Kaitlin is reaching out --

21 CHAIRPERSON REITH: Of course.

22 DR. RITTER: -- to the PBIS practitioners, the
23 folks at Arkansas State. And I think one other thing
24 that the Board can do as a policy-making board is
25 perhaps when practitioners reach out for funds to

1 engage in these sorts of interventions that we
2 connect to the funds the requirement that these
3 fundings and these programs be connected to real-life
4 evaluations.

5 CHAIRPERSON REITH: My understanding is some of
6 the ForwARd communities and funding may actually tie
7 to some of this as well, so that may be another -- a
8 project to connect with. My understanding is they
9 were going to try and invest in some of these
10 efforts.

11 Yes, Ms. Dean, finally.

12 MS. DEAN: That's a great seg-way to my point.
13 There is -- at St. Mark Baptist Church, they just
14 built the children -- youth and children center and
15 they've established -- I think it's called Tendogie
16 [ps] Foundation. And what they do is -- it's called
17 Reclaiming Scholars. So children who are in out-of-
18 school suspension, they bring them in; they are
19 partnering with University of Arkansas at Little
20 Rock, different volunteers in the area. And when
21 children are put in out-of-school suspension they
22 have the option for parents to bring them to the
23 church, to the children and youth center, so that
24 they are reclaiming that time so they aren't just
25 that much further behind when they get back into

1 school. And so they're teaching them; they're
2 counseling with them as well to kind of figure out
3 why they're there in out-of-school suspension in the
4 first place. So it's also good to partner with
5 organizations that are in the community, not just in
6 school. So I don't know if they are -- that might be
7 a good place to reach out for research. I know it's
8 just started this year; it's brand-new. So, just
9 wanted to throw that out there.

10 CHAIRPERSON REITH: No, thank you. And I think
11 that goes back to comments we've made. Obviously, as
12 you all -- your research has shown, the
13 intersectionality and correlations, right, between
14 the districts that are facing academic challenge have
15 many of these types of issues. And so -- and it
16 takes a village; we've said that over and over again.
17 So, yeah, obviously within our role trying to lift up
18 and encourage community support. And if we can
19 equally connect you-all to community groups, please
20 let us know. Excellent comment, Ms. Dean.

21 Any additional comments or questions? Yes, Dr.
22 Hill.

23 DR. HILL: I just -- this is great information.
24 And, you know, we used to partner with an alternative
25 learning school. And I know we always talk about

1 innovation here and it's just true to my heart; this
2 is one area that we must be very, very innovative
3 because what we're doing currently does not work.
4 And I remember when I went to an alternative school
5 and I was looking at athletics, and they said, "Well,
6 you know, because they're placed in alternative
7 school they can't participate in extracurricular
8 activities." And I said, "Well, do you think that at
9 3:30 today that they're going to the library?" And I
10 said, "And we must be very specific about how we're
11 trying to help the young people that need help the
12 most." And expelling kids -- you know -- when you
13 look at the crime that goes, and activities, and we
14 look at the kids, you know, that are underperforming,
15 underachieving -- and we've read all week long about
16 how many shootings are taking place in Little Rock in
17 15- and 16-year olds. And if you've looked at the
18 dropout rate of the kids who oftentimes are expelled
19 and what happens in our community, we have to be
20 innovative in our efforts to save our children. And
21 putting them out of school, you know, is not the
22 answer. And I know we agree to that, so I'm just --
23 you know -- we have to be innovative in our efforts
24 to try something new or we're going to continue, you
25 know, to create a prison; we're going to continue to

1 lock our students up, lock our -- you know -- and we
2 just saw the data. I mean, we know what's happening,
3 we know who it's happening to, and for us to look at
4 this data this time next year and say, "Well, we're
5 going to look at the data again next year," that's
6 unacceptable. You know, so we have to be very point-
7 specific about, you know, if you've got cancer, you
8 treat cancer. You know, we don't sit back and say,
9 "Well, we're going to evaluate the cancer again,"
10 because if you do you're going to be dead. Thank
11 you.

12 MR. WILLIAMSON: Well said.

13 MS. ZOOK: Okay.

14 CHAIRPERSON REITH: Yes, Ms. Zook.

15 MS. ZOOK: Before we have a motion, I guess just
16 a matter of housekeeping, I know the act or law
17 requires that they do this reporting. But why is it
18 on the action agenda instead of just the reports or
19 --

20 CHAIRPERSON REITH: I guess, Ms. Coffman, if you
21 could offer --

22 MS. COFFMAN: It's just always been our practice
23 to recognize it publicly and allow you to approve it
24 as one of the -- way we've always done business. And
25 usually on the --

1 CHAIRPERSON REITH: And I think to give
2 additional weight to the issue and --

3 MS. COFFMAN: Yes. And usually on the consent
4 agenda you don't hear the full report.

5 CHAIRPERSON REITH: Exactly.

6 MS. ZOOK: No, I was talking about the report,
7 not the -- reports agenda, not on the consent. If I
8 said consent I misspoke.

9 CHAIRPERSON REITH: Well, and I think today too,
10 because we are merging everything into today, and
11 then also probably to insure that the live-streaming
12 of this so that it can be shared.

13 DR. BARTH: But I do think this is a different
14 report because it is required by law in a way that
15 many of our reports that we get from within the
16 Department, in particular, are more --

17 MS. ZOOK: Yeah. I have no objection; I just --
18 as I was going over it, I was going to go, "Well,
19 we're not" -- I mean, obviously, we think it's a good
20 thing but we're not approving it (yes, we think
21 people should listen to this) or disapproving it (no,
22 we don't think they should). So it was just a
23 housekeeping question.

24 CHAIRPERSON REITH: Well, and I do -- and just
25 as a final and to seg-way to maybe a motion -- but

1 every year you all do ask "what do you want us to
2 study next, what can we look at next." So we are
3 trying to -- where it comes in a different format we,
4 I feel like, every year have conscientiously given
5 some advice or guidance in terms of next steps and
6 this gives us that opportunity to do so. And so with
7 that, yes, Dr. Ritter.

8 DR. RITTER: Just a quick reaction to Dr. Hill's
9 point, when we provide information -- and what we --
10 we can also engage in studying PBIS, restorative
11 justice, or other interventions. But I think one
12 important thing that the Board needs to think about
13 and we need to think about is how we get these data
14 in front of schools so that -- because schools are
15 the ones who are going to react to it more quickly
16 than we are. We might engage in intervention and
17 three years down the road we might figure out this
18 works. But tomorrow, school leaders are trying to
19 figure out how to deal with kids who are in positions
20 where they will or will not get excluded from school.
21 So one thing I think we need to think about is what's
22 the best way for us to get this information out there
23 so school leaders react to it in real-time.

24 CHAIRPERSON REITH: And I saw Ms. Newton grab
25 her mic first, and then you, Dr. Hill.

1 MS. NEWTON: You want to go ahead?

2 DR. HILL: No.

3 MS. NEWTON: Okay. Well, just my comment, I
4 would -- you know -- I've only been on here, you
5 know, unofficially last year but I saw it last year,
6 and then we're seeing it again this year. I would
7 like to see us do more than just approve the report.
8 I mean, I don't know what action we can do but I
9 would like to see us do something. I don't know what
10 it is, but, you know, if there's something someone at
11 the Department could do; you know, is there something
12 that we can do. You know, because this is not just a
13 report, guys; these are kids' lives --

14 CHAIRPERSON REITH: Yes, exactly.

15 DR. HILL: Right, exactly.

16 MS. NEWTON: -- you know -- and we can't lose
17 them. We can't lose them. We've got to do
18 something.

19 MS. ZOOK: Well, something like maybe --

20 CHAIRPERSON REITH: Sorry, Ms. Zook, but Dr.
21 Hill grabbed his mic first.

22 DR. HILL: No, go ahead. Go ahead. Go ahead.
23 Go ahead, because she's -- I'm fine.

24 MS. ZOOK: Well, I'm just responding to her.

25 DR. HILL: Go ahead. Go ahead. Yes.

1 MS. ZOOK: Something like maybe have this report
2 duplicated and shared with all the districts so they
3 have some information and they see what's -- I know
4 it's not district-specific, but it's them; but they
5 might say, "Well, gosh, I wonder what's going on in
6 my district and how I would -- you know -- how I need
7 to respond to this." Because since it's locally
8 controlled there's only so much we can do.

9 CHAIRPERSON REITH: Yes, Dr. Hill.

10 DR. HILL: I mean, I think as much emphasis as
11 we put on a school being in academic distress we must
12 give these types of issues that same type of
13 attention. We just can't -- I mean, it's to the
14 point that if this is important, the principals and
15 the superintendents of the district should be called
16 here for a forum to present this data for an action
17 plan to take place, for a strategic plan for
18 solutions. And that's -- I mean, and I think that
19 speaks -- I understand, you know, that you're the
20 data collection point and how we're putting this
21 together, but there has to be a strategic process for
22 distribution with a strategic plan for performance
23 outcomes that we evaluate "are we getting better."
24 It's like football; are we going to make a first down
25 or are we fumbling?

1 CHAIRPERSON REITH: Thank you.

2 DR. HILL: I mean, we have to be very strategic
3 in our initiatives to save our children and --
4 because if not, it'll be November of 2017 and we'll
5 be saying the same thing. And so those are things,
6 Chairperson, that I'd say that we have specific
7 things that we want to say by January what we've done
8 and evaluate that and just -- you know -- and then I
9 think we move the ball down the field.

10 CHAIRPERSON REITH: No, agreed. And please know
11 I'm taking some notes here in the hope that we can
12 have a more elaborate motion than just approve or not
13 approve. But, Dr. Barth.

14 DR. BARTH: Yeah. Just to pick up on Ms.
15 Newton's question, I think we can do three things. I
16 mean, there is the report and I think it's vitally
17 important that all district leaders get this report
18 each year. I think, secondly, we can send them very
19 clear specifics about how they can use My School info
20 to actually compare their school on discipline with
21 like schools, et cetera. And then, third, I think
22 once we get information about schools that really are
23 doing great work in this area we can really highlight
24 that. Because I think if we learn anything about
25 restorative work it's there's so much more power in

1 highlighting those that are succeeding, rather than
2 really, you know, sanctioning or even informally --
3 or shaming those districts that are not doing well.
4 So those would be my kind of answers that I think are
5 very much in the spirit of the law, but also don't
6 overstep our bounds into local control.

7 CHAIRPERSON REITH: Thank you. Commissioner.

8 COMMISSIONER KEY: Yeah, a couple of thoughts.
9 One is just so you all are aware, through our federal
10 SPDG grant we are working with ASU to develop PBIS
11 modules that will be made available for all
12 districts, all schools. So there is work going on,
13 and Jennifer Gonzales with our ADE team is at the
14 forefront of working in that effort.

15 The second thought I have is -- yes, to
16 everything you said, and it is part of our strategic
17 vision. It has to be. I mean, we can't just talk
18 about discipline as something that's separate from
19 everything else we're working on. So you all have
20 heard our vision, our strategic -- and some of you
21 are actually at the table working on this, so I would
22 ask you where you see this fitting in that and --
23 because that is the effort that should be driving all
24 the work that is happening in our agency. And then
25 as it relates to ESSA, I mean, we heard passionate --

1 Dr. Hathorn is standing back there who's actually
2 Watson Chapel and his school and his team that spoke
3 so passionately about restorative justice when they
4 came -- when we went to Pine Bluff for the ESSA
5 listening tour. And, again, came last month and we
6 heard from those same folks, speaking of the success
7 that they're having. So I think part of it too is
8 highlighting examples of where it is working, and
9 working well, with results. I think they can tell
10 you they are seeing results. But, ultimately, it
11 comes down to leadership at the district level, at
12 the building level. And, you know, we can provide a
13 lot of leadership here and we can do a lot of work,
14 as is going on, but our districts have to grab it and
15 run with it at some point. And so I think there's a
16 lot of this discussion that is outside of OEP's
17 purview; I mean, they provide analysis and they give
18 us the results. But I think we need to encourage our
19 district leaders to take some of these positive
20 aspects, look internally and determine where they can
21 get the biggest improvement for their students,
22 incorporating all this in, ESSA, strategic
23 management, all these pieces that we're working on
24 already.

25 CHAIRPERSON REITH: Yes, Ms. Newton.

1 MS. NEWTON: Quick question on that line because
2 it's been several years since I've worked on an ACSIP
3 plan. But is that -- is discipline reporting, as far
4 as what aspects -- what are they trying to do to
5 improve discipline, out-of-school suspensions, is
6 that part of the ACSIP plan still?

7 COMMISSIONER KEY: I'm looking; I can't see Mr.
8 Harvey.

9 MS. ZOOK: Yeah, he's there.

10 COMMISSIONER KEY: He's down there. Okay.

11 CHAIRPERSON REITH: Mr. Harvey, you're
12 recognized.

13 MR. HARVEY: That is some of the data that we
14 currently do have districts and suggested districts
15 look at, and specifically schools. It would tie
16 around what indicator was inside the new system that
17 they're selecting, how they would address that. So
18 if they've identified that as a potential problem,
19 that would need to be addressed, how to produce
20 effective outcomes; then they build that into their
21 indicator assessment and the individual task that
22 they're using to make that indicator fully
23 implemented.

24 MS. NEWTON: So it's a choice of the district
25 then?

1 MR. HARVEY: Yes, ma'am.

2 CHAIRPERSON REITH: Thank you. So I have seven
3 takeaway actions that I've heard here.

4 MS. ZOOK: We do?

5 CHAIRPERSON REITH: Yes.

6 COMMISSIONER KEY: If I could, it's the choice
7 of the district, but it's supposed to be based on
8 their needs assessment.

9 MS. NEWTON: Right.

10 COMMISSIONER KEY: Okay. And I can't stress
11 that enough that we don't direct them; we lead them
12 in trying to determine what their most important
13 needs are in the district at that particular time and
14 how it impacts their ACSIP plan. So some districts
15 may identify it, as Watson Chapel has and are working
16 actively towards addressing it; some districts may
17 look at another aspect as being the most important at
18 that time. So just to say that there's not a
19 statewide focus necessarily on discipline, it's based
20 on those local decisions.

21 CHAIRPERSON REITH: Yes, Dr. Barth.

22 DR. BARTH: But on that front, so when we --
23 we've got all kinds of good evidence that PBIS, you
24 know, has grounding in the literature. Can we get a
25 list of those districts that are employing that

1 practice -- I mean, that strategy? Is that -- do
2 y'all have that data?

3 MS. ANDERSON: So I have a list of the ones who
4 are working with Arkansas State, specifically. There
5 might be other schools that are trying to take some
6 other approach. But without sort of getting a survey
7 of all of the districts, I wouldn't know how to find
8 those districts.

9 DR. BARTH: Okay.

10 CHAIRPERSON REITH: But that might be -- so that
11 actually -- thank you, because that adds another idea
12 to one of our items. Okay. So here's the six,
13 unless, Dr. Ritter, if you would like to speak first
14 before I try and summarize the six takeaways?

15 DR. RITTER: I'll do it in one minute.

16 CHAIRPERSON REITH: Okay.

17 DR. RITTER: So one thing that I think OEP can
18 do a little better is not let the perfect be the
19 enemy of the good. So I suggested the challenges and
20 our concerns about reporting, and in fact what we
21 could do without necessarily reporting disparities
22 within school. We could at least report aggregate
23 numbers within school, which I know, Dr. Saunders, is
24 going to be -- is on the new school portal. But we
25 could also put it on our OEP web pages so people can

1 see those, because perhaps people don't even know
2 it's a problem in their school without the raw
3 numbers. So we can do a better job of reporting the
4 raw numbers. And, in fact, we can also -- if this is
5 something that the Board is interested in, one thing
6 we do have the ability to do is do decent surveys
7 with districts around the state, and maybe we need to
8 have an answer a year from now on what exactly is
9 going on as best as we can tell with an imperfect
10 survey instrument with districts and their
11 disciplinary strategies around the state. If that's
12 an issue, that's something I think we can engage in
13 and help with.

14 CHAIRPERSON REITH: Fantastic. All right.

15 So this is my effort to try and summarize and
16 then, please, I welcome feedback if I've captured all
17 of your ideas accurately and if there's something
18 else that I'm missing.

19 Number one, as we have started off with follow-
20 up from last year, so the tracking in terms of the
21 other non-exclusionary groups. And if there could be
22 some kind of confirmation, whether beyond the manual
23 that districts have been given some instruction
24 around how to again create a little bit more uniform
25 data tracking so we can really understand the

1 different types of disciplines and the frequency with
2 which they're happening. So that was one, a follow-
3 up from last year.

4 The other follow-up from last year, if there
5 could be some sort of verification around the out-of-
6 school suspensions and whether again it was a memo
7 that has been sent -- sorry -- truancy leading to
8 out-of-school suspensions and whether there was
9 verification of whether some sort of Commissioner's
10 Memo did go out last year or not; and if not, one of
11 my action items here will actually be a proposed
12 Commissioner's Memo. But verification of what kind
13 of communication has already been out.

14 And then, ask that for next year's report
15 research be done on is it still -- can we verify
16 that's a downward decline. And, hopefully, it's a
17 very significant one with the additional guidance.

18 Number three: I actually do see potentially
19 coming out of this -- and very much welcome your
20 feedback, Commissioner, if the correct format is a
21 Commissioner's Memo. I know that's a format that
22 we've chosen before, in the past, on this. But
23 something that might incorporate the sharing of this
24 PowerPoint, right, for the now four years of data --
25 it's not just this year's, it's a four-year -- and

1 make aware that it's been out there; make aware, as
2 Dr. Barth had said, the new portal as an opportunity
3 to dig deeper into the individual school data. And
4 then maybe the third element to that Commissioner's
5 Memo could be maybe a survey or some sort of follow-
6 up, whatever questions that we have here, maybe most
7 predominantly around best practices (are you doing
8 this, and, if so, what's been your experience) so
9 that you all can then again proceed with qualitative
10 research, as you all have indicated. And I would go
11 amongst again this idea of action ideas. Maybe there
12 could be a specific dissemination of this to co-ops
13 who are offering professional development,
14 accompanying more directly on again some of these
15 best practices -- or I welcome other ideas from the
16 Commissioner and his team in terms of to whom this
17 could be disseminated. But at the very least I see
18 the audience of this Commissioner's Memo could be
19 superintendents, school leaders, is what I've heard.
20 And then the third group that I did want to throw out
21 there was co-ops, and all of that sort of
22 encompassing to a third action item.

23 The fourth one, if there could be -- and Ms.
24 Coffman is our liaison with ForwARd and the Crosswalk
25 -- if there could be some connection between this

1 research and the ForwARd initiative to see if there
2 is indeed -- I know that some of the items related to
3 the ForwARd initiative and suggested outcomes were
4 related to disciplinary issues, and if there will be
5 any investment or support to pilot projects or is
6 there any way to intersect this research with what
7 the ForwARd outcomes and granting is. And then tied
8 to that anything that we can do as a board to connect
9 you to other stakeholders doing this research. I
10 know we've all referenced some here. And so a
11 commitment from us to connect you with those contacts
12 of practitioners to, as you said, build that bridge
13 between research -- practitioners, and then I would
14 put at the other level groups like ForwARd coalitions
15 that are taking education -- so I see that as a
16 fourth takeaway.

17 The fifth is tied to ESSA. Actually, I've heard
18 in some of the trainings I've attended with ESSA that
19 there is an expectation of some sort of piece here,
20 indicators as related to discipline, and so maybe an
21 opportunity. And if that isn't already an
22 opportunity to do so, I know that at least in the
23 trainings I've attended there's -- and we could maybe
24 define some best practices, but I think in our ESSA
25 plan maybe an opportunity there, whether it's in the

1 data collection or aspirations around this issue, and
2 as you said, the vision. Right? So maybe an
3 opportunity to revisit both of those documents with
4 this lens to see if there's an opportunity here to
5 add those to those two frameworks, as you said,
6 Commissioner.

7 And then the final thing I saw and heard a lot
8 around was the best practices. And so whether it's
9 for your report next year around best practices -- or
10 actually we'd love to be able to see -- I'd actually
11 love somebody like Dr. Wilde and his team to be able
12 to see how we could -- whether it's creating a portal
13 or a affinity group or something of folks that are
14 doing some thinking around this that can help share
15 this with our districts, especially those --
16 intersecting with those with academic distress, but I
17 think maybe even some of the -- this could be housed
18 elsewhere within the ADE. But if your team could
19 collaborate within the ADE so that we have somebody
20 even within this Department who are the point-persons
21 on -- and so when we know that schools that have
22 these challenges they have somebody to turn to, or at
23 least a portal or something where they can go to to
24 kind of discern and connect with others that are
25 doing some study and research.

1 So those were some of the things I heard. I
2 don't know if I missed anything or miscaptured some
3 of your thoughts and desires, Board. Yes, Ms.
4 Chambers.

5 MS. CHAMBERS: If I could reflect back --

6 CHAIRPERSON REITH: Yes.

7 MS. CHAMBERS: -- what I think you just said,
8 and it's in the spirit of even more intentional
9 communication and being actionable, as you talked
10 about, Dr. Hill. So if the Commissioner's note, when
11 it goes out, in the spirit of lead-versus-direct --
12 to pull all this together, to make it as easy as
13 possible to get this research, to be redirected and
14 encouraged to go back to look at the My School
15 information, and very specifically look at where
16 their school fell or their district, had follow-up
17 contact information -- and I don't know if it's fair
18 for it to be OEP -- but if they had questions about
19 the research, if they wanted to have benchmark
20 information where people have already been
21 successful, schools have been successful, and
22 actually bring all those beautiful but discrete
23 pieces of information together into one place where
24 they could -- they get the memo and they know --
25 they're encouraged and they have some sense of what

1 to do about it, so that we can move more quickly from
2 being informed to doing something to improve for
3 these kids. I don't know if that's -- I know there's
4 a fine line between leading and directing, but it
5 seems like there's a beautiful way to actually
6 encourage people to get into the data and do
7 something about it. Does that make sense, and is
8 that a fair thing to ask of a Commissioner's Memo?

9 COMMISSIONER KEY: Directing them to -- I mean,
10 I think we're talking about a process.

11 MS. CHAMBERS: Yes.

12 COMMISSIONER KEY: I don't think --

13 MS. CHAMBERS: Yes.

14 COMMISSIONER KEY: -- we're going to encapsulate
15 everything in one -- a Commissioner's Memo or --
16 because a lot of the research, a lot of the work that
17 is being done through this SPDG grant goes directly
18 to what y'all are saying. And so I don't know,
19 because that's kind of in the special ed. unit, you
20 know, that -- in some schools that's looked upon as
21 isolated. And we need to not be so isolated, so how
22 do we expand that to the entire student population,
23 the thought process about how it applies to the
24 entire student population. Is that kind of where --

25 MS. CHAMBERS: Absolutely. And the memo may not

1 be the right vehicle; that may be too mechanistic.
2 But making it easier for schools, for districts,
3 administrators, teachers, or parents to have access
4 to the information and do something about it.

5 COMMISSIONER KEY: Well, I think one way we do
6 that is creating the buzz to make people want to do
7 it.

8 MS. CHAMBERS: Absolutely.

9 COMMISSIONER KEY: Not "make them," but to lead
10 them to want to do it, as we have done by
11 highlighting our innovations. You know, you have
12 schools who are excited about innovations in their
13 district because they have seen videos and they have
14 heard stories. So maybe what we need to do, rather
15 than looking at the mechanics of, is the telling the
16 story; how do we help tell the story of a Watson
17 Chapel and their progress in restorative justice and
18 where they were, where they started, why they did it,
19 and what their results are. Telling that story of
20 other districts that are seeing success is probably a
21 more attractive way to me than creating what could
22 come across as yet another thing we have to do.

23 MS. CHAMBERS: Very fair. There's an art to
24 this.

25 COMMISSIONER KEY: Yeah.

1 CHAIRPERSON REITH: Although I do wonder -- and,
2 again, it's just in finding it in an easy place --
3 again, I guess that's where the idea of a
4 Commissioner's Memo, if one hasn't been sent already
5 on these topics; at least to compliment, like you're
6 saying. Hopefully, we can create a buzz. I think if
7 a walkaway is a commitment to do an Innovate video on
8 one of these restorative justice projects, I think
9 that would be an actionable item that we could
10 probably all get behind. And then, with that, maybe
11 some sort of memo that both leads with that and then
12 "here are some other tools, resources, you know,
13 guidance to go with it" -- you know, an easy place
14 for them to identify and to know where they can dig
15 into the data.

16 But I do get back to where we do have more
17 control -- I guess, again, I would like to see what
18 ForwARd -- again, if I remember correctly, again,
19 that is an initiative under our purview that does --
20 is trying to I think have some indicators in this
21 area. And so just double-checking what that is and
22 is there anything we can do here with an initiative
23 already going on, same with ESSA, in that respect.

24 And the other thing I just wonder -- and I guess
25 my day started too early in the morning -- it went

1 away for me. But there was -- it'll come back, I
2 hope. But -- oh, academic distress -- those are
3 being districts that, again, we are just more
4 actively involved in at schools and districts. And
5 if at least this could be maybe embedded in them
6 since this is -- and, again, I know that we're
7 already supporting them in a holistic way, but maybe
8 if we could at least intentionally, right, make sure
9 with those districts, because we are more directly
10 involved, have responsibility, doing this instruction
11 and guidance, some sort of commitment that these are
12 considerations that they're going to look at.

13 COMMISSIONER KEY: I mean, I would invite Mr.
14 Harvey to come back and speak to that, or maybe when
15 we go to -- or maybe Ms. Barnes can speak on it. I'm
16 not sure. I think there's a commitment that's
17 already there when it comes to all the pieces. But,
18 Elbert, you want to speak to that?

19 MR. HARVEY: Yes, ma'am, we do have them look at
20 their specific discipline data, as well as their
21 grading policies, and then we actually have them
22 collect that data. And we do try to put that in the
23 45-day reports so as you look you should be seeing
24 some of that information appearing as we go forward,
25 and actually in past reports, where we do have them

1 focus specifically on out-of-school suspension and
2 in-school suspension. And we have them address the
3 amount of time that there's student-teacher
4 interaction due to maybe transition to the office,
5 how much time they're actually spending out of the
6 classroom. So we do have them do an analysis of the
7 time in looking at student instruction time versus
8 the amount of time that a student may not be
9 receiving instruction due to a disciplinary issue.

10 CHAIRPERSON REITH: Thank you. And I know you
11 all do a tremendous amount of work of trying to
12 juggle so many different variables. And I just hope
13 you can take away from this conversation it's not a
14 critique but an aspiration that we're connecting the
15 dots as much as possible and that you're feeling some
16 frustration here -- and again, it's not targeted
17 toward you, but that it's multiple years of data and
18 is there something more proactive. And I just feel
19 like your schools and districts are the ones where at
20 least we're more directly involved in day-to-day, and
21 if there's somewhere where we can start maybe it's
22 there and then see how we can build out. But those
23 are some of my thoughts. I know I've collected some
24 of this. Dr. Hill or Ms. Newton, yeah, your
25 additional ideas of action?

1 MS. NEWTON: I'm just going to offer this as
2 maybe a possibility of actions that we could do.
3 Have the Department share the data that we have seen
4 here today, and then also include possibilities of
5 research-based actions that a school could actually
6 implement. And then somehow or another through
7 Eric's group, you know, if they're interested in the
8 specifics of what's happening at their school, guide
9 them to the My School portal, but I think we need to
10 go further than that because the My School was so
11 new; tell them what -- you know -- what analytics do
12 they actually need to run that would give them a good
13 picture of what their school is, how their school is
14 performing. And then maybe have Gail and Kevin's
15 group do some sort of a video that would highlight a
16 school that is doing a really good job with their
17 discipline. That would be the, I think, three things
18 that we could do that would be an action that would
19 at least be something.

20 CHAIRPERSON REITH: Thank you, Ms. Newton. I
21 think you summarized well the hodgepodge of different
22 things I was trying to say. But that's -- I concur
23 with you fully. Other thoughts and ideas from
24 colleagues, or reactions to what Ms. Newton has
25 shared?

1 DR. HILL: Offer any support that we can, you
2 know, to be helpful to the community and, you know,
3 to bring that, you know, together. Because I think
4 one thing in dealing -- I was at Pine Bluff High
5 School yesterday, with the superintendent, Dr.
6 Robinson; I went out to visit schools. Oftentimes,
7 when we're talking about people getting information,
8 you know, parents, if you tell them to go on the
9 portal and read the information that's challenging.
10 And so we have to make sure how we're -- you know --
11 because that's easy for us as we're disseminating
12 information but can be very challenging, you know,
13 for a student. And there was a little 5th grader in
14 there yesterday that touched my heart that got sent
15 to the office and was crying. And, you know, what
16 was going to happen to that child is the reason I'm
17 really passionate today because of the experience I
18 had yesterday. I mean, it's -- and it was so
19 touching to me that that little student -- they were
20 waiting for his mom to come get him. And I just know
21 we have to be intentional about transformation, just
22 like we are about the other things. Because, you
23 know, the data, the test scores are not going to be
24 good, what we aspire to at the end, if we're not
25 taking care of these things each and every day. And

1 so, I mean, we have to, you know, to follow-up. And,
2 you know, this is something that I'm very passionate
3 about. So if we create a subdivision of that I'll be
4 glad to lead that for this board.

5 CHAIRPERSON REITH: Thank you. Thank you. And
6 that could be another action as well as a liaison
7 position in terms of follow-up to this and to insure
8 that there is -- and thank you for offering for that,
9 Dr. Hill.

10 So if I could offer to our colleagues to get to
11 a place of a motion here, it would be -- and I would
12 have Ms. Davis correct me if I'm off here -- but
13 accepting of the report with the following actions,
14 with the following request stipulations. And if I
15 could try and really concise maybe now down to three:
16 one, that some sort of communication goes out from
17 the ADE. But we'll -- you know -- we've offered some
18 ideas of what that looks like but at the end of the
19 day, Commissioner, it's -- you're the expert of you
20 and your team. And so I think we would defer to you
21 what format that comes out in, whether it's a
22 Commissioner's Memo or otherwise, but I think you've
23 heard the desire here to see some sort of
24 communication go out from the ADE. An Innovate
25 video, if we could request an Innovate video that

1 could begin us in a conversation of best practices.
2 And then, finally, that we would create and commit to
3 create as a board a liaison position on school
4 discipline issues and then this will become part of
5 our reporting structure coming out, and that Dr. Hill
6 has respectfully offered himself, and I would
7 respectfully like to nominate him, as chair, as the
8 person that could play a liaison role. And maybe
9 that would be with your team, Ms. Anderson, and then
10 at least as a starter point. And then, Commissioner,
11 if you could give some guidance as we move on of who
12 are the right folks with whom Dr. Hill could liaison
13 within the Department to help make sure that that's a
14 strong bridge of follow-up.

15 Does that sound accurate, Board, in terms of --

16 MS. NEWTON: I would -- again, I would just like
17 to include specifics on possible -- when you
18 communicate with the schools, possible things that
19 they can do.

20 CHAIRPERSON REITH: Yes.

21 MS. NEWTON: Because sometimes they're so busy
22 they don't stop and look at what are the research-
23 based things, actions that I can take in my district
24 that would make a difference. And then also give
25 them guidance on the My School.

1 CHAIRPERSON REITH: So as clarity on the first
2 point, some sort of communication goes out with ADE
3 that shares this research, shares actions, and
4 guidance on My School. And we'll defer to you,
5 Commissioner, in terms of what the format of that
6 communication looks like.

7 DR. BARTH: I move approval of the report with
8 those conditions.

9 CHAIRPERSON REITH: Thank you. Do I have a
10 second?

11 MR. BLACK: Second.

12 CHAIRPERSON REITH: Okay. Motion made by Dr.
13 Barth, seconded by Mr. Black. All in favor?

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRPERSON REITH: Any opposed? Motion carries
16 unanimately. Thank you, Ms. Anderson. Thank you,
17 Dr. Ritter. We have greatly appreciated all the time
18 and effort and obviously personal commitment that the
19 two of you have shown to this research and to this
20 work. Thank you so much.

21 MS. ANDERSON: Thank you.

22 CHAIRPERSON REITH: I know we have -- and I'll
23 quickly look to my colleagues here. Dr. Ritter does
24 have one more report. We could hear his report first
25 and take a break. Do you have a sense of how long

1 that report will be, Dr. Ritter?

2 DR. RITTER: I can do it in under 15 minutes.

3 CHAIRPERSON REITH: Okay. So with that, I will
4 first propose a break just because we've been here
5 for an hour and 45 minutes. So we will reconvene at
6 -- let's say -- I'm going to give an odd hour here,
7 but we do need to move forward with an ambitious
8 agenda. Let's take a seven-minute break. Thank you.

9 (BREAK: 11:45 - 11:58 A.M.)

10 CHAIRPERSON REITH: I would like to reconvene
11 please. Thank you. We do have a few more items that
12 we're tasked to try and get in before our lunch time,
13 and so I appreciate everybody for their efficiency
14 around the break today.

15 A-5: ARKANSAS TEACHER CORPS

16 CHAIRPERSON REITH: So moving on now to action
17 agenda item A-5, the Arkansas Teacher Corps, Dr.
18 Ritter, you're once again recognized.

19 DR. RITTER: Thank you very much, and thanks for
20 your patience with us from the University of Arkansas
21 this morning. We have slides coming up in a minute,
22 I believe. We do. And so today I'm going to talk
23 for -- I have about 15 minutes, but I'm happy to
24 answer as many questions as you'd like about this
25 exciting venture that we're now in about our fifth

1 year of existence, but our fourth year in schools,
2 called the Arkansas Teacher Corps. And this program
3 -- and so I'm just going to introduce you to it and
4 tell you a little bit of the results so far. But the
5 idea here is that a lot of people on the State Board
6 may not even know we exist, so this is a session
7 where we want to let you know about. I'll tell you a
8 little bit about the program, why we think there's a
9 need for our program. We're not asking for funding
10 or asking for starting; we already exist. But we're
11 just -- we are trying to garner support and garner
12 just word-of-mouth, let people know that we're out
13 there. I'll tell you how we're doing so far, what
14 kind of positive results we're seeing, and then
15 answer some questions that you might have about our
16 program.

17 So the Arkansas Teacher Corps is a program that,
18 if you are familiar, is similar to the Teach For
19 America program. Our goal is to recruit, train, and
20 then support exceptional, passionate, community-
21 minded, social justice oriented individuals to serve
22 as teachers for the Arkansas students who need them
23 most. So we're not trying to create -- we're not an
24 alt-cert pathway for teachers to teach anywhere;
25 we're an alt-cert pathway specifically geared toward

1 bringing teachers to districts that need the teachers
2 the most. So our goals are to provide an accelerated
3 path to teaching for the most talented and committed
4 individuals, leading to a standard Arkansas teaching
5 license. We want to specifically provide qualified
6 teachers to districts with severe teacher shortages,
7 with the longer term goal of reducing the achievement
8 disparity between low income and/or minority students
9 and their peers. We operate around the vision of all
10 Arkansas students will have the agency to pursue
11 extraordinary lives through excellent and equitable
12 education.

13 So, briefly, the need -- and I probably don't
14 have to go in much detail with this group on the need
15 for teacher shortages but, to be clear, we should be
16 careful when we describe a general teacher shortage.
17 There isn't really a teacher shortage. We have no
18 trouble finding third grade teachers, classroom
19 teachers, fourth grade math teachers, but there are
20 specific areas where we have real shortages. There
21 are shortages of content area teachers in math and
22 science and in special education. There are
23 shortages in specific geographic areas, in particular
24 low income rural areas where it's hard to find
25 teachers in these areas where perhaps the population

1 is decreasing, where adults are moving out of the
2 population. So there are very specific areas of
3 teacher shortages and this is a need that we aim to
4 address.

5 We've found in the past, in the past half-
6 decade, that enrollment in traditional prep programs
7 is decreasing. So traditional pathways to teaching
8 are providing fewer teachers than in the past; in
9 particular, many districts in southern and eastern
10 Arkansas, sprouting out from the Delta, continue to
11 express great need, especially in math and science.
12 They express that need to our program, the Arkansas
13 Teacher Corps, through requesting Arkansas Teacher
14 Corps teachers each year. We have received over 500
15 requests for teachers in the past four years, and our
16 program only sends out 20 to 30 teachers a year, so
17 there's a huge unmet need. And as more data to
18 support that, you can see in the bottom line of that
19 PowerPoint we list the large number of teachers
20 teaching outside of their content areas as measured
21 by waivers requested, and you see in the neighborhood
22 of 1500-plus waivers requested each year over the
23 past three years.

24 So the implications of this are clear. There
25 are great educational challenges in our state. It

1 wouldn't have been hard to pick 20 different bullet
2 points to put here to identify and evidence the
3 educational challenges in our state. Only 1 out of 5
4 Arkansans has a bachelor's degree; 70% of our 8th
5 graders read below the 8th grade reading level, as
6 measured by the national NAEP exam; 82% of our high
7 school graduates are behind the national average in
8 math; only 8% of students from low income Arkansas
9 families, families defined as low income, are
10 expected to graduate from college by the age of 24.
11 So, again, only 1 in 5 of us has a college degree.
12 Those numbers are much more stark if we're born into
13 a low income household. Only 1 in 5 of Arkansas
14 students who actually took the ACT met the college-
15 ready benchmarks in all four subjects, and these
16 college-ready benchmarks are challenging but they're
17 not ridiculously challenging. We're not asking for a
18 25, a 26, a 27 in the ACT; college-ready benchmarks
19 are much more in the neighborhood of the low 20s, and
20 only 20% of our students who took the ACT met all
21 four of those. And, finally, nearly half of the
22 students enrolling in public universities in Arkansas
23 require remedial coursework. Again, I could've gone
24 on and on. There are lots of challenges, areas we
25 need to improve, and teacher quality is one area we

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need to work to improve that, of course.

So we thought at the OEP, thanks to -- frankly, thanks to years of making presentations at the State Board, not unlike our discipline presentation where there were questions -- the questions revolved around our presentations, like this morning; "Hey, the data are there. We're struggling with teacher quality. Why don't -- why doesn't someone do something?" So five or six years ago, we started drawing up this model to try and do something. We realized that Teach For America was serving lots of Delta districts where there was need, where there were not traditionally trained teachers to fill those spots, but Teach For America wasn't nearly filling the need that was out there. We also knew that Teach For America was very selective. Only 1 out of 10 applicants -- and these are highly qualified applicants -- get selected for Teach For America. We had to believe that some of those 9 out of 10 people who weren't good enough to make it into Teach For America might be really excellent teachers for Arkansas students, and there might even be people who wouldn't apply to Teach For America. Perhaps they wanted to only serve their home state; perhaps they weren't adventurous enough to go into Teach For

1 America and perhaps end up anywhere. So we thought
2 there might be college-level -- college graduate
3 students or even working adults who have degrees in
4 content areas who want to teach and serve, and so we
5 wanted to figure out a way to try and get them into
6 the classroom. So we think Teach For America is a
7 good model. It's been in our state since 1990. It
8 has recently shifted its presence to Little Rock,
9 which means there's even greater need in Delta rural
10 school districts. And even if Teach For America, you
11 know, served -- even if Teach For America wasn't
12 moving to Little Rock, there's still a great unmet
13 need for teacher quality in these districts.

14 So we aim to build upon and ideally even improve
15 upon the TFA model. We aim to attract talented and
16 committed Arkansans. We're not going to say no to a
17 non-Arkansan, but we want to focus on Arkansans
18 because we think Arkansans might be committed to
19 fulfill their three-year commitment and stay beyond
20 that. And we focus on a three-year commitment; TFA
21 focus has a two-year commitment. There's a balance
22 here. If we ask for a 10-year commitment, we get
23 fewer people to sign up. If we had a one-year
24 commitment, that's not long enough. There's no right
25 or wrong answers, but we wanted to make it a little

1 -- we figured if we're getting people to stay in
2 their home state we could keep them a little longer.
3 We do have a strong program belief that most teachers
4 are not very good in their first year. Traditionally
5 trained, alternatively trained, untrained, it's very
6 hard your first year. So if we get three years of a
7 commitment that means we have two years of good
8 teaching instead of one year of good teaching. And,
9 again, we think we're going to get more than just the
10 years that these wonderful young people are committed
11 for.

12 We want to reach more districts and more
13 geographic areas than TFA. And, frankly, as a land
14 grant institution we believe it's the job of the
15 University of Arkansas not just to be the university
16 of northwest Arkansas, because our College of
17 Education did a great job of providing teachers for
18 our little corner of the state. We do not do a good
19 job of providing teachers for disadvantaged districts
20 in the other corner of the state, and that's what
21 Arkansas Teacher Corps aims to do. We only serve
22 disadvantaged schools and disadvantaged areas. The
23 map will show you we stay out of the upper left-hand
24 corner.

25 We're now in our fourth year. We have 55

1 Fellows currently teaching across the state. And
2 please interrupt if you have clarification questions,
3 if you'd like. I apologize for going on and on.
4 More than one-third of our teachers are people of
5 color. We think this is very important, and this is
6 far more diverse than the graduates of many
7 traditional training institutions. Half of our
8 Arkansas Teacher Corps teachers are originally from
9 low income communities, most in Arkansas, not all;
10 many in the actual communities in which they seek to
11 teach. We served this year roughly 20 districts, 28
12 schools in these 20 districts. We are serving
13 disproportionately diverse and low income districts.
14 The average free and reduced lunch rate of the
15 districts we serve, 78 to 80 percent. We're in a
16 state where the average is about 60-ish percent. So
17 this is a more disadvantaged group than the state as
18 a whole. Our minority population is far more
19 minority students in our ATC classrooms than in the
20 state as a whole, and we've served -- our 55 Fellows
21 this year are serving 5100 students across the state
22 in mostly high schools but also in middle and
23 elementary schools.

24 Just a brief picture, and I'll go through this
25 quickly. Some of our ATC Fellows, this is our third

1 year cohort. This is from their training in their
2 first year summer institute, wearing their ATC t-
3 shirts. We've got folks who are a BA in Spanish and
4 Latin American Studies, with a 28 ACT. She's now in
5 the Dollarway district, really connecting with her
6 students in her third year. She's sitting next to a
7 former businessman with 30 years experience, who is
8 now teaching in central Arkansas, teaching all sorts
9 of business classes to high school students. We've
10 got a biology major from the U of A who's an El
11 Dorado native teaching in that area. We've got a BFA
12 in Graphic Design from Harding. We were surprised to
13 see how many requests we got for art teachers and
14 fine arts teachers and, fortunately, we've been able
15 to fill lots of those. Our second year cohort, also
16 a reasonably diverse group, not as diverse as we
17 would like, but the counterfactual is the folks we
18 graduate from our traditional training is far more
19 diverse than what we're graduating. We've got a BS
20 in biology from Rhodes College. We've been
21 increasing our recruiting to neighboring universities
22 around the state and not just within the state, but
23 Rhodes College in Memphis; we've gone to universities
24 in Missouri, where we think folks might want to come
25 down to Arkansas. We have a Ph.D. in literature from

1 Notre Dame teaching high school English. We had a
2 Ph.D. in chemical engineering from the U of A just
3 finish his commitment teaching high school math and
4 calculus and AP calculus in Clarendon. And our first
5 year cohort has an interesting group: masters in
6 theological studies, masters in public
7 administration, someone who taught history at
8 Mississippi State University who's now getting a
9 Ph.D. in progress. We think that's a very
10 interesting testimonial because one of the concerns
11 is these folks aren't certified like traditionally
12 trained teachers are, and our belief is there should
13 be multiple routes to certification. There's no
14 reason to believe that this person who taught history
15 at Mississippi State, in 13th grade, can't teach 12th
16 grade history because of not spending four years in a
17 traditional training institution. So this -- and we
18 believe though we're missing something by not having
19 the four years of traditional training, so we provide
20 lots of support and we think the embedded support is
21 perhaps more important than the pre-service support.

22 And, finally, one of our more interesting
23 stories is David McCorkle in the top. He literally
24 -- we used to say our ATC Fellows would do everything
25 -- coach basketball teams, coach track teams, start

1 drama programs, teach four preps; the only thing they
2 didn't do is drive the bus. That is no longer the
3 case. He decided that he wanted to drive the bus
4 because they needed a bus driver and he thought that
5 would give him a way to connect with students, and so
6 far the returns are it has.

7 So how have we done? Right now, we have only
8 one cohort that's graduated. It was a small cohort.
9 We started small. We wanted to be sure we were
10 manageable, hopefully keeping quality control. We
11 started with 20 Fellows in year one. Five of them
12 dropped nearly immediately after that first year.
13 They were in a challenging school, a school that was
14 brand-new, but we didn't want to say no to that
15 school because we were brand-new. While the
16 leadership didn't work out, we lost lots of those.
17 But the 15 who remained after year one remained all
18 the way till year three. More than half of those 15
19 are still teaching in Arkansas schools in their
20 fourth year, well more than half. Our post-
21 Fellowship of those more than half, six remained in
22 their original district placement and five additional
23 Fellows are teachers. Some of them have, sadly, from
24 our view, moved on to easier teaching settings, but
25 they're still teaching in the state, in northwest

1 Arkansas or in Little Rock. Others pursued graduate
2 school and three did pursue careers outside of
3 education. However, I want to be clear, we don't
4 consider this a loss; these are people who are going
5 to effect public service, public discourse in some
6 way, and they now have spent three years in schools
7 and learned a great deal more than they would have
8 learned otherwise. And at least two of those three
9 won Teacher of the Year in their district, so I think
10 they helped kids during the years they were in
11 education as well. Yes?

12 MS. ABLES: Did you do an exit survey with them
13 to see why it was they were leaving the profession?

14 DR. RITTER: Yes, we did. I don't have all
15 those off the top of my head, but the handful who
16 left was a husband and wife teaching team who taught
17 at Home, and one of the partners really had their
18 heart set on graduate school and they had already
19 made plans, so they were going to go. And graduate
20 school was in, I believe, international relations but
21 I'm not certain. So this is just something they were
22 going to do. And I don't recall the third person.

23 But we can share that information. We do have that.
24 We have a small enough group where we easily keep in
25 contact with them so far. I hope to soon have a

1 large enough group where it's more challenging to
2 keep in contact with them.

3 So far, we've had five Teachers of the Year in
4 our three years of existence. Three of them were
5 second year teachers. Will Chesher, one of the ones
6 who have left, was a 2013 -- not, unfortunately, a
7 2103 -- Fellow. He's very future-minded, that Will
8 Chesher, at Hope High School. Randy Curtis at
9 Prescott; Emilianne Siamons at Dermott High School,
10 who has -- her students are holding all of her
11 rewards for top teacher in geometry, top teacher in
12 algebra, top teacher in calculus, and all the other
13 rewards; she's also started a basketball program and
14 coached basketball at Dermott High School. However,
15 those are nice testimonials. I think those are the
16 things that people remember but we wanted to, as much
17 as possible, rigorously figure out if our students
18 were making a positive difference, or at least doing
19 as well as the typical teacher in the classroom, or
20 do we need to change things, or maybe we need to go
21 out of business if we're not doing a good job. So
22 the way we did this, we could not use test-based
23 outcomes. We couldn't look at standardized test
24 scores because in high school we did not have
25 standardized exams that went across all the different

1 courses that were taught. We also would make the
2 argument I think strongly that there were lots more
3 important things than standardized test scores:
4 student perceptions of the teacher, what are teachers
5 doing in the classroom. So we had the opportunity to
6 work with University of Central Arkansas to get
7 College of Education faculty to go in and do a blind
8 observation study, blind in that they didn't know if
9 they were looking at the ATC teacher or a typical
10 teacher in the district with roughly the same number
11 of years experience, teaching roughly the same
12 subject. And I say "roughly" because in some of
13 these schools our teacher was the only math teacher,
14 so we needed roughly the same subject, perhaps a
15 science teacher. So we had these folks using a
16 Charlotte Danielson rubric, a rubric that is well
17 respected in the field, measured the teacher's
18 behaviors, and saw each teacher (the ATC teacher and
19 the typical twin teacher) three times over the course
20 of the year, and we aggregated it over the course of
21 all of our teachers across all the year -- and this
22 was last year. And what we found is that our
23 teachers were found to be as effective, or better
24 than, their non-ATC peers in the test domains,
25 teacher effectiveness of overall learning, high

1 expectations, content knowledge, relationships
2 outside of class, behavior management, et cetera.
3 And we also asked students their perceptions of the
4 teachers. We liked the idea of third-party
5 observers. We also liked the idea of students who
6 are there every single day. We don't think students
7 don't know -- I mean, we might be concerned that
8 students will more favorably rate the teacher who
9 makes life easy for them, brings in candy, whatever,
10 but we asked survey questions that got at the point:
11 does this teacher hold high expectations, does this
12 teacher understand his or her content, is the teacher
13 prepared for class, how crazy is my classroom
14 environment, is it an environment conducive to
15 learning or are there all sorts of disciplinary
16 problems going on. And we did this in a way that's
17 scientifically reasonable. We had multiple items for
18 every survey construct across hundreds of students
19 for tens of ATC teachers and their peers, about 60
20 each. And what we found is our teachers were found
21 to have significantly higher ratings from the
22 students than their non-ATC peers in these three
23 areas. The three areas were content knowledge, so
24 64% of our teachers had above-average ratings
25 relative to 38% of their peers; relationships in

1 class, and relationships outside of class. These
2 were three areas where we would've hypothesized our
3 teachers should do as well or better. Perhaps we
4 wouldn't do as well in behavior management because we
5 didn't have four years of traditional teacher
6 training and look -- thinking of child development
7 and the like. But we focus in our training on
8 building relationships with kids, building
9 relationships with the community, and that learning
10 can more readily come after these relationships are
11 built. So we thought we should do well in those
12 domains. Also, we recruit and we sign up people who
13 are already trained in their content area. So we did
14 not have four years of training on average in teacher
15 education school, but instead of that we were
16 learning four years of science or math or whatever
17 our content area was. So we hope that in this area
18 our teachers would do okay and we found that,
19 according to the students, our teachers did do well
20 in this area.

21 So I won't read all the testimonials. I'll read
22 one from Lee Vent, superintendent of Clarendon.
23 "It's been a remarkable experience for both the
24 teachers and our district. Our ATC Fellows" -- and
25 he's had several -- "are very dedicated, loyal, and

1 hardworking. They bring in a totally different
2 perspective for our students to see. It's very
3 difficult for our schools in the Delta to recruit and
4 retrain -- retain" -- pardon me -- "highly qualified
5 mathematics teachers. We hope the program continues
6 to grow. It's off to a remarkable start."

7 So moving forward, and the reason I'm bringing
8 this to you, I want you to know that we have this
9 program. We're working alongside and together with
10 Teach For America. We're working alongside and
11 together with the ADE teacher licensure unit. Right
12 now, we're currently planning to increase the number
13 of teachers placed by 30 to 40 percent and the reason
14 is, again, the need is great, it's only increasing,
15 and it seems like by our first rigorous evaluation
16 we're helping kids rather than harming kids. So we
17 want to get out there and help more kids. We want to
18 increase the number of schools served. We want to
19 also try and do a better job of recruiting STEM
20 teachers. Many of our unmet requests are for
21 mathematics teachers. We get -- and it's not
22 surprising, students with degrees in math have lots
23 of different career options available, so we have to
24 work hard to find them. And if you have ideas on
25 where we should be looking, if you have a niece or a

1 nephew who's graduating and has studied finance but
2 doesn't want to go into finance but would like to
3 teach, but has rigorous training and would like to
4 teach math, we want to get the word out. This is
5 recruiting time right now, recruiting for the 2017
6 fall entry cohort. This is what we're hoping to do.
7 We want to spread the word and answer any questions
8 you might have.

9 And, finally, I just wanted to introduce to you
10 our executive director, Shelley Aschliman, who we
11 were fortunate enough to hire this year, after our
12 previous executive director, Benton Brown, took his
13 talents to England and is now head of initial teacher
14 training at Bath Spa Institute in the U.K. So Benton
15 gave us a good four and five years to get us started;
16 now we're in very capable hands with Shelley, and
17 we're wanting to grow. And that's all I'd like to
18 share, and I'd love to answer any questions.

19 CHAIRPERSON REITH: Thank you. Yes, Dr. Barth.

20 DR. BARTH: So thank you so much for your report
21 and your -- and the good work of this program. I
22 just had a question on the three-year commitment.
23 And, obviously, it's anecdotal but as I interact with
24 students who are in their years of undergrad, three
25 years sounds like a lifetime. And so have y'all done

1 any analysis of the cost and benefits of that two-
2 year versus three-year commitment? Two years --
3 because, you know, my students at the end of the day,
4 even if they're dedicated to Arkansas, two years
5 sounds bearable; three years sounds like a long,
6 long, long, time, if it doesn't feel right.

7 DR. RITTER: So no rigorous analysis, but the
8 cost benefit analysis is to some extent reputational.
9 Lots of the criticism of Teach For America --

10 DR. BARTH: Sure.

11 DR. RITTER: -- is based on that two-year
12 commitment. I would argue it's unfair criticism but
13 nevertheless, that criticism exists. And so part of
14 that is we want to build a better localized version
15 of TFA for Arkansas. Also, I do truly believe that
16 -- and I'm seeing this in the past four years --
17 teachers aren't very good in their first year, and I
18 want twice as many good years committed rather -- I
19 want two good years rather than one good year. Now
20 it may be the case that we may be missing solid
21 applicants for that reason who may have come in and
22 only committed to two years, gotten hooked and stayed
23 longer. So I don't know, Dr. Barth, how we would do
24 a real solid rigorous analysis, so instead we've just
25 done thought experiments and talked to people. But

1 maybe we need to do a better job of surveying
2 potential applicants, people who looked at our
3 website, who have signed on as interested parties,
4 and maybe qualitatively get a sense of whether we
5 would get more applicants if we limit it to two
6 years. I'd be really hesitant to move because I
7 think one of our selling points is the three-year.

8 DR. BARTH: So have you had folks who have been
9 accepted into the program but have ended up backing
10 out or not taking -- not becoming a Corps member
11 because of that?

12 DR. RITTER: So we have had excellent people.
13 For example, we just finished out expedited period of
14 recruitment and applications. We thought those
15 really go-getter graduate students who need to know
16 by January what the heck they're doing next year --
17 we want to give them an opportunity to interview with
18 us, to get offered a position, and to have cemented
19 that before they break for their holiday in December.
20 So last year, we started this and we lost a few of
21 those. And we think part of the reasons we lost them
22 is the kind of people who are that solid who apply
23 that early probably have lots of opportunities and
24 we're just going to lose some of them. But what we
25 haven't done, and perhaps should do and will do, is

1 reach back out to them and find out to what extent
2 the three-year commitment was a deterrent. And,
3 again, my bias going in would be that the strong
4 default is sticking with the three-year and I'd
5 really need a lot of evidence to be pushed off the
6 three-year.

7 DR. BARTH: Yeah. You know, I'll probably end
8 up at the end of the day agreeing but -- and it's
9 anecdotal, but I have had a handful of service
10 oriented students who I can tell when that three-year
11 --

12 DR. RITTER: Yeah.

13 DR. BARTH: -- conversation starts they're like,
14 "It sounds like a long time."

15 DR. RITTER: That's a great point. You should
16 send them to TFA, who does the two-year, and if
17 they're from Hendrix I'm sure they'll get in.

18 CHAIRPERSON REITH: Thank you, Dr. Ritter.
19 Sorry, I wasn't expecting you to say that, so -- but
20 any other questions or comments? Yes, Ms. Newton.

21 MS. NEWTON: I just had one question. In your
22 report you said that you only serve disadvantaged
23 schools. What qualifications do you have to get a
24 school into that?

25 DR. RITTER: That's a great question. We

1 started off with relatively sharp lines, you must
2 have above average level of poverty in the state, you
3 must be in an area -- you must have some evidence of
4 struggling to -- of a struggle to find teachers
5 either in waivers or in vacant classrooms or those
6 sorts of things. Now we use those more as
7 guidelines. So, for example, we might work with a
8 district, a school in Little Rock, for example, or
9 central Arkansas, who might be just on the cusp of
10 the need, but we might have -- as Dr. Barth was
11 asking, what sort of things dissuade students; one
12 thing that dissuades potential Fellows is having to
13 go to the rural areas. We think the people who are
14 willing to go anywhere to teach are going to be more
15 committed, and we love those applicants. On the
16 other hand, we have some great applicants who have
17 family ties or connections that make it so they
18 cannot leave central Arkansas, so we need some school
19 sites in central Arkansas. So our goal is to serve
20 as many needy students as possible, but we don't
21 think that sharp lines serves that goal well. We
22 want to be flexible.

23 MS. NEWTON: That was my question because there
24 are so many districts that are not just in the Delta
25 region but just all over the state that are

1 struggling to find good teachers. And I would hate
2 to limit, you know, a teacher from -- you know -- or
3 a district from being able to find a quality teacher
4 in any way.

5 DR. RITTER: The only limitation I think that's
6 pretty real is we wouldn't go -- you know -- you
7 might say -- there might be a district in the
8 northwest that is --

9 MS. NEWTON: Right.

10 DR. RITTER: -- low income. We don't want to
11 get that geographically dispersed. We send our
12 students out in cohorts. We have trainings on
13 Saturdays together. So we do have to -- to some
14 extent we have to stick with our mission, which is
15 serving economically depressed areas. But you're
16 right, we want to be open to different types of
17 schools and districts.

18 CHAIRPERSON REITH: Additional questions or
19 comments from my colleagues?

20 Well, then, Dr. Ritter, it couldn't be more
21 timely, this report, obviously for our work session
22 that we took on this morning. And I think we've
23 shared with you our commitment to try and see what we
24 can do ourselves as a state board in supporting all
25 of the efforts, and taking a systems approach to

1 doing our part in terms of teaching, elevating the
2 profession, addressing the pipeline, a lot of the
3 things you're doing. So knowing about this is
4 definitely, again, wonderful timing that we can
5 factor in. Is there something -- because this is on
6 our action agenda, is there something we can do to
7 help in terms of this program or something that you
8 were hoping from this board today?

9 DR. RITTER: Help would be, to the extent
10 possible, helping to get the word out that this
11 program exists, that we -- that there are -- so if
12 you get school leaders in your area reaching out and
13 saying, "We're struggling to find teachers," please
14 send them to Arkansas Teacher Corps; "It's easy to
15 find them, Google ArkansasTeacherCorps.org." So if
16 districts are needing teachers, please send them to
17 us -- and even better, if you know people who are
18 interested in teaching and they chose a different
19 major -- we think this job of teaching is too
20 important to limit the pool of potential teachers to
21 people who decided when they were 18 they wanted to
22 major in teaching. We think there are lots of other
23 talented people. We need a more diverse teaching
24 workforce. We need more -- we need to open up the
25 labor pool, not create barriers to limit the labor

1 pool. That's the reason we -- we have no -- this
2 program is not an attempt to suggest what happens in
3 traditional teacher training isn't useful. In fact,
4 several of our folks are traditionally trained but
5 they said, "Look, I want to go work in the Delta, but
6 I'm not just going to pick up and drive down by
7 myself and go find a school." But now that we have a
8 program and a support structure and a cohort of
9 teachers they've signed on with us. One of our
10 Teachers of the Year was an MAT trained teacher from
11 UCA, who then came into our program. So we're
12 interested not in excluding traditionally trained
13 folks, but we want to open the pool to include all
14 sorts of talented potential teachers who are
15 committed to improving the lives of Arkansas
16 students. So thank you very much again for letting
17 us tell you --

18 CHAIRPERSON REITH: Thank you. Thank you, Dr.
19 Ritter. And I'll just say to you and then to our
20 colleagues, I think this is a very timely
21 opportunity. The challenge has been put to us to do
22 more in communication around programs. So, again,
23 this couldn't have been better timed in that we will
24 be in the weeks ahead reflecting on our part, how we
25 can be stronger ambassadors around opportunities. So

1 knowing about this, again, gives us an opportunity to
2 include it in what we hope will be a vigorous
3 campaign of communication with our communities.

4 So that said, it's on our action agenda, so I do
5 need some sort of action here and probably it would
6 be in the form of accepting of the report is what I
7 would respectfully suggest, unless Ms. Davis wants to
8 offer another suggestion of an action.

9 MS. FRENO: (Shaking head from side to side.)

10 CHAIRPERSON REITH: Okay. Thank you. Thank
11 you.

12 MS. ZOOK: I move that we accept the report as
13 presented.

14 DR. HILL: Second.

15 CHAIRPERSON REITH: Motion made by Ms. Zook,
16 seconded by Dr. Hill. All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRPERSON REITH: Any opposed? Motion carries
19 unanimously. Thank you so much.

20 So, Ms. Coffman, is the district here, Watson
21 Chapel?

22 MS. COFFMAN: Yes.

23 CHAIRPERSON REITH: Then I would like to propose
24 to my colleagues -- I know we're going into lunch
25 time, but because the district is here and we do want

1 to get them back to the business of running their
2 school, if everyone is in agreement, if we could at
3 least get through that item before lunch. I think
4 it's important to be respectful of the districts'
5 time when we ask them to be here.

6 A-6: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT
7 CHARTERS: WATSON CHAPEL SCHOOL DISTRICT

8 CHAIRPERSON REITH: So with that, we're now
9 moving on to action agenda item A-6, District Request
10 for Waivers Granted to Open-Enrollment Charters:
11 Watson Chapel School District. Ms. Perry, you're
12 recognized.

13 MS. PERRY: Good morning. Mary Perry,
14 Coordinator, Division of Learning Services. As you
15 know, we have been talking about Watson Chapel this
16 morning, and Watson Chapel is here to request some
17 waivers before the Board. The waiver was received in
18 time; we have the expiration of the 90 days by which
19 you must make a decision on January 5th. And they
20 made this request through the 2020-2021 school year;
21 it's a five-year request.

22 And I will go over the procedures with you that
23 you have chosen to use. As you know, they are not in
24 rule but they're the common procedures you have been
25 using. The district will have 20 minutes to present;

1 anyone who opposes will have 20 minutes to present;
2 the district will then have 5 minutes to close; and
3 questions will come from the Board at that time.

4 I do have ready to present today -- to begin the
5 presentation is Dr. Connie Hathorn, the
6 superintendent. And with that, I will turn it over
7 to Dr. Hathorn, and I know you'll want to swear them
8 in.

9 CHAIRPERSON REITH: Most definitely. And just
10 one quick question, Ms. Perry, before you sit down.
11 Has anyone signed up? I haven't received any public
12 comments or requests for opposition.

13 MS. PERRY: No.

14 CHAIRPERSON REITH: So as far as we know, no one
15 is here?

16 MS. PERRY: I'm not aware of any.

17 CHAIRPERSON REITH: Okay. Thank you so much,
18 Ms. Perry.

19 So with that, Dr. Hathorn, and anyone else
20 wishing to speak on behalf of the Watson Chapel
21 School District, if you all could kindly stand up and
22 raise your right hand. I do need to swear you in
23 before you give testimony. Do you swear or affirm
24 that the testimony you're about to give shall be the
25 truth, the whole truth, and nothing but the truth?

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(ALL SPEAKERS ANSWERED AFFIRMATIVELY)

CHAIRPERSON REITH: Thank you so much. You may proceed with your 20 minutes.

SUPT. HATHORN: Thank you for inviting me up and this opportunity. This wasn't planned this way, but Dr. Ritter did my presentation. It's the shortage of a teacher, that's why I'm here to request the waiver for our Watson Chapel School District. We started the school year off with about 14 teachers short and you add up the number of hours, the number of days the students are missing due to the lack of teachers -- the high school is already in academic distress, and we cannot continue to go down this path. We have some quality candidates but they don't have a teaching certificate; they have the content area. We have a shortage in science, social studies, and math, and with this waiver I think we'll be able to provide the instruction that all the kids need. I'm confident that within the instructional framework and the professional development that we provide for all the teachers we will be able to train these individuals to make sure we have a quality teacher in front of every student every day at Watson Chapel schools. So I'm asking you to approve this request.

CHAIRPERSON REITH: Thank you. And I guess --

1 SUPT. HATHORN: And I'll entertain any questions
2 you may have.

3 CHAIRPERSON REITH: Thank you so much. So with
4 that, again, just looking to Ms. Perry, no one has
5 identified themselves as speaking in opposition?

6 MS. PERRY: No.

7 CHAIRPERSON REITH: And did you want to make any
8 final closing comments or just open it up to
9 questions?

10 SUPT. HATHORN: Open it up to questions.

11 CHAIRPERSON REITH: You do have time. Okay.
12 Wonderful.

13 So with that, I will defer to my colleagues for
14 any questions to Mr. Hathorn. Yes, Dr. Barth.

15 DR. BARTH: So you're relying upon two charter
16 schools for your -- as the basis of your waivers.
17 Both of those charter schools have had some
18 challenges in terms of performance. And so as you --
19 from the logic of using charter waivers as the basis
20 for your waivers, could you justify -- help me in
21 justifying with two schools that -- where their
22 waivers at this point -- and obviously one of them is
23 still pretty young -- are not yet kind of succeeding
24 with their student populations?

25 SUPT. HATHORN: Yes, I can justify that. If we

1 do not get the teachers, we're going to go down the
2 wrong road. We are in academic distress now at the
3 high school. And based on the fact that my
4 background is education -- and most of you all, too
5 -- if you do not put a teacher in front of the
6 students -- I also heard you talk about discipline;
7 you're going to have discipline problems also.
8 You're going to have academic problems and you're
9 going to have discipline problems. So I believe that
10 we have to have teachers with the content areas.
11 Right now we outsource all the subs, Sub Teach, and
12 sometimes we have a sub with just a high school
13 degree.

14 So like I said before, you look at the number of
15 days, the number of hours we're losing because we
16 don't have teachers. To me, it's a no-brainer to me.

17 CHAIRPERSON REITH: Yes, Mr. -- Dr. Hathorn,
18 just for clarity -- and, Ms. Perry, I apologize if
19 you did say this -- is there a specific number of
20 years for which you're asking for this waiver?

21 SUPT. HATHORN: Five years.

22 CHAIRPERSON REITH: Five years.

23 SUPT. HATHORN: Yes.

24 CHAIRPERSON REITH: So you're asking for five
25 years. And then it is for -- now it's still 14

1 positions that you have?

2 SUPT. HATHORN: Right now, we were able to fill
3 11. We have three open at this time.

4 CHAIRPERSON REITH: So you still have three?

5 SUPT. HATHORN: Uh-huh.

6 CHAIRPERSON REITH: And then do you have
7 specific individuals? I know in your waiver request
8 you talk about degreed individuals, just not licensed
9 teachers. Do you have specific people in mind?

10 SUPT. HATHORN: We do. We have some applicants
11 that we're using right now that have content area in
12 science and math, but they don't have the teaching
13 certificate.

14 CHAIRPERSON REITH: And then would efforts be
15 made to help these teachers --

16 SUPT. HATHORN: Oh, sure.

17 CHAIRPERSON REITH: -- or these individuals get
18 on a path for licensure?

19 SUPT. HATHORN: Yeah. We will provide
20 professional development.

21 CHAIRPERSON REITH: Okay. Additional questions
22 from my colleagues? Yes, Ms. Newton.

23 MS. NEWTON: You covered all of my questions. I
24 just had one more question. You made a comment in
25 your application that you were going to put it before

1 your board to be approved. Has it been approved by
2 your board?

3 SUPT. HATHORN: This has already been approved
4 by the board.

5 MS. NEWTON: Okay. And then --

6 SUPT. HATHORN: A resolution.

7 MS. NEWTON: -- have you presented it to your
8 teachers and community yet?

9 SUPT. HATHORN: To the teachers. Yes.

10 MS. NEWTON: Okay.

11 CHAIRPERSON REITH: And you received no
12 complaints or concerns --

13 SUPT. HATHORN: From no one.

14 CHAIRPERSON REITH: -- from your teachers?

15 SUPT. HATHORN: No.

16 MS. NEWTON: Okay.

17 CHAIRPERSON REITH: Additional questions?

18 MS. ZOOK: Those were all of mine.

19 CHAIRPERSON REITH: All right. If there's none,
20 I would entertain a motion from the Board.

21 MS. DEAN: I move to approve the waiver
22 application.

23 MS. CHAMBERS: Second.

24 CHAIRPERSON REITH: Motion made by Ms. Dean,
25 seconded by Ms. Chambers. All in favor?

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(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON REITH: Any opposed? Then motion carries unanimously. Best of luck, Dr. Hathorn, and we look forward to hearing from you. We know that we'll have an ongoing conversation because of your high school and look forward to hearing about the results. And hopefully these individuals can get on a track for licenses. I hope you heard about today's programs and opportunities --

SUPT. HATHORN: Okay.

CHAIRPERSON REITH: -- if any of those might be signed up for those. Thank you so much --

SUPT. HATHORN: Thank you.

CHAIRPERSON REITH: -- and best of luck.

SUPT. HATHORN: Thank you. And Happy Holidays.

CHAIRPERSON REITH: Thank you. Thank you.

So with that, I look to the Board here. If Ms. Pfeffer or Ms. Coffman -- I don't know if there's anyone here that is wishing to offer testimony in regards to action items 7 through 12. I know sometimes we go through these fairly quickly, if there's not an individual here. So I'm just trying to discern if we want to try and get through these before lunch or wait till after lunch.

MS. COFFMAN: Action item 7 and 9 have been --

1 CHAIRPERSON REITH: That's right.

2 MS. COFFMAN: -- pulled because both educators
3 made full payment.

4 CHAIRPERSON REITH: So I leave it to your
5 discretion, Ms. Pfeffer, then with 8, 10, 11, and 12.
6 Do you think these will -- shall we try and attempt
7 these before lunch?

8 MS. PFEFFER: I'm not seeing a 12.

9 CHAIRPERSON REITH: Oh, and I apologize. I
10 guess that -- well, it is, it is. We have a 12 here,
11 Consideration of Department of Education; it's for
12 Linda Hughey, NBPTS.

13 MS. PFEFFER: I just want to make sure I've got
14 --

15 CHAIRPERSON REITH: Hughey.

16 MS. PFEFFER: Okay. As far as I know, there
17 isn't anyone here. I think we can go through these
18 and just --

19 CHAIRPERSON REITH: Okay. Fantastic.

20 MS. PFEFFER: Very quickly.

21 CHAIRPERSON REITH: And if not, obviously we'll
22 give the due time and diligence to each, but just to
23 be fair to everyone's time. So if you could proceed
24 then, Ms. Pfeffer -- again, action agenda item A-7
25 has been pulled.

1 A-8: CONSIDERATION OF THE RECOMMENDATION OF THE OFFICE OF
2 EDUCATOR EFFECTIVENESS, NATIONAL BOARD FOR PROFESSIONAL
3 TEACHING STANDARDS ADVISORY SUBCOMMITTEE, FOR SUSPENSION OF
4 LICENSE - ROBIN HOSIER-WHITENTON

5 CHAIRPERSON REITH: So we'll proceed with A-8,
6 the case of Robin Hosier-Whitenton.

7 MS. PFEFFER: Yes. You can see that this
8 request is to suspend the license for the nonpayment
9 of fines. We've not been able to make any contact
10 with this educator, and the last time she is showing
11 in APSCN as having taught as a 13-14 school year.

12 CHAIRPERSON REITH: Thank you, Ms. Pfeffer.

13 MS. ZOOK: I move we accept the recommendation
14 of the Department and suspend the license until paid
15 in full.

16 MR. WILLIAMSON: Second.

17 CHAIRPERSON REITH: We have a motion made by Ms.
18 Zook, seconded by Mr. Williamson. All in favor?

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRPERSON REITH: Any opposed? Motion carries
21 unanimously.

22 Again, action agenda item A-9 was pulled. So
23 moving on to A-10, the case of Sita Montgomery.

24 MS. PFEFFER: I want to make sure that I have
25 the correct -- okay. I've got two different agendas

1 with two different numbers here. I'm sorry. So --

2 CHAIRPERSON REITH: For us, what we see here is
3 the case of Sita Montgomery, S-i-t-a Montgomery.

4 MS. PFEFFER: And that was the number 9 this
5 morning. On my agenda that was number 9. So Sita
6 Montgomery, we have asked that that one be pulled.

7 CHAIRPERSON REITH: Okay. Then for us -- so
8 then going back to A-9, for us it's showing Shara
9 Wade, S-h --

10 MS. PFEFFER: And I think that one was pulled
11 earlier.

12 CHAIRPERSON REITH: So then A-7 for us that we
13 were told was also pulled was Evelyn James. Is that
14 correct, or do we need to go back to A-7?

15 MS. PFEFFER: No. Evelyn James is pulled, Sita
16 Montgomery is pulled, and I believe Shara Wade is
17 pulled as well.

18 CHAIRPERSON REITH: Okay.

19 MS. PFEFFER: I think there were a couple that
20 were pulled earlier --

21 CHAIRPERSON REITH: I see.

22 MS. PFEFFER: -- and maybe I've got an agenda
23 version that was prior to today. I apologize.

24 CHAIRPERSON REITH: No, nothing to apologize
25 for. Just wanting to make sure we're doing our due

1 diligence with each one.

2 A-11: CONSIDERATION OF THE DEPARTMENT OF EDUCATION
3 RECOMMENDATION FOR THE WAIVER FROM REPAYMENT OF NBPTS PROGRAM
4 FUNDING IS MADE BY THE NBPTS ADVISORY SUBCOMMITTEE REGARDING
5 BRITTNEY BREEDLOVE

6 CHAIRPERSON REITH: So the next one I have for
7 consideration is A-11, Brittney Breedlove.

8 MS. PFEFFER: Yes. For this one, the National
9 Board Advisory Committee worked with our staff to
10 review this request for a waiver. And they were in
11 agreement based on extenuating circumstances that we
12 recommend that the Board waive the requirement for
13 the repayment for this candidate.

14 DR. BARTH: Move to accept the waiver.

15 MS. CHAMBERS: Second.

16 CHAIRPERSON REITH: Okay. Motion made by Dr.
17 Barth, seconded by Ms. Chambers. All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRPERSON REITH: Any opposed? Motion carries
20 unanimously.

21 A-12: CONSIDERATION OF THE ADE RECOMMENDATION FOR THE WAIVER
22 FROM REPAYMENT OF NBPTS PROGRAM FUNDING IS MADE BY THE NBPTS
23 ADVISORY SUBCOMMITTEE REGARDING LINDA HUGHEY

24 CHAIRPERSON REITH: And then the final one we
25 have is A-12 on our agenda, is Linda Hughey.

1 MS. PFEFFER: Yes. And again this candidate had
2 requested a waiver from repayment. The Advisory
3 Board reviewed and determined that the extenuating
4 circumstances would warrant the request for a waiver
5 from payment of the -- from repayment of the funding.

6 CHAIRPERSON REITH: Okay. What is the pleasure
7 of the Board?

8 MS. NEWTON: I move to waive the fee.

9 CHAIRPERSON REITH: Do I have a second?

10 MR. WILLIAMSON: Second.

11 CHAIRPERSON REITH: Motion made by Ms. Newton,
12 seconded by Mr. Williamson. All in favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRPERSON REITH: Any opposed? Again, motion
15 carries unanimously. Thank you so much, Ms. Pfeffer.
16 Sorry our agendas did not align but that we worked
17 that out.

18 So with that, we now will formally adjourn for
19 lunch and return here -- 1:20 or 1:25 -- what's the
20 pleasure of the Board, 40 or 45 minutes?

21 MS. COFFMAN: We need to do 30.

22 CHAIRPERSON REITH: Oh, okay, because of -- just
23 30 minutes. Okay. So we will return here at 1:10 --
24 at 1:10. Thank you so much.

25 (LUNCH BREAK: 12:39 - 1:14 P.M.)

1 B-1: PROGRESS REPORT RELATED TO ADE PROVIDED RECOMMENDATIONS
2 FOR SCHOOLS CLASSIFIED IN ACADEMIC DISTRESS: DOLLARWAY SCHOOL
3 DISTRICT

4 CHAIRPERSON REITH: I'll call our meeting back
5 to order. We have several issues for the afternoon
6 and want to be respectful of everyone's time. For
7 our audience who has just joined us, we did finish
8 the action agenda "A" items and so we're proceeding
9 now with action agenda "B," item number 1, the
10 Progress Report Related to the ADE's Recommendation
11 for Schools Classified in Academic Distress, starting
12 off with the Dollarway School District. Dr. Wilde,
13 you're recognized.

14 DR. WILDE: Richard Wilde, School Improvement
15 Program Manager. Today we're reviewing the progress
16 of schools in Dollarway School District and Little
17 Rock School District in relation to the
18 recommendation number of the academic distress
19 recommendations. We ask schools to organize their
20 efforts in those recommendations around three school
21 improvement goals:

22 Goal number 1 was a clear and shared focus
23 specific to improving student outcomes, creating a
24 positive school culture, a culture of continuous
25 improvement, and the utilization of data. Everyone

1 knows our plan for improving outcomes and everyone
2 knows their role in that plan, a school where
3 students want to come to learn and staff want to come
4 to work, and a school that has created a professional
5 learning community where adults study their own level
6 of effectiveness and use the data to guide his or her
7 professional growth plan, and where leaders study the
8 aggregate of levels of effectiveness and then take
9 supportive action to coordinate resources to provide
10 teachers support.

11 So as you listen to the principals respond, in a
12 rhetorical nature we all should be asking do the
13 activities of the school appear to be reasonably
14 calculated to achieve those three goals. In order to
15 manage the flow of the report and to clarify actions
16 specific to each goal, I will present the goal as a
17 question and we will ask the principal to respond one
18 goal area at a time, one principal at a time.

19 We would ask that the State Board hold their
20 questions until all three questions have been
21 presented to both schools, and then following the
22 questions I'll give a brief summary, and then the
23 principals and district staff, as well as school
24 improvement, would be available to answer any
25 questions. If that's acceptable to the Board --

1 CHAIRPERSON REITH: Yes, Dr. Wilde, that is.
2 Thank you. And thank you for your team's efforts
3 around continually -- continuously trying to improve
4 this process. So we appreciate that. Thank you.

5 DR. WILDE: And we also want to call your
6 attention, in the reports you had a number of
7 documents, in particular the 45-day progress reports.
8 So at the end, if there are questions specific to
9 that, this would also be an opportunity to ask
10 specific questions of the schools after they've gone
11 through the three questions.

12 So to begin with, we would go in order of high
13 school and then middle school. And the first
14 question -- first question --

15 CHAIRPERSON REITH: Sorry, Dr. Wilde, just one
16 final question for point of procedure. Does anyone
17 need to be sworn in for these specific purposes? I
18 just want to double-check. I know that we don't in
19 the Academic Distress Committee, but here I know for
20 other circumstances we would. And I'll leave it to
21 your discretion.

22 MS. FRENO: Yes. I would think if it's anyone
23 aside from an attorney they should be sworn in.

24 CHAIRPERSON REITH: Okay. Fantastic. Just
25 apologize, Dr. Wilde, to interrupt. I just want to

1 see if we can nail down our process here. So with
2 that, anyone from the Dollarway School District
3 planning to offer testimony if you could kindly rise
4 and raise your right hand so that you may be sworn
5 in. Thank you. Do you swear or affirm that the
6 testimony you're about to give shall be the truth,
7 the whole truth, and nothing but the truth?

8 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

9 CHAIRPERSON REITH: Wonderful. Thank you. And
10 you may proceed, Dr. Wilde. Thank you.

11 DR. WILDE: We have two microphones, so I'm
12 going to step to the side and that way we can move a
13 little faster.

14 CHAIRPERSON REITH: Okay. Thank you.

15 DR. WILDE: So the first question that we're
16 asking is: What steps has the leadership team taken
17 to create a clear academic focus that will lead the
18 school to removal from academic distress, and what
19 were the successes and/or challenges?

20 And we're asking the principals to stay within a
21 two- to three-minute range. So, Ms. Prim, would you
22 --

23 CHAIRPERSON REITH: And when you come to the
24 mic, if you could kindly identify your name for our
25 court reporter please -- your name and your title.

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MS. PRIM: I am Yolanda Prim, principal at Dollarway High School.

CHAIRPERSON REITH: You may proceed.

MS. PRIM: In answering the first goal, the school improvement leadership team will develop a clear and shared academic focus that will lead to removal of academic distress. And the school statement is: Dollarway -- development of a school improvement leadership team. We transitioned into a new building with the new principal and several new teachers this year. Required meetings are being held first and third Mondays of the -- for the leadership team; continuing departmental instructional team meetings with the inclusion of our support staff, health, PE, music, art, career and technical educational. And data -- we have been working with our data teams and we are progressing there. We are looking at our data daily -- or weekly, I'm sorry -- we look at it weekly and we are moving forward with that; we are looking at the data to analyze and make sure that our teams are using the information as needed. Development of stakeholder teams, shared staff, and the importance of teachers having opportunities to attend relevant PD across curriculum, team meetings, providing professional

1 development to reach reading strategies, recruiting
2 -- I'm sorry -- restructuring the master schedule and
3 bell schedule to better serve our students, and to
4 decrease discipline issues, analyzing results of our
5 teachers/students, surveys to determine strategies to
6 improve our school climate.

7 CHAIRPERSON REITH: Thank you.

8 DR. WILDE: Ms. Emelife.

9 MS. EMELIFE: Diane Boyd-Emelife, principal at
10 Robert F. Morehead Middle School.

11 One of the steps that Robert F. Morehead Middle
12 School took into consideration was the establishing
13 of a new school improvement leadership team. In an
14 effort to create an effective leadership team with
15 diverse skills and achieving Robert F. Morehead
16 Middle School improvement goals, there was several
17 points that we took into consideration in
18 establishing the new school improvement leadership
19 team: the administration team being the first year in
20 the position, the reconstruction of the district, the
21 middle school now serves 5th through 8th grade, a
22 high increase in new staff members. Once the members
23 were selected we then assigned new roles and new
24 responsibilities. Another point was the professional
25 learning community's collaborations in which the

1 teams established set meeting days and times, grade
2 levels meeting weekly, departmentalized monthly,
3 faculty meetings twice a month, and the school
4 leadership team twice a month. PLCs are being led
5 and supported by instructional facilitators. The
6 instructional facilitators and team leaders meet
7 regularly with the principal for guidance and support
8 in their collaboration. During these meetings we are
9 focusing on classroom management, the focus skill
10 areas, instructional strategies, data analysis,
11 student engagement techniques, lesson plans and
12 instruction, school climate and culture. The
13 successes and challenges have been because of the new
14 staff, building relationships between staff members,
15 which is constantly being improved. Scheduling of
16 meetings due to other trainings or meetings outside
17 of the building has been a challenge.

18 DR. WILDE: Okay. So from the high school,
19 let's come back now and address question number two,
20 which is: What steps has the leadership team taken
21 to improve the culture of the school and what
22 successes and challenges have you had in attaining
23 whatever outcomes you have currently?

24 MS. PRIM: At Dollarway High School, we worked
25 as a team on the mission and vision; collaboration at

1 the onset of the school year. Instructional teams
2 created mission and visions that would communicate
3 the expectations of their teams that coincided with
4 the building and the district mission statements.
5 Whole staff and student climate surveys were
6 conducted. Results of the surveys are being analyzed
7 to determine strategies to improve our school
8 culture, climate. Students -- I'm sorry -- students
9 -- and to decrease discipline issues, analyzing
10 results of teacher/student surveys to determine
11 strategies in improved school climate. I think I
12 said that twice. The success and challenges have
13 been that we are working with scheduling of shared
14 staff to insure those staff members are included in
15 the required meetings and training that are being
16 held for our high school staff.

17 MS. EMELIFE: The steps that Robert F. Morehead
18 has taken to improve the culture of the school -- we
19 have updated our vision and mission statement. We
20 model our expectations and expect what we model; an
21 increase in parent contact by keeping parents
22 informed on student behavior and academics. We have
23 implemented a bully program. We are working to
24 increase our parental involvement. We are
25 classifying -- or clarifying, I'm sorry, our

1 classroom rules and school rules. We teach essential
2 skills, social skills, and also we seek the support
3 of outside agencies. Our vision and mission
4 statement collaboration -- new statements for the new
5 building and the new year which is "Real world
6 rigorous future leaders mastering and modeling for
7 success." The mission of Robert F. Morehead Middle
8 School is to provide a technology-based career-
9 oriented curriculum which allows students to obtain
10 the level of proficiency in core areas, as well as
11 the necessary skills and attitude to be successful in
12 school, the workplace, and life. Our professional
13 development is to enhance positive culture by shaping
14 a culture for learning, teaching and learning,
15 classroom management, instructional strategies and
16 modification, managing accountability systems for
17 both teachers and students, setting clear and
18 compelling directions; also, conducting stakeholder
19 perception surveys as a guide to assist us in making
20 informed decisions and to shape our strategies. The
21 school leadership team and PPC has met recently to
22 create a teacher retention survey as to address our
23 teachers being absent.

24 DR. WILDE: And the third question is: What are
25 you doing to address and develop a culture of

1 continuous improvement?

2 MS. PRIM: Assessment plan development -- the
3 school leadership team, along with the district
4 leadership team, created an assessment calendar that
5 is in place for the year. The expectation is for the
6 teachers to provide a meaningful and reflective
7 instruction on a daily basis which leads to
8 assessments, reflection, and analysis. The data
9 discussions are being held during departmental
10 meetings and instructional team meetings with the
11 inclusion of support teams. Departmental
12 instructional team meetings will include all of the
13 support teams, to include PE, music, fine arts. As a
14 part of the weekly schedule, teachers, instructional
15 coaches, SIS, the principal, and other district
16 personnel meet in teams to collaborate on teachers
17 and student needs. Teachers discuss what is working
18 effectively and what is not working effectively. As
19 a part of this plan, teams of teachers collaborate to
20 critically examine and discuss learning expectations
21 for students. Teams develop a common lesson plan in
22 cooperating selected strategies and identify the type
23 of student work each teacher will use to assess
24 learning. Teachers implement the planned lessons,
25 record successes and challenges, and gather evidence

1 of student learning. Teams review students' work and
2 discuss students' progress of the standards. Teams
3 reflect on the implementation of the analysis of
4 student work and discuss potential modifications to
5 instructional strategies.

6 MS. EMELIFE: The steps that the leadership team
7 has taken to develop a culture of continuous
8 improvement is the building of our instructional
9 leadership with ongoing professional development and
10 decisions related to school improvement, like how to
11 increase our parental involvement, creating a safe
12 learning environment, base decisions on data. Staff
13 is fully engaged in organizational suggestion
14 programs by submitting ideas and getting involved in
15 discussing and implementing the submitted ideas.
16 Through engaging conversation stakeholders
17 communicate their understanding of the building
18 leader expectations. Another component is an
19 assessment plan has been developed which focuses on
20 student learning outcomes. We have our assessment
21 calendar which includes assessments such as unit
22 assessment, the ACT Aspire interim, semester exams,
23 reading, math and phonics inventory. The plan
24 includes the assessment, the Smart Goal, Assessment
25 Window, the grade level and type of -- and the Smart

1 Goal. Also, we have the data teams for learning.
2 The high school and school -- the high school
3 leadership team and middle school leadership team had
4 a joint meeting with the superintendent to share with
5 and support the school leadership teams on ongoing
6 professional learning communities.

7 DR. WILDE: Okay. This part is slightly
8 difficult. It should be noted that the two
9 principals and the school improvement specialist are
10 new -- are both -- are all three new to their current
11 assignments. And for the most part Ms. Prim is the
12 only one that was in a priority school and had some
13 background knowledge in terms of the process prior to
14 the start of this year. The district shifted the
15 high school to the middle school facility, and the
16 middle to one of the previous elementary schools.
17 And while this permitted a reduction in school
18 facilities and helps with the fiscal distress issue,
19 it did cause additional work and to some degree
20 distracted from a focus on academics. This fall, the
21 district partnered with a vendor and purchased a
22 curriculum plan for core 12 -- for K-12 core
23 subjects. The district purchased from the vendor
24 coaching and professional development to support the
25 implementation of that rollout. Nonetheless, the

1 rollout of the plan has experienced a number of
2 challenges and this has been noted in their 45-day
3 progress reports. So as you look at those, it's
4 highlighted there. The 45-day progress reports were
5 done more as a compliance activity rather than as a
6 natural reporting of an ongoing collection and
7 analysis of the data. The focus of the district
8 leadership has been on management and attempting to
9 establish systems for fiscal management, human
10 resources management, and establishing procedures for
11 state and federal reporting requirements. There has
12 been a meeting with the superintendent and she
13 clearly acknowledges that there must be a greater
14 emphasis placed on the quality of work being done,
15 including the school improvement work.

16 What will we do as School Improvement to assist
17 the district? And as we look at that internally, we
18 don't want to add more tasks or more things. So what
19 we're looking to do is to assist the school
20 leadership in attaining a focus to use their leading
21 indicators, the data they're collecting, for
22 decision-making purposes. So as you're looking at
23 discipline data, then what are you doing with the
24 discipline data; if you're looking at teacher
25 attendance, then what are you doing with teacher

1 attendance; if you're looking at your discipline
2 data, what are you doing then after you've done the
3 analysis. We also have identified that we need to
4 assist the school instructional leadership teams in
5 deeper understanding of the goals of Recommendation 1
6 and in the writing of Smart Goals. If you review
7 their Smart Goals in their 45-day progress reports,
8 they are what we would probably call superficial
9 goals or to some degree they don't have a logic
10 model, so they look more like hopes than they do
11 actually plans. And we need to assist the school
12 leadership team in developing short-term goals of
13 things to be accomplished between our site visits.

14 And then the last area: to assist in creating a
15 greater focus. The unit will assist by conducting
16 more frequently monitoring of the entire process
17 within the district. So we'll be sending technical
18 assistance but we would also then be going and
19 monitoring if that technical assistance is being
20 followed up on.

21 So that concludes our report. I know it is
22 somewhat rigid in the manner that we have delivered
23 this. This is not a typical free-flow, but it's now
24 open for questions. And Ms. Warren, the
25 superintendent, is here and principals are here and

1 they have brought other staff in case they need a
2 lifeline.

3 CHAIRPERSON REITH: Thank you so much, Dr.
4 Wilde. Thank you to everyone from the Dollarway team
5 for being here. And as we move to the question and
6 comment period I do want to say just a brief
7 aspiration in terms of procedure. In speaking with
8 the ADE and getting prepared for today, as you can
9 tell a lot of work has been done with the ADE staff
10 around the plan. And so where we do very much invite
11 everyone's questions and thoughts, if we can remain
12 committed and focused toward the plan in place. I
13 think all of us bring some wonderful wealth of life
14 experiences and expertise, but we've all -- and
15 especially right now, where there's such a need for a
16 focus and clarity around planning that in our own
17 questions that we stay focused in our support around
18 what the Department has started to put in place, so
19 that our questions don't in any way deviate or cause
20 confusion in terms of what the district is expected
21 to do coming out of this. So those are my only
22 opening comments there. And with that, I do open it
23 up now for questions from my colleagues.

24 MS. ZOOK: First of all, I commend you because
25 your first quarter attendance of those students and

1 staff is significantly improved from previous years.
2 And I do commend you for that because if you have
3 students there, they're more apt to learn what is
4 being taught as well as if the staff is there and
5 well-prepared.

6 I know that you have bought this curriculum plan
7 and PD. I want you to also be aware that there are
8 some districts who are openly sharing their lesson
9 plans with each of the different goals and standards
10 that you can access, your teachers can access for
11 free. And I can't think of all of them, but for some
12 reason Springdale pops to mind. And particularly for
13 new teachers I think that that would be very helpful
14 because it's sometimes hard, particularly if a first
15 or second year teacher is trying to come up with
16 ideas and lesson plans when they have all these other
17 things going on in the sidelines. So I just mention
18 that to you. I do appreciate the fact that you were
19 well-prepared today in response to Dr. Wilde's
20 questions. And I know it's probably nerve-wracking
21 to come in front of us, but we understand and we're
22 not near as scary as we may look.

23 CHAIRPERSON REITH: Additional questions or
24 comments? Looking around -- all right. Hearing and
25 seeing none, then just to reiterate Dr. Wilde's

1 comments, we're grateful for the attention that was
2 put into the fiscal situation of the district, but
3 academics are just as important. And so in your
4 subsequent reports we'll be looking forward to
5 progress there and the establishment, as Dr. Wilde
6 has said, of a continuous plan around the academic
7 improvement. But thank you again so much for your
8 time. And as Ms. Zook says, we're not scary but also
9 we're here rooting for you and look very much forward
10 to as you all give the attention to the academics,
11 cheering and celebrating all of the successes with
12 you. Please let your community know. So thank you
13 so much.

14 MS. ZOOK: May I ask Dr. Wilde --

15 CHAIRPERSON REITH: Yes, Ms. Zook.

16 MS. ZOOK: Dr. Wilde, it came to my attention
17 that the -- I think it's called Rural Community
18 Alliance -- is using some kind of partnership that
19 they have formed with FORWARD to make Dollarway a
20 community where they're working. I just want to be
21 sure that the two things compliment each other and
22 that they understand that the work you all are doing,
23 you know, is all-day, every-day and that I don't want
24 them -- I don't want to say this badly -- I don't
25 want their efforts to help -- to get in the way of

1 the groundwork that's being done by ADE, because that
2 in fact is what you're charged to do, and the other
3 group is still in the learning-what-to-do-and-how-to-
4 do-it phase. Both are well-intended, but I just want
5 to be sure that the superintendent and the principals
6 know that you and your team are the priority. And
7 any way that other team can be helpful with
8 suggestions, finances, whatever, but that the ADE
9 team and the school and the children are the top
10 priority, not an experimental kind of situation.

11 DR. WILDE: And thank you for that. In
12 anticipation of this, we've already had our team
13 members go through their training with the Alliance.
14 And so we are collaborating and for the most part the
15 district is taking the lead in terms of how much
16 collaboration they'll do with the Alliance. So,
17 thank you.

18 MS. ZOOK: Yeah. We don't want them trying to
19 do too many things at once. So, thank you.

20 CHAIRPERSON REITH: Thank you, Ms. Zook. And
21 just because I am particularly familiar with the
22 Rural Alliance, just to say that the focus that I
23 believe they have is around community schools, so it
24 will be a lot more around community engagement. So
25 hopefully in a large way as a compliment to getting

1 more involvement and support around what you all are
2 doing. But thank you so much. And so with that,
3 I'll entertain a motion in regards to Dollarway's
4 progress report.

5 MS. NEWTON: I move to approve their progress
6 report.

7 MS. CHAMBERS: Second.

8 CHAIRPERSON REITH: Okay. Motion made by Ms.
9 Newton, seconded by Ms. Chambers. All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRPERSON REITH: Any opposed? Motion carries
12 unanimously. Thank you so much, Dollarway. Best of
13 luck.

14 B-2: PROGRESS REPORT RELATED TO ADE PROVIDED RECOMMENDATIONS
15 FOR SCHOOLS CLASSIFIED IN ACADEMIC DISTRESS: LITTLE ROCK SCHOOL
16 DISTRICT

17 CHAIRPERSON REITH: Now we'll move on to action
18 agenda item B-2, the progress report for the Little
19 Rock School District. Again, Dr. Wilde, you're
20 recognized.

21 And the Dollarway School District, you
22 definitely may return to your students and your
23 school. We acknowledge there will be some shifting
24 around.

25 DR. WILDE: Richard Wilde, School Improvement

1 Unit.

2 CHAIRPERSON REITH: Thank you.

3 DR. WILDE: And we will conduct the same process
4 with Little Rock. And we would probably go from
5 junior high to high school, and in that case
6 alphabetically it would be Cloverdale first, then Ms.
7 Ruffins. And so the first question is, again --

8 CHAIRPERSON REITH: Dr. Wilde, I'm sorry; if I
9 could swear in the members of the Little Rock School
10 District.

11 DR. WILDE: Oh, I forgot. Yes.

12 CHAIRPERSON REITH: Thank you. Anyone planning
13 to offer testimony, if you can please rise and raise
14 your right hand. Thank you. Do you swear or affirm
15 that the testimony you're about to give shall be the
16 truth, the whole truth, and nothing but the truth?

17 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

18 CHAIRPERSON REITH: Wonderful. Thank you. Dr.
19 Wilde, you may proceed.

20 DR. WILDE: Okay. What steps has the leadership
21 team taken to create a clear academic focus that will
22 lead your school to the removal from academic
23 distress? And then, what were your successes and
24 your challenges, if any, in attaining stakeholder
25 buy-in in this local focus?

1 MS. RUFFINS: Good afternoon.

2 CHAIRPERSON REITH: Good afternoon. And if you
3 could state your name and title for the record,
4 please.

5 MS. RUFFINS: Okay. I'm Wanda Ruffins,
6 principal of Cloverdale Middle School. And the steps
7 that we've taken, our leadership has taken, to
8 develop a clear and shared academic focus includes:
9 analyzing our data, the most recent data that we
10 have, ACT Aspire from the 15-16 school year, our most
11 recent pre- and post-assessments, our discipline
12 data, and our reading, math and phonics inventories
13 that we utilize on a regular basis. Analyzing that
14 data and then establishing goals is the purpose or
15 focus of our leadership team. And once we establish
16 what those goals are we are -- we take steps or
17 actions to achieve those goals. And just within our
18 pre- and post-assessment we make an effort to
19 differentiate instruction for our students and our
20 most current resource that we're looking to use is
21 Odysseyware, which is learning management system that
22 teachers will be able to use to help with
23 individualized instruction based on the needs of
24 their students. Also, we are constantly reviewing
25 our Wise Ways research for best practices that we can

1 use and include in our daily instruction to our
2 students. We study those Wise Ways to determine our
3 next steps. One of -- and also with our ESL students
4 this quarter we've established -- we've gone from two
5 ELD classes to four ELD classes. And for our ELD
6 students that are at Level 1 and 2 on the performance
7 levels they have an opportunity to have English
8 instruction with a core teacher, Read 180, and in
9 their ELD classes. From an interview survey with our
10 teachers, they indicated that they needed additional
11 professional development in working with our English
12 learners, and that has been provided. And last but
13 not least, also we do involve our staff with input.
14 We provide them with minutes from our leadership
15 team. We do to their collaborative team meetings so
16 that whatever decisions are made in our leadership
17 team it's woven throughout our school and they have
18 shared ownership in decisions that we make. Some of
19 the challenges that we share or hold at Cloverdale,
20 we do have absent teachers; that's a concern -- a few
21 -- a couple that have been long-term -- and that just
22 good instruction can't be substituted for. That's a
23 challenge. We do have about 27% new staff members
24 that are learning to manage their classes well. And
25 just student attendance is a challenge for us. And,

1 of course, discipline, just management of the
2 classrooms. But the successes also include just
3 making sure that we have these goals established, and
4 as the leadership team meets we are making sure that
5 the actions take place. Okay.

6 CHAIRPERSON REITH: Thank you.

7 MR. WILLIAMS: Frank Williams, Henderson Middle
8 School. So the school improvement leadership team
9 with a clear and shared academic focus -- the first
10 thing we want to do is we want to strengthen our
11 school's instructional program. And the way we're
12 doing that is using our pre- and post-test
13 assessments. Also, we're using data to inform
14 instruction. The success that we see with the unit
15 post-test instruction, we've had an average of 13%
16 growth from pre- to post-test in math, and English
17 for the first semester -- for the first nine weeks
18 we've seen an average of 8% growth in English. And
19 the use of data to inform instruction, we're
20 continuously looking at school data. The largest
21 challenge that we're having is I have to be
22 accountable for myself and using our collaborations
23 to make sure that teachers and myself know what we're
24 going to -- exactly what we're going to do with the
25 data. The biggest success that we've had with that

1 is actually the collection of the data. I want to
2 speak to one more challenge, is absenteeism of some
3 students regardless if it's a cold or them being
4 suspended, collecting that data and finding a way to
5 actually make up that data, since we're using a
6 digital platform of collecting data.

7 So in recap, number one, we're trying to
8 strengthen our school's instructional program using
9 pre- and post-tests; and, secondly, the use of data
10 to inform instruction on where we go with the data
11 that we collect.

12 MR. ANTHONY: Good afternoon. Hello, I'm Mike
13 Anthony, proud principal of J.A. Fair High School.
14 And the leadership team has been hard at work
15 focusing on improving our math and literacy scores,
16 which will directly lead to the removal of academic
17 distress. But before I go into that, I'd like to
18 just kind of give a -- excuse me -- a brief
19 background about J.A. Fair. Over 80% of our students
20 qualify for free and reduced lunch, so therefore that
21 classifies us as high poverty, a priority school
22 that's in academic distress. I am the third
23 principal in three years, but I don't look at that as
24 a negative because that just shows and indicates that
25 the two administrators before me was -- I'm sorry,

1 I'm kind of -- 6'8" -- that just really recognizes
2 that the two former administrators' efforts were
3 recognized and rewarded in their turnaround principal
4 efforts. And I really want you all to know that I am
5 committed, as I shared with our district
6 administration before I got the job, to stay at J.A.
7 Fair. I recognize that stability and sustainability
8 is very important as we go forth in our academic
9 improvement efforts.

10 The school leadership team began the year by
11 studying our data. And when we discuss data, we
12 reference it to our students and teachers. Based on
13 our math and reading inventory assessment result
14 scores, 95% of our 9th graders enrolled are three or
15 more grade levels behind, as I shared with the board
16 members a month ago; 76% of our incoming 9th graders
17 enrolled are three or more grade levels behind, and
18 it really creates a challenge for our 9th grade
19 academy teachers and administrators. One-third of
20 our staff is either new or novice. And our current
21 10th graders, which were last year's 9th graders, 96%
22 scored below the readiness level for college and
23 careers in math and 71% scored below the readiness
24 level for college and careers in English, as well as
25 88% below readiness for reading. So we recognized

1 that our efforts needed to be school-wide, and we
2 didn't need a program so-to-speak but we needed
3 intensive classroom support, which is a result of a
4 change in our leadership and teacher practices. So
5 one of the things that we recognized is that we
6 needed rigor in there, because in addition to
7 studying the data the school leadership team reviewed
8 the depth and knowledge, which is what we call the
9 DOK, which is the question that is required on the
10 ACT Aspire test as what it asks our students to
11 perform. And we recognized that they were not
12 accustomed to performing at the level that is
13 required of the test.

14 So what are our next steps? We looked at how we
15 were -- the struggle of balancing how to remediate
16 our kids but as well address the needs of those kids
17 that are already ready. So we know that
18 differentiation is very essential to our process to
19 provide rigor simultaneously. So we purchased online
20 software, which is Shmoops, for -- excuse me --
21 individualized support of students as requested by
22 the individual teachers. Students will have 24/7
23 access to practice problem-solving skills and to
24 supplement and reinforce teaching and learning
25 practices. The leadership team will continue to

1 reflect upon teacher practices, as the data dictates,
2 using the five-step data analysis. And we just keep
3 that simple. We ask our teachers to teach, assess,
4 and what do we do now once we recognize the
5 assessment. Just keep it very simple. Continue
6 ongoing training and best practices. We are
7 instructional facilitators and are avid trainers
8 through our professional learning communities, as
9 well as our professional development -- excuse me --
10 opportunities for implementation and school-wide
11 rigor; increase the rigor in our classes by providing
12 training to our teachers in our depth and knowledge,
13 which is our high-level question techniques. And
14 what we want to do is we want to take our teachers
15 and students from performing at the recall level to
16 beyond to critical and extended thinking. And that
17 is like, once again, I said, is what the ACT requires
18 our students to perform. Then we also looked at
19 increasing our AP advanced placement offers by
20 soliciting a commitment from our teachers who have
21 been identified and/or expressed a desire to become
22 AP certified with the emphasis on recruitment and
23 retention as we establish a culture for learning. We
24 also aligned our before and after school programs to
25 our credit recovery programs to increase student

1 participation and to serve as another intervention.
2 We utilize our City Year tutors to provide -- assist
3 struggling students individually, small group and
4 whole group interventions by working with our 9th
5 grade academy teachers. Our counselors have
6 implemented what we call a Right Track, which
7 surveys, conferences and provides sessions with
8 students who have received Ds or Fs for this quarter.
9 And what it does is it really allows us to gain root
10 causes for student failures and redirect them back on
11 a successful path for the semester. And then we use
12 -- in looking at our Title 1 interventions for
13 reading and math 180 to select students based on our
14 SMI and SRI data.

15 Our successes, I'm proud to say, we've increased
16 the number of faculty members who are registered for
17 advanced placement summer institute. This will allow
18 us to expand our course offerings. Our data-driven
19 decisions has really established a culture for
20 learning by analyzing and reflecting on the data,
21 which has become the expected norm. We've increased
22 our shared communication among the faculty, staff,
23 via our Google classroom; over double increase in
24 parental involvement through our Family Education
25 Night; and then we have a steady increase in our PTSA

1 and Partners in Education.

2 Oh, challenges -- I'm sorry. Challenges:
3 training new staff and administrators due to the
4 large number of turnovers which have -- could have
5 been a benefit -- we could have benefitted from on-
6 boarding for our new support teachers. And then
7 securing certified math and English teachers, which
8 is a common thread for academically distressed
9 schools. We have long-term subs in some critical
10 testing areas.

11 MR. SCHLEICHER: Good afternoon. I'm Larry
12 Schleicher. I'm the principal at Hall High School.
13 I want to start by knowing that tomorrow is Veteran's
14 Day but I want to thank any veterans that are on the
15 Board. I know I did my 11 years and I know the
16 challenges. So we thank you very much.

17 At Hall High School, the school leadership team
18 has worked hard to create more rigorous and -- more
19 rigorous long-term goals, but the ultimate long-term
20 goal is to be removed from the academic distress
21 list; but even more important than that, our goal is
22 to educate every student who walks through our doors.
23 These long-term goals are supported by accomplishing
24 a series of short-term goals. The short -- using the
25 data, our short-term goals include: identifying

1 students that are in needs improvement and close
2 status for focus, rigorous and attention in basic
3 reading and basic math skills. And this had to be
4 done immediately. Then moving the students into the
5 intervention classes and scheduling in high school
6 can be very difficult due to the credits, so it's
7 been a very tedious process to make sure we did not
8 have any students lose credits. Those intensive
9 classes that we have include Read 180, System 44,
10 which are both reading interventions, and Math 180,
11 and we have an elevation class for our Hispanic
12 population. Working with City Year -- we work with
13 City Year to provide individual academic support for
14 students who are challenged with academic and
15 behavioral barriers. Right now, City Year is working
16 with approximately 58 students to provide
17 interventions in reading and 42 in math.

18 Personally, and this is not a goal but I'm
19 throwing it in there, I have been meeting with
20 students individually concerning their grades,
21 concerning their attendance, and concerning their
22 behavior that they are displaying in the school, as
23 we are trying to truly build what we are calling the
24 three Rs, and that is building relationships,
25 building relevance, and, finally, building a rigorous

1 instruction.

2 Our biggest successes this year -- we hired 26
3 teachers during the off year, and we hired -- in my
4 opinion, we hired very well. In our intervention
5 classes, which are key to our success, we have two
6 very strong intervention teachers that we hired for
7 Read 180 and Math 180. And we've also included
8 special education and one ESL teacher into the Read
9 180 and System 44 training so we can dig deeper with
10 our students.

11 Our biggest challenge right now is with our ELL
12 students because many of our ELL students come to us
13 unable to read, unable to speak the language, and
14 many of those students we're having to place into
15 four different English classes to get them there.
16 And that will include ELD classes from Level 1, all
17 the way up to ELD Level 4, and we are the only high
18 school in the state of Arkansas that has an ELD Level
19 4 course. And I cannot be remiss without mentioning
20 our former ELL leader, Dr. Purdy, who was
21 instrumental in getting that ELD class, Level 4 class
22 for us.

23 At the same time that we hired 26 new teachers,
24 that is a challenge. But one of our successes with
25 those is that we have had on-boarding for those

1 teachers. We had four days prior to the school year
2 beginning and we've been meeting every Thursday since
3 the beginning of the school year, except for last
4 Thursday we had to cancel because we had a football
5 game moved. But we are picking it back up and we
6 will be starting classroom management instruction
7 with them, well, next week is actually the beginning
8 of that. And that's pretty much it.

9 MR. JOHNSON: Gabriel Jackson, principal at
10 McClellan High School. In an effort to develop a
11 clear and shared academic focus that will lead to the
12 removal from academic distress, the McClellan
13 leadership team first of all revisited our vision
14 statement, our mission statement, and our core
15 beliefs, in order to build a renewed focus in the
16 school that deals solely with the educating of our
17 students. We've established Smart Goals, both
18 academically and behaviorally, that will assist us in
19 removing ourselves from the academic distress list.
20 We've also implemented pertinent professional
21 development as geared around common formative
22 assessments, which all of our teachers will be
23 trained and have been trained and will receive
24 additional support on those assessments that deal
25 with how to create those assessments, how to

1 desegregate the data, and then how to re-teach those
2 students that are struggling.

3 We have received extensive support from our City
4 Year tutors, as well as our math and literacy
5 facilitators, to help push and undergird the actions
6 of the teachers in the classroom. City Year helps us
7 with one-on-one training and additional support for
8 our struggling learners, and our facilitators help
9 our teachers with best research-based practices that
10 will lead to academic success.

11 Some of our successes are that in the process of
12 our CFA training our teachers have jumped onboard,
13 realizing what's needed to benefit our students at
14 McClellan. One of our challenges, number one, I
15 received this role on October 4th, and so about a
16 month in and with approximately 20 new teachers on
17 staff we have worked kind of hurriedly, but we have
18 worked to build a team of individuals that are geared
19 to move McClellan to where it needs to be.

20 DR. WILDE: So the next question goes back to
21 the issue of culture: What is the school doing to
22 improve the culture? And I think it would be
23 important to point out at this point in the 45-day
24 progress reports, as you take a look at attendance of
25 staff and attendance of students that is a culture

1 indicator. As you take a look at the number of
2 discipline referrals, that is a culture indicator.
3 As you take a look in terms of any additional
4 analysis related to the next steps, what is the
5 school going to do in their next steps, the high
6 schools have all reported in previous year reports
7 that culture has been one of their major challenges.
8 So as we go forth I think it's -- this one, in
9 particular, we need to pay attention to. And so, Ms.
10 Ruffins.

11 MS. RUFFINS: What you will not see in your
12 report is that I had an opportunity last week to
13 attend a Poverty Institute. And given that 97% of
14 our students receive free or reduced lunch, it was
15 definitely an eye-opener in terms of our staff and
16 the stakeholders that deal with the students that we
17 work with every day, really take a look again at the
18 students we serve, and in conjunction myself and my
19 instructional facilitator for literacy. And we began
20 that conversation with our staff on Monday, soon
21 after we returned from the Poverty Institute. So we
22 will continue with our study and conversation around
23 students that live in poverty and strategies and ways
24 that we can best meet their needs, even though many
25 of our staff members indicated they too were students

1 of poverty at the time that they were in school. In
2 addition to that, we have -- we look at -- our
3 leadership team reviews our discipline referrals on a
4 regular basis, and we found that a number of our
5 referrals include infractions, Level 1 infractions,
6 and fights. And we looked at ways that we could
7 possibly improve upon or decrease the number of Level
8 1 infractions, and so we streamlined and we've got a
9 due process checklist for the minor infractions that
10 also includes interventions that must be in place
11 before a student is suspended or receive a sanction.
12 So we streamlined that process with our due process
13 checklist. And I know on our report we indicated
14 that we would further review PBIS, and we have, but
15 we also looked at another system and it's ABE and
16 that's an electronic interactive software piece where
17 students -- where data is collected on the students
18 that determines exactly -- excuse me -- where
19 infractions take place and possibly what time of day.
20 But all the data is collected and this interactive
21 tool will allow students to self-reflect and there
22 are educational and instructional modules that our
23 students can go through that will possibly improve
24 their behavior. The student leadership team also
25 fosters competition, along with our City Year

1 members, to -- between grade levels for our 6th, 7th
2 and 8th grade levels. And we're in the process
3 tomorrow of celebrating our 8th grade with the least
4 number of fights and our 7th grade with the least
5 number of Level 1 sanctions.

6 Another culture piece for us that we focused on
7 in our leadership is to set goals. This is the first
8 year that I've been at Cloverdale and it's my fifth
9 year that our PTSA is completely composed of parents
10 that's very active. We've got a parent center that
11 our parent coordinator, who has been there since the
12 last semester of last year through this year, which
13 is a first for me that we've had someone consistent.
14 But she's been very instrumental in getting our
15 parents involved. I saw where we had our first
16 newsletter out from parents to parents this month
17 that we're extremely proud of, which is a success.
18 And we have a database of our parents that's being
19 conducted by our parents. So those are a few of the
20 successes, in addition to the actions. And, of
21 course, a challenge for us is any time we're dealing
22 with a student and behavior, and one at a time, and
23 when our numbers may be larger than what we can
24 actually work with on a daily basis, it's time. Time
25 is the challenge. Because when we're talking about

1 changing behavior it takes time to form
2 relationships, to look at interventions that will
3 work, and incentives for the students. So that's a
4 challenge for us. Thank you.

5 MR. WILLIAMS: Frank Williams again, Henderson
6 Middle School. As we speak about the culture at
7 Henderson Middle School and involving our
8 stakeholders, two things we outline as items that
9 will improve our school culture. Number one, we want
10 to establish a school culture that improves school
11 safety and discipline. How do we do that? Well, the
12 staff members at Henderson Middle School, they all
13 work effectively and equitably with racially,
14 culturally, and economically diverse students, and we
15 do that by being innovative in our discipline. One
16 of the celebrations I have about working -- being
17 innovative with what our discipline is, our
18 partnership with St. Mark Baptist Church where we
19 look to utilize them for students that have category
20 2 infractions, where instead of being out of school
21 for five to ten days there will be some divine
22 intervention while they're out of school. I was
23 wondering if I could say that. But there will be
24 some divine type intervention with them while they
25 may have some days out of school. Also, one thing

1 that we practice is sharing individual and team
2 success often, whether it's an atta-boy, by going to
3 the classroom and (inaudible) a happy gram, or if
4 it's our national Junior Honor Society and Beta Club
5 recognizing teachers of the month. When you come
6 into Henderson Middle School, before you get to the
7 office you'll see pictures of teachers of the month
8 to constantly make sure we're celebrating individual
9 and school success. Also, to continue celebrating
10 success -- for example, tomorrow students with a 3.8
11 GPA or above, they'll be picked up in a limo and
12 they'll be taken to Playtime Pizza. So any way that
13 we can decide to be innovative and celebrating
14 students and teachers we try to do that.

15 The challenge that we have -- I'd like to
16 outline some challenges that our climate survey
17 actually spoke to. One of those challenges that --
18 on a Friday we may have 75% attendance, and an
19 average -- that's for teachers. And an average daily
20 attendance throughout the school day -- throughout
21 the school week will be somewhere close to 80%. And
22 in our climate survey, when the teachers were asked
23 -- and this is a challenge -- when the teachers were
24 asked if they -- basically, if they enjoy coming to
25 work -- let me find it so I can give you the exact

1 number. And so I recognize this is something that I
2 have to take part in with my leadership team to find
3 more ways to get teachers excited about coming to
4 work. But question four asks, "I look forward to
5 coming to school every day," and 40% of the staff
6 members that answered that disagreed or likely
7 disagreed. And so whether it's the challenges of the
8 students or it's the challenges that the principal
9 faces for maybe holding people accountability or
10 continuing to hold expectations high, there's some
11 tweaking that we need to do in our practices to make
12 sure that upward around 80 or 90 percent -- or
13 actually nothing is wrong with 100 percent of the
14 staff -- would answer that question saying they
15 likely agree that they like to come to school every
16 day.

17 One more thing I want to outline that we're
18 proud of as far as bridging our gap with our
19 community is we've hired a bilingual paraprofessional
20 and that's also kudos to my district for letting me
21 have the opportunity to hire a bilingual
22 paraprofessional. And also she's a McClellan
23 graduate. So we've brought in somebody to Henderson
24 Middle School that can direct relate with the
25 students who's bilingual and can work directly with

1 students who are of limited English proficiency.

2 MR. ANTHONY: As an instructional leader I set
3 the tone for maintaining a climate that is conducive
4 for learning and cultural high expectations.
5 Therefore, I have adopted an open door policy with
6 all stakeholders. I maintain visibility throughout
7 the school, I attend evening events where I'm able to
8 speak with parents, and it has really yielded a lot
9 of successes. It has allowed us to increase our
10 turnout in education events at night among all our
11 stakeholders. As I said before, we have more
12 Partners in Education.

13 We've established collaborative efforts with the
14 Kenwood Estates Neighborhood Association. And I'm
15 really proud of that because we would have our --
16 what I call our "little wanderers." They get off the
17 bus, they get dropped off, and they would go over
18 into -- we only have really one true neighborhood --
19 and that was creating a problem and it was giving a
20 negative perception. However, we've invited those
21 neighbors over; they're very visible, so the kids
22 know who they are now and recognize them. So that
23 has cut down a lot on the neighborhood wandering, as
24 I like to call it.

25 We've initiated multiple opportunities to

1 succeed, which I call MOTS. It gives our students
2 multiple opportunities to be successful in classes,
3 so that discourages -- you know -- they get
4 discouraged because they may not be doing well. Our
5 teachers have really bought into this, that, you
6 know, up until it's time to put that grade down, you
7 know, let's just keep getting it. If it's retaking
8 tests, if it's making up assignments, just like zero
9 tolerance policy.

10 Open door policy approaches allow two-way
11 communication and transparency on an intimate and
12 personal level among administration; timely feedback
13 and response to questions and/or concerns of all
14 stakeholders by administrative staff is honored. So
15 the teachers and the students really like the fact
16 that, hey, they can come in and they can have a
17 conversation, you know, one-on-one with
18 administrative staff to air out whatever concerns or,
19 you know, problems that they have.

20 And I'm proud to say that teacher absenteeism as
21 a whole has decreased -- excuse me -- decreased this
22 year compared to this time last year. One of the
23 things that the administrative and leadership team
24 has done is we have a teacher recognition. We
25 recognize the morale is very needed and our teachers

1 need to be appreciated, so we have what we call Wings
2 to Soar, and it's just a simple little certificate of
3 appreciation for those teachers that we feel like
4 have went beyond the call-of-duty, and they really
5 get a kick out of that. And the fact that we have
6 more Partners in Education, we get gift certificates
7 donated, you know, for our teachers, just to
8 recognize them. One of the things we was worried
9 about was our AEA days and the number of teachers
10 that were out, but there were actually teachers who
11 decided that they would, you know, seek professional
12 development outside those days and came to work. So
13 we just tried to recognize them with a little lunch,
14 you know, pizza, stuff like that, and they really got
15 a kick out of that. So those are some of the
16 successes.

17 Now some of the challenges: the leadership team
18 surveyed the staff to gain some perception of our
19 teachers to determine the school climate. The survey
20 indicated that a high number of teachers feel that
21 there is a positive climate. The leadership team
22 reviewed and discussed, however, the lower rated
23 areas, in particular to discipline. The data shows
24 that there is a disconnect between teachers' feelings
25 about discipline and the volume of discipline

1 referrals that the administration processed the first
2 quarter. So today we have a faculty meeting. The
3 leadership team and the administrative team is
4 revisiting those classroom management policies, those
5 things, you know, about relationships and rapport
6 that we feel is needed. So we used our survey
7 through the knowledge of AVID. We used our staff
8 climate survey to gauge our perception. We used our
9 student climate survey, and then we surveyed our
10 parents.

11 Challenges: behavior is a challenge for us. Our
12 students need to feel connected to our teachers, so
13 we need to work on building relationships and
14 rapport; having students and teachers vulnerable
15 enough to break down the walls of disconnect; to
16 identify wraparound services that is needed is an
17 ongoing struggle, particularly for our struggling and
18 special needs students. And then accountability --
19 and this is something that personally I struggle
20 with, how to keep morale but yet still hold teachers
21 accountable for the teaching and learning, and the
22 students too. So that's a balance. I'm having
23 coaching with ADE and district leadership to do that,
24 you know -- coaching teachers up and positive, but
25 yet still addressing those deficiencies and those

1 concerns.

2 MR. SCHLEICHER: At Hall High School, our school
3 improvement leadership team -- if I can get on the
4 right page here -- we also administered the school
5 ADE climate survey. And the biggest factor I saw,
6 and it has changed for our school, is 18 months ago
7 when we did this 70% of the students said that they
8 didn't feel that our teachers liked them or worked
9 with them. On the survey that we just got back in
10 October it showed 70% of the students now believe
11 that our teachers are working with them, and that is
12 a tremendous improvement over an 18-month period.
13 Part of that is a reflection on the hiring that we
14 have done during this last year. Part of it is a
15 reflection on our teachers are adapting to the new
16 attitude. And when you bring in some youth and you
17 bring in some spirit you get a new positive feeling
18 and that feeling has been carried over quite a bit.
19 Also, we have done little things like if you come to
20 Hall High School you know you're at Hall High School
21 because we have banners up and down the road now
22 declaring that we are Hall High School and we're very
23 proud to be part of Hall High School.

24 Last night, we honored 115 students at our Honor
25 Night -- at our Honors Night who received nothing but

1 As and/or As and Bs for the first nine weeks.

2 We also have included many new partners, new
3 associations into our school in the last year. We
4 have the Hall High Neighborhood Association, which we
5 started about a year-and-a-half ago with 38 members
6 but it's now up to 78 members. We have our PTSA,
7 which was a walloping 9 last year but we are now at
8 42 members this year. We have the Trinity United
9 Methodist, which is providing tutors to us; also, the
10 Hall High Alumni Association that's providing
11 individual tutors that are working mostly in reading
12 but we also have a couple that are working with us in
13 math.

14 We have redesigned our 9th grade academy and we
15 have a consultant who comes about every two weeks to
16 review what we're doing and help guide us in our
17 direction. He is actually on campus right now and
18 this will be his third visit this year. And he has
19 been very beneficial to the direction that we are
20 headed, and what we are trying to do is we will try
21 to develop the 10th grade academy by building on the
22 9th grade academy work that we are doing this year.
23 We've also redesigned our afterschool program. We
24 have gone from a computer-based afterschool to a
25 teacher-based afterschool, so we're getting more

1 hands-on and direct teacher feedback and I think that
2 is a very positive step in there.

3 Once again, as we focus on our relationships,
4 our relevancy, and the rigor, participation from the
5 staff is still not 100%. That is one of our
6 challenges. I won't really go much further than
7 that. We're just not at 100% but we do need to get
8 at 100% if we're going to be 100% successful.

9 And the -- we have also started including in our
10 PTSA, we have a parenting institute that we have just
11 purchased books, that I requisitioned books for, for
12 the parents, because we feel part of our problem is
13 our parents didn't grow up with a good education and
14 they had bad experiences while they were in the
15 education field. And many of our parents are not
16 high school graduates or college -- some are
17 definitely not college graduates. And if you look at
18 the ESSA report you'll see our poverty rate is at
19 100%. That is a tremendous challenge, but it's a
20 challenge that my staff, myself, and all of our
21 administrators are more than willing to take on
22 because it's about the children, and that's the way
23 we want to keep it, about the children.

24 MR. JACKSON: The McClellan High School school
25 improvement leadership team has taken a multifaceted

1 and diverse approach to improving our culture and
2 climate that will result in student growth and
3 achievement. As an incoming principal, I've laid out
4 a foundation of three Cs that I want to impact our
5 school day: collaboration, commitment and
6 consistency. And according to those things, we've
7 implemented a student advisory council; it's
8 comprised of approximately 17 students that provide
9 us with a pulse and an ear to the ebbs and flows of
10 our school to help us reach those students that may
11 not come to school leadership but would go to them
12 with problems and concerns. We have also implemented
13 a school community council, since our PTSA is not
14 fully functioning, that is made up of parents and
15 other stakeholders that bring in the community to
16 help McClellan be what it needs to be. We've set up
17 Google classrooms that will provide all our faculty
18 and staff with information that's pertinent to our
19 school, so all stakeholders can be a part of the
20 process and know what's going on day by day in our
21 building. We've also created a learning compact by
22 way of our school community council that has buy-in
23 from all stakeholders and input.

24 Many of our students, our teachers, our parents,
25 and our community members play an extensive role in

1 the development of a positive climate of McClellan.
2 We have had a Battle of the Bands that brought out
3 close to 500 individuals to our campus for a
4 positive. We had a Trunk-a-Treat around the
5 Halloween season that brought in 500 families to our
6 campus and let the children trick-or-treat on our
7 campus. Next week, we will host a charity basketball
8 game that supports Muscular Dystrophy. We have begun
9 doing call-outs to our parents and stakeholders,
10 letting them know what's taking place on our campus.
11 And each morning I sent the faculty and staff a
12 little newsletter called the McClellan Minute that
13 lets them know of any meetings, any things that are
14 pertinent to their school day, so that everyone can
15 be onboard. As the principal of McClellan, I've made
16 myself available to the Southwest business leaders
17 and went to meet various ministers, various business
18 owners, and other supporters of McClellan, to let
19 them know that we welcome them into our schools and
20 we are willing to do whatever it takes to foster a
21 positive relationship with those individuals.

22 DR. WILDE: Okay. And the third and final
23 question: What steps has the leadership team taken to
24 develop a culture of continuous improvement?

25 And, Ms. Ruffins, I know you would like us to go

1 in reverse order, but you're up.

2 MS. RUFFINS: At Cloverdale, we've established a
3 culture committee. You know, a lot of times we think
4 we might know what will make teachers want to come to
5 school or feel good about being there or -- and the
6 students, the same. But we've established a culture
7 committee so that teachers can help plan activities
8 to make Cloverdale a good place to come and want to
9 be part of -- where they will want to be part of
10 that. And we've got some activities planned,
11 celebrations planned, birthdays planned, just things
12 that will make you feel good about being a part of
13 the Cloverdale faculty. In conjunction with that, we
14 celebrate -- we established goals -- of course, our
15 students, with our Reading and Math 180 and a lot of
16 the assessments that we provide -- growth goals for
17 them that are attainable. And once they've reached
18 them, then we celebrate those. And when the
19 district's leadership team came to our school and met
20 with us about a month ago, they were there to see how
21 could they support the work that was being done at
22 Cloverdale. And initially we were a little bit
23 skeptical; you know, what is it that they can do. I
24 mean, we were a little bit skeptical. But to our
25 surprise, we presented what our plans were and if

1 there were barriers in our way an effort was made
2 right then and there to remove those barriers. If it
3 was our teachers that indicated they wanted PD on ESL
4 strategies, and Ms. Devore picked up the phone,
5 called the ESL office, got the ESL director, we got a
6 date on the calendar and the PD was presented, which
7 spearheaded the book study that we're doing, making
8 content comprehensible for our English learners. So
9 that was an action that allowed our teachers to say,
10 you know, "That's what we said we needed and now it
11 is happening." So we were pleased to report that to
12 our teachers because they were anxious to know,
13 "Okay, what is the" -- and the Achieve Team, what is
14 -- what was it all about, and it was easy for me to
15 report, "They are here to know what barriers are in
16 our way and how can they help remove those barriers."

17 Dr. Whitehorn, which is my immediate supervisor,
18 serves on the district's leadership team, and he is
19 at our leadership teams, which meet weekly, 98% of
20 the time. So most of whatever is taking place that
21 may be considered a barrier for us that can be taken
22 back directly to the district's leadership team. And
23 I would say that the follow-thru and immediate
24 action, you know, that's developing the culture of
25 continuous improvement that everybody is on the same

1 page and we want to make it happen as quickly as
2 possible. The district also offers professional
3 development district-wide for a district-wide focus
4 based on district-wide data that all schools might
5 need. Orton-Gillingham is a language acquisition
6 professional development that's being planned and
7 presented throughout this school year that several of
8 my teachers have been able to attend; Step Up to
9 Writing, which would be writing across the
10 curriculum; disciplinary literacy is being
11 implemented and that too is being provided with
12 district resource staff. And I guess if we -- and
13 the success would be, you know, when our students --
14 we -- one result of our Achieve Team meeting with the
15 district leadership team, we developed a student
16 leadership team at Cloverdale. And Mr. Poore, out of
17 his own pocket, provided lunch for our meeting with
18 our students and they told us what incentives they
19 would work for and gave us quite a bit of input on
20 tardies and absenteeism and fights and what those
21 incentives would look like. So we were very, very
22 pleased with implementing our student leadership
23 team. We've even had some students to serve, when
24 possible, on our leadership team to provide feedback.
25 And I guess if there is an area that we -- a barrier,

1 I guess you would say, is that when professional
2 development is provided it has to be given either
3 during the day or after school. Well, oftentimes
4 we've got a lot of our teachers work part-time jobs
5 after school and they work in our afterschool
6 programs. And when we surveyed our teachers, you
7 know, we asked, "When would you most likely be able
8 to attend or come for professional development?" And
9 they indicated before -- I mean, after school and
10 during the day. Well, any time we pull a student --
11 a teacher out during the day, that's loss of
12 instructional time. And it's just -- it's a barrier
13 and a challenge for us to determine when best to
14 provide professional development for teachers,
15 because everybody has got their preference. And
16 Saturday, of course, was an option too, but if they
17 have families then that is a concern. But that's one
18 of the biggest challenges, just determining when is
19 best to provide the professional development to our
20 staff. Thank you.

21 MR. WILLIAMS: So we were talking about district
22 support. Wanda kind of took all mine, so I'm going
23 to make up some new ones. In conjunction with the
24 district support, I want to reiterate how the
25 associate superintendents support our continuous

1 school improvement, whether it's Dr. Whitehorn
2 attending our leadership meetings; whether it's Mr.
3 Glasgow just preparing us for this meeting here,
4 making sure our 45-day plans are in sync and that
5 they have goals that are obtainable; if it comes down
6 to our testing department being able to get us
7 testing information so that we can share data with
8 our colleagues and also the interim assessments that
9 come from our testing department, so we do have the
10 ability to test students three times a year. But Ms.
11 Ruffins mentioned the Achieve Team and basically that
12 process of how we have the opportunity to see a
13 vision of how we want learning to be in our
14 classrooms, and Mr. Poore and his cabinet coming
15 through and helping us realize that vision.
16 Cloverdale, myself, Henderson Middle School, and
17 Mabelvale will be going into a basic and action
18 research project involving technology in the
19 classroom. And with the vision of myself -- with the
20 vision of the principals and support of our cabinet,
21 we had 30 teachers in professional development
22 yesterday, realizing how they can use blended
23 learning in classrooms with limited technology. So
24 if there's going to be a challenge to that vision and
25 any other continuous school improvement, the biggest

1 challenge is that we're faced with some budget cuts
2 right now. Wanting to be one-to-one, or having to
3 share with stakeholders that some schools may be
4 closing or consolidating that creates a challenge.
5 However, our district, being the Power of Us, is
6 creating a shared message and still continuing to
7 recruit and continuing to recruit teachers and
8 students, retain teachers and students, and overall
9 try to provide the best learning environment
10 possible.

11 MR. ANTHONY: I don't want to sound redundant
12 from Ms. Ruffins and Mr. Williams, but the Achieve
13 Team planning our district efforts of support has
14 really been beneficial for J.A. Fair, as the other
15 schools. But one of the things I want to say, and
16 it's not just because he's my boss, our district
17 deputy superintendent Mr. Burton is a permanent
18 fixture at J.A. Fair. And one of the takeaways that
19 I want to share is how impressed that our students
20 was that he included them in a focus group on the
21 shared plans. And that is just something that a lot
22 of district leadership or just leadership wouldn't
23 say, "What do the students think about it." And they
24 really -- it made them feel important; it made them
25 feel like that their input was valued. So I wanted

1 to share that, as well.

2 We utilize our instructional technology systems
3 academy to highlight and recognize our teachers' and
4 students' successes and celebrations school-wide.
5 We're utilizing the resources within our building.
6 We realize that we have a plethora of knowledge
7 within the building in terms of our professional
8 learning communities, having our teacher training
9 ongoing throughout the school year, developing based
10 on the data; coaching by instructional facilitators
11 and peer faculty is utilized to support teaching and
12 learning practices; and then just we try to inspect
13 what we expect. So the administrative team in
14 conjunction with the leadership team tries to make
15 sure that we are attending and participating in those
16 collaborative meetings.

17 MS. SCHLEICHER: Good afternoon again. At Hall,
18 the school improvement leadership team has developed
19 a culture of continuous improvement by opening up the
20 channels of communication with our school improvement
21 leadership team. All faculty members are considered
22 to be members of leadership team and they are welcome
23 and all stakeholders are welcome to attend any one of
24 our meetings that they want to attend. Their input
25 is valuable and that is really necessary for us to

1 gain 100% participation in our school. The school
2 leadership team was instrumental in getting the 9th
3 grade academy redesigned, off the ground, and the
4 continued use of the 9th grade academy consultant.
5 And it has also been instrumental that they serve on
6 an EL vertical alignment with the Cloverdale team for
7 our Hispanic population.

8 Parts that people don't really see is that Hall
9 High School right now is moving AVID strategies
10 across our entire school. We want it to be school-
11 wide. The AVID program itself last year brought in
12 over a million dollars in scholarships for our high
13 school seniors. And those strategies are proven to
14 work and we are now conducting PLCs that have been
15 supported by the district through either allowing us
16 to get substitutes or providing the district person
17 -- I can't remember her name, I'm sorry -- but to
18 come over and speak with our staff about the AVID
19 strategies and actually provide an hour-and-a-half PD
20 with them. They've also allowed me to participate in
21 year number two of the Master Principals Program, and
22 it has been a very, very enlightening program. Some
23 of it, it reinforces the things that we were doing;
24 some of it gives us brand-new ideas that have been
25 helpful. I also have five teachers who are part of

1 the Arkansas Leadership Program and they are now in
2 the process of conducting the new vision and mission
3 statement for us, as we have, like I said, 26 new
4 teachers. So our vision and mission statement is
5 being re-evaluated at this time under the lead of our
6 teachers' institute. I also have -- we also
7 participated in the Poverty Institute and that was
8 led by my district provided SIS -- Ms. Roxie Browning
9 -- and she is absolutely magnificent. And we're also
10 working on getting the information that we learned
11 from it off the ground. We have also at Hall
12 committed to be a School -- we have applied to be a
13 School of Innovation. And our first School of
14 Innovation meeting is at 4:00 tonight, and if one of
15 you or all of you want to join that meeting we will
16 welcome you to that. On that committee we have
17 administrators obviously, teachers obviously, but we
18 also have students. We've invited parents but we
19 have not got a parent who has committed to it. But
20 we do have a member of the community and we also have
21 a business partner who will be in attendance at that
22 meeting tonight.

23 At Hall High School -- now you hear the
24 reputation, you see it. But Hall High School last
25 year provided Little Rock School District's only

1 Gates Millennium Scholar winner; she was also a Dell
2 Scholar winner, and one of the three inside the
3 district. And the message here is that at Hall High
4 School if you want a good education and you want to
5 work for it you can get an excellent education, and
6 that is the message that needs to be sent to
7 everybody in the city. And I'd like to thank Mr.
8 Poore because he has been conducting think-tank
9 sessions with different businesses and different
10 entities as try to develop programs that will
11 interest our students more and make the learning more
12 relevant for them. And also for the district and
13 mostly -- well, not mostly, but a lot of Mr. Burton
14 on that because we have done almost \$2,000,000 worth
15 of renovations at Hall to bring our school up to --
16 close to being a brand-new school in a lot of ways.
17 But the aesthetic value of the school is tremendous
18 because it helps the students -- they respect the
19 things that we're doing and you're not seeing a lot
20 of graffiti on our walls; you're not seeing anything
21 like that you would see at a lot of urban schools,
22 that you see portrayed on TV. You do not see that at
23 Hall, and that is due to the fact that the district
24 is supporting Hall High School through facilities
25 management, through training, through everything, so

1 I want to thank the district for all of that. Have a
2 good day.

3 MR. JACKSON: All right. In understanding our
4 district's approach this school year of the Power of
5 Us, our district leadership team superintendent Mr.
6 Mike Poore, our deputy superintendent Mr. Marvin
7 Burton, and others have worked tirelessly to assist
8 McClellan in many different ways, one by being -- the
9 curriculum alignment that we have to make sure that
10 our students receive a quality education that is
11 appropriate by state and national standards. We
12 have, as leaders, been provided with test
13 credentialing, micro-credentialing and calibration to
14 make sure that when we go into those classrooms we
15 know exactly what to look for and we have been
16 equipped with the strategies to understand what
17 effective quality instruction looks like. We have
18 been a part of think tanks that will in years to come
19 boost our curriculum with five different areas to
20 help our students be prepared for the workplace or
21 post-secondary education. Our deputy superintendent,
22 Mr. Burton, goes out of his way to provide for us by
23 way of human resources and external resources to make
24 sure that McClellan has all that it needs to be
25 successful. He even goes out of his way to escort

1 the students, as he does yearly -- to escort the
2 young ladies that don't have father figures on the
3 homecoming court, and I think that's an exceptional
4 thing.

5 We have been provided with afterschool PD
6 opportunities for our teachers and we have been
7 equipped with the funds to facilitate those
8 activities. And we have received ongoing support
9 from our Achieve Team that will assist us in making
10 sure that we meet our academic and behavioral goals
11 at McClellan.

12 DR. WILDE: So, in summary, overall, the focus
13 by the leadership teams in the first quarter of the
14 year have been on learning and preparing for the
15 Achieve Team process. To steal a word from Mr.
16 Schleicher, I would be remiss if I did not point out
17 that one of our major concerns with the Little Rock
18 School District over time has been that with each new
19 superintendent there has been a new plan and a new
20 process; that with each of these new plans and/or
21 processes there has been little effort to integrate
22 the prior work into the current work. From the
23 viewpoint of School Improvement, this continues to be
24 a concern.

25 That said, there are some noteworthy differences

1 in the current approach. First and foremost, the
2 school leadership team is asked to work with all
3 staff and to identify what they believe would make a
4 difference in the school. Given that we (ADE) have
5 been asking for the schools to have more voice and
6 for there to be more -- a more personalized approach
7 to each school's improvement plan, we acknowledge and
8 support the approach taken by the district this year.

9 A second noteworthy difference is that the
10 superintendent is leading the process. He is
11 establishing that he sees his primary role as an
12 instructional leader. He is modeling for other
13 district administrators and he is delegating district
14 support to the schools through these meetings.

15 So the inevitable question is how will ADE
16 School Improvement Unit and/or other units support
17 the process, which are next steps. I think as you
18 listened to some degree the answers to the three
19 questions were really more -- sounded more like a
20 list of things rather than an integrated plan. So,
21 one of the things that we will do is to work to help
22 deepen the understanding of the recommendation itself
23 and the three goals. Now that the schools have a
24 moderate understanding of the Achieve Team process
25 and the Achieve Team plans, we will work with them to

1 integrate the Achieve Team plan into the overall
2 school improvement process.

3 As you review the Smart Goals established in the
4 45-day progress reports, again, you can see that for
5 the most part they are not truly a Smart Goal. And
6 what we'll be doing is working with the schools to
7 get a logic model to take them from the situation to
8 the intended outcomes and impact.

9 At the district level, we would need to assist
10 in the development of a feeder pattern Achieve Team.
11 As you read the 45-day progress reports, you will see
12 that there are a fair number of students entering
13 each school deficit in reading and math by a number
14 of years. That is a district responsibility to
15 address. And so for all intents and purposes, we're
16 saying there needs to be -- on top of each individual
17 school there needs to be a district plan for that.

18 We need to assist in the development of both a
19 preventative plan, as well as an acceleration plan.
20 They have students that have already arrived; those
21 students need to be accelerated. But in the feeder
22 pattern we need to develop a prevention strategy.
23 For the most part, we would argue that the high
24 schools are still the symptom bearers for the entire
25 feeder patterns and that only through a district

1 response Achieve Team plan can we address that. Keep
2 in mind that each of the 45-day progress report data
3 points are also part of a needs assessment. And so
4 as you look at discipline, how is the district
5 responding in the sense of some of the schools had
6 over 1,000 referrals, and so from -- in the first
7 quarter. That is contiguous with last year. Okay.
8 So how are we addressing from a district perspective
9 the overall needs of the schools? And I think to a
10 degree that is the intent behind the Achieve Team
11 process. So we're very positive about that aspect of
12 what's taking place.

13 That concludes my statements. And then we're
14 available for questions.

15 CHAIRPERSON REITH: Thank you so much, Dr.
16 Wilde, and to everybody from the Little Rock School
17 District. It's obvious a lot of hard work is being
18 done and a lot is being done. I'll just share as I
19 now transfer to my colleagues, but I did actually
20 have the opportunity to spend a whole day with
21 several of your teachers and students at Hall High
22 when they came up to Fayetteville. You have a
23 tremendous alumni association, I will say, and they
24 were able to bring together Coach Anderson and his
25 wife and several other leaders in Fayetteville to try

1 and help inspire our Hall students to think about
2 higher education. And in the time that day when
3 touring campus I had some one-on-one conversations
4 with several of the teachers. And I'll say one of
5 the things I'm walking away from this conversation is
6 you all are obviously listening to your teachers,
7 because a lot of what you all have pointed to as
8 challenges are definitely things that I was hearing
9 from the teachers as well. And I think I would just
10 add to Dr. Wilde's remarks, as this process, the
11 Achieve process rolls out and the leadership teams
12 are created -- and I think your teachers are very
13 conscientious of this process -- I don't think every
14 teacher feels equally aware of what the plan is or
15 where specifically is their role, how do they tap in
16 and benefit. And I think that's part of the process;
17 right. And please know we duly acknowledge this is
18 the first quarter that you all are coming here, and I
19 hope I plant that as an opportunity because teachers
20 do want to be able to understand the plan so that
21 they too can contribute to it and hopefully lift up.
22 And with that, they were honing on opportunities in
23 the development of these plans, just as Dr. Wilde was
24 saying, to really be able to focus on some
25 innovations around reading recovery and math

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recovery.

And then this next comment I actually direct to my colleagues on the Board, this feeling that simultaneously they're having to work on recovery and we're still, from their perspective, putting on them high stakes in regards of the tests and testing that they know is coming up, and concerned about how we are simultaneously helping our kids and at the same time preparing them for tests so that we can someday get out of academic distress. And I know there's no easy answers to any of that, but we do hope as part of the ESSA conversation that we can talk about accountability systems and acknowledgement that that needs to be part of the reality. And there was a lot of new teachers in the room. I very much empathize with the conversation here. I asked all of them how many years they had been teaching at Hall and most of them said it was their first year. But many of them did come from the district or surrounding districts. One of the things that I heard from them that I think you all sort of touched on, but if I could just phrase in a different way, they were so grateful to come up to the University of Arkansas to be able again to inspire their kids. But one of the teachers said frankly to me, he was like, "Can we just take

1 them to another school district and other schools and
2 show them that it's possible to go a whole day
3 without getting into a fight?" And I had never --
4 and I guess I -- I don't think it was until that
5 moment that I fully appreciated all the cultural
6 discipline issues that all of y'all are touching on,
7 how significant it is, because this teacher was
8 literally with tears in his eyes saying to me, "Our
9 kids don't know what it's like to go a whole day
10 without a fight; we don't even know -- we don't
11 believe you when you tell us it's possible to have a
12 school day and not see kids get into fights," and
13 wanting to know what to do about that. And so part
14 of the professional development they were asking for
15 was, "Well, how do we help the community? How do we
16 help these kids?" And I know with Hall especially,
17 duly acknowledging you all are a feeder school from
18 homeless shelters. These are kids that don't have
19 homes and they don't have parents. And I know that
20 you all are getting the influx of the Central
21 American children who are now refugees in this
22 country, fighting some serious experiences back home
23 and don't have the language skills either, and
24 there's a lot of different elements of concern.

25 And so again getting back to ESSA, the teachers

1 really want to make sure we knew as a board that we
2 were -- they were wanting credit for growth. And
3 again we're having conversations on tests. They're
4 all up for rigor, but they wanted us to know the
5 serious circumstances that they're confronting and
6 that they really would appreciate us being able to --
7 and knowing that we're valuing the growth that
8 they're trying to create under the conditions that
9 they're working in. And if there's ways -- and I
10 thought this last comment, I know this will be for
11 you, Mr. Poore, as you're going out there and
12 speaking with your communities, I've heard over and
13 over again conversations around that students aren't
14 going to schools where they live and that kids are
15 getting bused all over the city in a lot of different
16 ways. And if we really are going to create community
17 schools, they wanted to have a conversation about
18 that. And, again, I know there's no silver bullets
19 and I'm definitely not going to be one that pretends
20 there is. But I think there was a whole conversation
21 and honesty there that it is, it's a whole child,
22 whole community, whole village approach, and that
23 means even looking at some of the structural things
24 around zones and where people live and how we can
25 engage communities and what kind of supports that can

1 be there. So I felt very privileged to get to work
2 with your teachers that day and you have some amazing
3 teachers there at Hall and some amazing students.
4 And I will say I shocked the heck out of them when I
5 spoke to them in Spanish. I don't think they were
6 expecting someone to do so, but I inspired them not
7 to lose their Spanish but also to know that Arkansas
8 was welcoming them and wanted to just add those
9 words. I think it's, again, nothing new from what
10 Dr. Wilde or any of you said, but I wanted to be able
11 to maybe frame things a little bit more directly from
12 the teachers, and thank you for that.

13 So with that, I saw Ms. Zook grab her mic.
14 You're recognized, Ms. Zook.

15 MS. ZOOK: I don't know if this question would
16 be for Dr. Wilde perhaps or he may want to refer it
17 to someone else. The AVID training, is that -- are
18 each of the teachers -- did Dr. Wilde disappear?
19 There he is. I can't see you from where I'm sitting.
20 You know I used to teach; I've got to see you. The
21 AVID program, is that for some teachers in each room
22 and where do they go get the training for that, or
23 are you trying to incorporate the skills they learn
24 there into each of the rooms? Or can you expand on
25 that just a little?

1 DR. WILDE: Typically, AVID is a program by
2 which you're trying to get students from families who
3 have not historically attended college to begin to
4 think about college.

5 MS. ZOOK: Right.

6 DR. WILDE: And so there are a number of
7 activities that go with that. That said, the concept
8 that they're trying to do is expand that concept
9 across the entire school so that they're attempting
10 to get all students to begin to think about life
11 after high school and what they're going to be doing.
12 Is that a fair interpretation?

13 MS. ZOOK: Yeah. And I do appreciate the fact
14 that you're acknowledging that the secondary schools
15 are getting students that are significantly behind.
16 And so, you know, and that that is a district-wide
17 program and that, you know, the elementaries have got
18 to send students on level. And, of course, you know,
19 I am an advocate for mastery learning. I would be an
20 advocate -- and I know it can't accomplish it until
21 rules and laws change for testing kids on where they
22 are and what they know, not what age they are and
23 what grade they happen to be in because, you know,
24 they're coming from different places. But, you know,
25 that's a speech for another day.

1 I do think that for the most part it looks like
2 first-quarter attendance of students has greatly
3 improved from previous years. And it appears that we
4 still have -- although improved, we still have a
5 teacher absence problem. And I know that, based on
6 reports that we get from other entities, that if you
7 have teachers who aren't coming to work and students
8 who miss a lot that that does impact the learning as
9 well. And I think rather than -- I sense in there
10 your principals, as you presented today, your
11 understanding of that, and your frustration with
12 trying to figure out how to affect change there
13 rather than being defensive in some way. Because I
14 did some research, thinking about this, and I
15 thought, well, what is the average absentee of the
16 American worker that isn't in education; and it's
17 five days in a year, and we have people who are
18 missing more than five days in nine weeks. And, you
19 know, it's -- we've just got to come up with
20 something creative. You know, this will be --
21 whoever comes up with how to get this done is going
22 to be wealthy or very philanthropic, one. But that
23 is a frustration for me and I'm sure if I sense it,
24 that they sense it like triply.

25 DR. WILDE: Yeah.

1 MS. ZOOK: But I think a lot of the things
2 you're doing -- and if the student discipline
3 improves, I think that, you know, that will help
4 because nobody enjoys even within a family being
5 where there's a lot of tension and frustration. So I
6 guess I'm preaching more than asking a question at
7 this point, but I think everybody and these
8 principals that have been coming understand that my
9 concerns about teacher attendance -- and I think when
10 teacher attendance improves that student attendance
11 will, as well.

12 DR. WILDE: Yeah. And hopefully from the 45-day
13 progress reports now you can see that those are good
14 data-points for everyone to be looking at. So, thank
15 you.

16 CHAIRPERSON REITH: Thank you. Dr. Barth.

17 DR. BARTH: I want to follow-up on what Ms. Zook
18 just said. And I agree that teacher attendance is an
19 important piece of data to look at. But I think we
20 do need to be a little careful in how we talk about
21 that and how it's often heard. I mean, I think what
22 I heard today is that teacher attendance is a
23 dependent variable that helps -- that is guided
24 oftentimes by cultural issues within the school. And
25 I think many teachers do hear that as an attack on

1 them -- and I don't think you mean it that way, but I
2 think it is heard that way. And I think especially
3 as we're thinking about what we can do to elevate the
4 prestige of the profession, I think we need to be a
5 little careful with how we talk about that, seeing it
6 as evidence of a culture problem rather than kind of
7 putting the onus on educators in that equation. I
8 don't know if that makes sense. But I think we do
9 need to be careful as we -- I feel we need to be
10 careful as we talk about that issue, that it's often
11 evidence of some systemic issues rather than teachers
12 who are always kind of making an independent choice
13 in that regard. I don't know if that makes sense.

14 CHAIRPERSON REITH: Thank you, Dr. Barth. And I
15 will say one of the last things the teacher said to
16 me, they feel like we're putting all the blame of the
17 academic distress and schools being on academic
18 distress on them. And so -- and I think that's where
19 Dr. Barth's comments come in that context of --
20 again, not that it's not important, but the teachers
21 are working under some very difficult situations and
22 just at least want to know that we acknowledge
23 they're trying; they're trying really hard. So, yes,
24 I saw Ms. Newton actually grab first. So, Ms.
25 Newton.

1 MS. NEWTON: Just a comment for Dr. Wilde. Dr.
2 Wilde, were you here this morning when Dr. Ritter
3 gave his presentation on discipline? I don't know if
4 you heard it this morning, but --

5 DR. WILDE: I did not.

6 MS. NEWTON: Okay. One of the things we talked
7 about was he made the comment that he would like to
8 see if some schools or districts implement some sort
9 of plan to impact the discipline, the problems that
10 are going on in their district; he would like to
11 follow that from the beginning all the way through.
12 And I heard several times in different ones of these
13 schools talking about, you know, discipline and
14 culture of the school, you know, being a problem.
15 So, you know, this might be an opportunity for us to
16 get some data on, you know, if -- you know -- Ms.
17 Dean mentioned the St. Mark's program; you know, that
18 was something I think that had just started this
19 year. This might be an opportunity for us to collect
20 some data on if this program is working or this
21 program is not, and then we can maybe duplicate it in
22 other areas of the state. So, you know, I would
23 really like -- I don't know. Mr. Poore, did you hear
24 that presentation this morning or --

25 SUPT. POORE: I did not hear the presentation,

1 but I've been talking to Dr. Ritter about --

2 MS. NEWTON: Okay.

3 SUPT. POORE: -- this concept. So I am aware of
4 what he's trying to do and agree with your assessment
5 that that might be valuable for us to participate.

6 MS. NEWTON: Okay. Thank you.

7 CHAIRPERSON REITH: Very good point, Ms. Newton.
8 Thank you. Mr. Williamson.

9 MR. WILLIAMSON: Yeah. I want to push back on
10 your comment, Jay, about, you know, teacher
11 absenteeism because, I mean, if you want to improve
12 the appearance or -- you know -- teaching is a
13 prestigious thing, in my opinion. But, you know,
14 along with the prestige comes a tremendous amount of
15 responsibility. I mean, you're a leader for these
16 kids. And, you know, I don't think we should sweep
17 that under the carpet and not talk about it. I mean,
18 that is something vitally important, you know, and if
19 the teacher doesn't perform, i.e., misses school all
20 the time, why are they in the building? I mean, it
21 goes back to, you know, the Teacher Fair Dismissal
22 deal. I mean, you've got to be -- if you want a
23 prestigious position, you should be held responsible
24 for your actions and go -- am I just talking to the
25 air? Sorry. But, I don't know. I just take issue

1 with that.

2 DR. BARTH: I don't think we -- I certainly
3 don't think we shouldn't talk about it. I think it's
4 really a question of how we talk about it. And I
5 think that it's very telling, the data, about the
6 percentage of folks, of teachers at I believe
7 Henderson who say they really don't feel like they
8 enjoy going to work. I think that suggests something
9 more environmental.

10 MR. WILLIAMSON: Oh, yeah. And I don't disagree
11 with that.

12 DR. BARTH: So I don't think we -- I think we --
13 it's how we talk about it and seeing it as evidence
14 of some cultural issues that are really systemic I
15 think is an important way to think about it. It's
16 not just about individuals waking up one morning and
17 saying, "I don't want to go to my job." And so that
18 -- it's how we frame that issue, it's how we talk
19 about that issue, especially as we're doing -- I
20 think everybody on this board is deeply committed to
21 raising --

22 MR. WILLIAMSON: Oh, yeah.

23 DR. BARTH: -- the prestige of the profession.
24 That's -- I wanted to highlight that.

25 CHAIRPERSON REITH: Thank you. Ms. Chambers.

1 MS. CHAMBERS: Just a couple of things. I
2 wanted to applaud the presenters. It's just really
3 good to hear from the leaders of the individual
4 schools. There's nothing more authentic than the
5 leaders of those institutions. I wanted to commend
6 you and to encourage you to continue to be
7 transparent to the challenges. I actually gain more
8 confidence hearing the very specific things that need
9 to be addressed. It gives me confidence that we know
10 what we need to fix and what we need to do
11 differently. And I think sometimes society
12 encourages to put a more positive face on it and I
13 think just being really honest and transparent -- you
14 did, and I would just encourage you to do more so
15 that we can play the role that we need to play in
16 support of you with the resources that are required.

17 I also wanted to thank you on specificity. I
18 know we have a ways to go, but these reports -- it's
19 easy to lose sight of the fact that this is getting
20 better and better. There is that -- I really am
21 feeling a sense of, okay, we're getting our arms
22 around this and this is headed in a really good
23 direction; we're starting to feel the momentum that
24 is actually going to achieve the goals that you have.
25 So applauding and encouraging you on additional

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specificity.

And last but not least, since what we were just talking about, there's a theme about continuity that I would ask that we continue to think about. And, Dr. Wilde, you mentioned it, continuity of strategy. Even a relatively average plan executed really, really well is better than -- what is it, you know, "perfection is the enemy" -- is that right? "Perfection is the enemy of the good" or doing something -- making sure that we stay on path, stay on target with the strategy. That's the strategic part of the continuity equation. But the other is the teacher, the people. I feel lucky that we have such talent that are coming into these roles, but it's really hard to make progress when you change out your team every year, or a significant percent of it. And so as we talk about culture -- and I do think this is a culture issue -- making sure that part of that -- peel that back a little bit and look at what more we might do to compel the teachers, the faculty to want to be there. So it's not just an absentee issue -- that's a result -- but how can we be even more compelling in them wanting to be there, because they are such a key part of what we're doing. And I know there are elements of that, Dr. Poore. I just -

1 - I think that is something that if we get that -- if
2 we can solve some of this continuity issue, it will
3 cause so many other things to be improved.

4 CHAIRPERSON REITH: Thank you. Yes, Mr. Poore.
5 Yes.

6 SUPT. POORE: Thank you. I appreciate that and
7 appreciate your comments, Ms. Chambers. You know,
8 one of the things with the Achieve Team that you've
9 heard several times about, that really is a whole
10 effort to empower our staffs and our leadership, and
11 you heard our principals talk about that. And, you
12 know, that's a part of what you do to address some of
13 the same that you're bringing about with teachers
14 wanting to be a part of the environment is that
15 they're engaged and thinking that their voice is
16 being heard and, you know, we start to change things.

17 You know, the second thing, you heard many of
18 our leaders talking about getting kids involved,
19 whether it's in thinking about how to improve the
20 discipline or students getting involved in helping
21 design the new Southwest High School. All those
22 things of engagement create a whole different
23 opportunity of students starting to say, "I want to
24 be there;" staff saying, "I'm going to be there."
25 And then you go package it with -- and you heard, you

1 know, five of our principals today and those folks of
2 their visibility and awareness -- I think I shared
3 last time, you know, Michael Anthony within a month
4 knew kids at Fair and was able to call them out as he
5 walked through the hall, both congratulating them on
6 something that happened the night before to, "Hey,
7 you better get it moving," to something must be
8 wrong. So, you know, that's going on.

9 And then the other piece is that I think we're
10 starting to get a recipe here with the state and I
11 want to call out the efforts of Dr. Wilde and then
12 also Mr. Tolbert, who has been a real supporter.
13 He's been at basically every Achieve Team, along with
14 Ms. Streeter, and they're right there with us talking
15 about, "Hey, what about this? How about that? Can
16 we do this?" And so that whole spirit of
17 collegiality creates a whole different culture and
18 dynamic. And I believe that's going to enhance our
19 attendance rates on both things. It's going to cut
20 down on discipline and going to improve achievement.
21 And I appreciate the effort that's taking place
22 between the Department and my staff, and we're very
23 fortunate to have kind of engineered that over the
24 last several months.

25 CHAIRPERSON REITH: Thank you. Any last

1 questions, comments? Yes, Dr. Barth.

2 DR. BARTH: And this is probably for Ms. Barnes,
3 just where we are with the concordant process. Do we
4 have a timeline for really getting a handle on last
5 years testing data?

6 MS. BARNES: Good afternoon.

7 DR. BARTH: Good afternoon.

8 MS. BARNES: Dr. Barth, anticipating your
9 question I put on my regular glasses today just for
10 you.

11 DR. BARTH: To see me clearly.

12 MS. BARNES: Yeah. Okay. So you asked a very
13 important question. Many of you know that we release
14 the accountability reports on the 4th; we call them
15 accountability status reports. However, we did
16 receive a pause for the 2015 data not to be used to
17 determine accountability both on the federal and on
18 the state with respect to academic distress or
19 identifying districts or schools that may meet
20 criteria to be placed in academic distress. We do
21 know that we want to use all data to pull those
22 schools and districts out of that designation if they
23 meet the criteria as it currently stands. According
24 to our rule, we have 30 days once we publish the
25 accountability data. We did that officially on

1 November 4th. That gives us 30 days. If you look at
2 our rule, it did say 30 calendar days. I'm not
3 trying to excite anyone right now; I'm simply trying
4 to say that that includes weekends, holidays, and the
5 4th of December would be 30 calendar days. That's on
6 a Sunday. Therefore, we would have to look at trying
7 to meet a deadline within 28 days of December 2nd of
8 knowing when the criteria has been met or has not
9 been met.

10 That being said, the linking study is on ACT
11 Aspire's -- it's in their court at this point. and
12 Ms. Hope Allen in Assessment, as well as Dr. Airola,
13 because of the need for her to receive that data with
14 a concordant cut score in order to do the
15 calculations in order for us to make this
16 determination as to whether they have met that
17 criteria, that threshold. So we've been urgently and
18 vigorously having conversations with ACT Aspire; Ms.
19 Allen had a conference call with them on Friday. And
20 we are working with the Center for Assessment because
21 they are now working with us with respect to our
22 Technical Assistance Committee, which is one that
23 works with our assessment and accountability. We've
24 done a lot of work to try to insure that whatever we
25 are looking at we're making -- we're aligning as much

1 as possible, not only the accountability components
2 but our assessment components. And so all of that
3 being said, we have asked them with respect to some
4 recommendations -- we met with our TAC, our Technical
5 Assistance Committee, October 6th and 7th in order to
6 try to prepare for the time when it would be post-
7 appeal data. And so the TAC made some recommendation
8 after visiting with ACT Aspire representatives and
9 they are in the process now with the updated data,
10 the post-appeal data, of trying to look at how the
11 concordant cut scores will be derived, and that will
12 be that linking study. We had hopes that they
13 would've already had that for us, based on some of
14 the recommendations and the discussions, but I think
15 they now understand why we need it.

16 And so I can say to you that we are working
17 toward meeting our own imposed by rule deadline, so
18 we hope early December we will have the information.
19 Now will we have the actual scores applied in the
20 calculation? That's really going to be dependent
21 upon when we get the information back from ACT
22 Aspire. We also have put plans in place to be sure
23 that we are working with our Technical Advisory
24 Committee so that they can review that study based on
25 what is provided; so that as we apply these cut

1 scores we will be able to statistically and reliably
2 say to you as a board that we feel this is a fair
3 representation of performance. And so it has been
4 linked back to the previous assessment and -- or
5 previous assessments, because we have three different
6 assessments in three different years.

7 So I said all of that so that you would
8 understand our goal is to have that early-December.
9 It's dependent upon when we get that methodology to
10 apply the scores so that we can do the calculations.

11 DR. BARTH: Okay. Thank you very much.

12 CHAIRPERSON REITH: Thank you so much. Any
13 final questions? Then with that, I'll entertain a
14 motion.

15 MS. CHAMBERS: Move to approve that we accept
16 Little Rock's report.

17 DR. BARTH: Second.

18 CHAIRPERSON REITH: Okay. Motion made by Ms.
19 Chambers, seconded by Dr. Barth. All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRPERSON REITH: Any opposed? Motion carries
22 unanimously. Thank you so much, Little Rock School
23 District.

24 With that, we will take a 10-minute break until
25 -- is it now 3:00? I guess it is -- 3:25. Thank you

1 so much.

2 (BREAK: 3:13 - 3:28 P.M.)

3 CHAIRPERSON REITH: I'm sorry to have to call
4 things back to order but we are only a fraction of
5 the way into the agenda here and so we do want to
6 proceed and be respectful of everyone's time.

7 B-3: ADE SITE REVIEW TEAM RECOMMENDATIONS FOR MINERAL SPRINGS
8 HIGH SCHOOL

9 CHAIRPERSON REITH: We are going to move on to
10 action agenda item B-3 and this is the ADE Site
11 Review Team Recommendations for the Mineral Springs
12 High School. Once again, Dr. Wilde -- there he is;
13 sorry. You moved sides of the room on me. Dr.
14 Wilde, you're recognized. Thank you.

15 DR. WILDE: Richard Wilde, School Improvement
16 Unit. You have before you the report from the review
17 team and the recommendations that they're making. I
18 would call your attention to the fact that
19 recommendation 2, 3 and 4 are similar to other
20 recommendations that the review teams have made. The
21 first recommendation, however, is not -- to some
22 degree it sounds like it's addressing personnel; the
23 intent here is just to indicate that if the Board
24 approves that recommendation one of the requirements
25 for the district would be to have a full-time school

1 improvement specialist.

2 CHAIRPERSON REITH: Thank you. Yes, Ms. Zook.

3 MS. ZOOK: Do you know whether or not they're
4 keeping their board up-to-date on what y'all are
5 doing and --

6 DR. WILDE: We do -- we have Mr. Turner here --

7 MS. ZOOK: Oh, okay.

8 DR. WILDE: -- who is the superintendent, and so
9 you might --

10 MS. ZOOK: Ask him. Okay.

11 DR. WILDE: yes.

12 CHAIRPERSON REITH: Thank you. Did you want to
13 ask him, Ms. Zook?

14 MS. ZOOK: Yeah. I thought I saw him.

15 CHAIRPERSON REITH: Wonderful.

16 MS. ZOOK: I thought I looked and then I looked
17 away and I couldn't see him. Sorry.

18 CHAIRPERSON REITH: Wonderful. And just -- I
19 don't know if it's Ms. Freno or Ms. Davis. Shall I
20 swear him in?

21 MS. FRENO: (Nodding head up and down.)

22 CHAIRPERSON REITH: Yes. Okay. If you could
23 kindly raise your right hand. And if anyone else is
24 here from the Mineral School District [sic] that may
25 -- everyone is joining in here -- that may offer

1 testimony -- do you swear or affirm that the
2 testimony you're about to give shall be the truth,
3 the whole truth, and nothing but the truth?

4 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

5 CHAIRPERSON REITH: Thank you so much. You may
6 proceed. And if you could state your name and title
7 for the court reporter and record, please.

8 SUPT. TURNER: My name is Curtis Turner, Junior.
9 I'm the Superintendent of Schools in Mineral Springs.
10 To answer your question, Ms. Zook, we do monthly
11 reports. Of course, as I said, we're very early in
12 the process here.

13 MS. ZOOK: Sure.

14 SUPT. TURNER: And even prior to this we were
15 informing the board each month. I had hired an
16 outside consultant who comes in; she talks to the
17 board; she brings them up-to-speed as far as student
18 performance, many other factors each month. Now
19 we'll include this or integrate this into that report
20 each month.

21 MS. ZOOK: Okay. I just wanted -- because I
22 know, you know, you all did come in to ask for to be
23 not labeled academic distress.

24 SUPT. TURNER: Yes, ma'am.

25 MS. ZOOK: And so I just knew that we didn't

1 follow your request, and so I just wanted to be sure
2 that your local board knew you have your point of
3 view, we had our point of view, and so that they can
4 weigh the pluses and minuses of all of that.

5 SUPT. TURNER: Yes, ma'am. We've kept the board
6 informed from day-one. Yes, ma'am.

7 MS. ZOOK: Okay. Thank you very much.

8 CHAIRPERSON REITH: Thank you. Any additional
9 questions? Questions or comments? Otherwise, I'll
10 entertain a motion.

11 MS. DEAN: I move to accept the report from
12 Mineral Springs.

13 CHAIRPERSON REITH: And just to offer a tweak, I
14 think it's the recommendation this time instead of
15 the -- the recommendation of the Department. And
16 with that, do I have a second?

17 MR. BLACK: I second.

18 CHAIRPERSON REITH: Wonderful. So motion made
19 by Ms. Dean, seconded by Mr. Black -- unless there's
20 something else you need us to add, Dr. Wilde?

21 DR. WILDE: This will be a good opportunity to
22 ask about the process in terms of the review and the
23 making of the recommendations. You do have the
24 superintendent. And, again, going back to they had
25 appealed and so how does the superintendent and the

1 district feel about the recommendations since this
2 would be an opportunity to do that?

3 CHAIRPERSON REITH: Thank you. And so to avail
4 ourselves of the opportunity and the recommendation
5 of Dr. Wilde -- now we do have a motion out there, so
6 I will say either -- and just as a point of order,
7 should we retract that or just consider this as part
8 of discussion? So we have a motion and a second to
9 accept the recommendation. It was offered to us that
10 maybe we would want to hear a little bit more about
11 the district's response to the recommendation.

12 MS. DAVIS: I would suggest, if you feel like
13 you're going to take any action based on their
14 response, then if the maker and the second are okay
15 with withdrawing their motion and can put it later,
16 that's okay. But if you don't think you're going to
17 take any action then you can go ahead and vote on it
18 and then still hear from them.

19 CHAIRPERSON REITH: Ms. Dean?

20 MS. DEAN: I can withdraw. That's fine.

21 CHAIRPERSON REITH: Okay. And are you all right
22 with that as well, Mr. Black?

23 MR. BLACK: Yes.

24 CHAIRPERSON REITH: Okay. So motion withdrawn.
25 And, District, I apologize; it's been a long, long

1 day already for us. But if anyone from Mineral
2 Springs would like to speak to your thoughts about
3 this recommendation from the Department?

4 SUPT. TURNER: We have reviewed the
5 recommendation through our leadership committee. And
6 as I said, I don't want to really go into all the
7 nuts and bolts of the process because y'all have
8 heard that all day from probably other districts. We
9 meet at least twice a month on the district level and
10 then there are numerous meetings that goes on within
11 each school throughout the course of the month. And
12 as I said, that data, whatever it is we might be
13 discussing, is brought back to me and the district,
14 at the district level, and then, of course, it's
15 carried directly to the board. We've reviewed the
16 recommendations and -- through my leadership team
17 and, as I told Dr. Wilde, we concur with those
18 recommendations and we're ready to move forward. One
19 thing that I might point out: I've heard a little bit
20 today about various programs but I've heard very
21 little about results. And let me assure you that we
22 have already seen results prior to the
23 classification. As I stood here and told you two or
24 three months ago, we had seen results at that point
25 and were continuing to see gains working with the

1 Department now. So I'm anticipating that we'll
2 continue -- that we should continue to see gains as
3 we move forward with this process. So, you know,
4 I'll be glad to try to answer a question if I can; if
5 not, we will be coming back I'm sure and giving you
6 an update, you know, in the near future. I didn't
7 bring any data with me today. I really didn't know
8 to what extent I would be speaking to you, so I'd
9 rather have that in front of me before I elaborate
10 much.

11 CHAIRPERSON REITH: Thank you. Dr. Barth.

12 DR. BARTH: This is actually probably for Dr.
13 Wilde. I was just struck in this set of
14 recommendations, the fourth recommendation related to
15 school board training, which felt different than
16 previous ones we've seen which have been primarily
17 kind of more traditional training that we would
18 expect with this. This feels like maybe a different
19 kind of training with the Center for Public
20 Education. Could you just talk through that and why
21 that recommendation was made?

22 DR. WILDE: Well, in truth, what we have done
23 with all of the academic -- all the schools that have
24 been classified in academic distress, we are asking
25 that they report each quarter to their school board

1 on the 45-day progress reports. So this was in
2 keeping with that, but also to say if the board would
3 like additional training related to school
4 improvement and how the school board can facilitate
5 school improvement then we would be willing to
6 provide that.

7 DR. BARTH: And are there groups out there that
8 specialize in aiding boards, local boards in school
9 turnaround? Are there, you know, other good -- or
10 groups who have shown a good track record in really
11 helping lay leaders get a handle on it?

12 DR. WILDE: For the most part the Schools Boards
13 Association is their primary support, and then who
14 they choose for additional support beyond that is all
15 left up to local control. However, I would point to
16 the National School Boards Association and at their
17 website they have the school turnaround toolkit and
18 we have recommended people to review that toolkit,
19 and it is very friendly towards school boards and
20 their role in the school improvement process.

21 DR. BARTH: Because we all know the turnaround
22 process is very different than the traditional --

23 DR. WILDE: Yes.

24 DR. BARTH: -- leadership process. Thank you.

25 CHAIRPERSON REITH: Thank you. Additional

1 questions or comments? Yes, Ms. Coffman.

2 MS. COFFMAN: I would recommend that we also set
3 a date for when they would come back to report,
4 either to the Board or more in keeping with the
5 standing committee.

6 CHAIRPERSON REITH: Most definitely. Do you
7 have a recommendation to that offer of
8 recommendation, Ms. Coffman? Or actually, Dr. Wilde,
9 I know at times like this you've helped us with
10 guidance.

11 DR. WILDE: Given that they're just entering
12 into the process, we would probably recommend March
13 or April so that we'd at least have the beginnings of
14 45-day progress reports.

15 CHAIRPERSON REITH: And from the district, would
16 you prefer March or April?

17 SUPT. TURNER: I would say March. I think that
18 would probably be a little bit more appropriate. And
19 to your question on school board training, we've
20 hired -- we do use the School Boards Association but
21 we've also hired an outside consultant who will come
22 in and she will be doing some intense, more training
23 on interpreting test results, how to take that data,
24 that sort of thing. So that's in progress as we
25 speak.

1 CHAIRPERSON REITH: Thank you. So with that,
2 any final questions or comments? Yes, Ms. Coffman.

3 MS. COFFMAN: Just for clarification, that will
4 be March 10th.

5 CHAIRPERSON REITH: March 10th. Thank you. And
6 we can include that as part of a motion, which I
7 would welcome and entertain right now from our
8 colleagues. Ms. Dean, would you like to re-make your
9 motion?

10 MS. DEAN: I move to approve the recommendations
11 for Mineral Springs School District and to set a
12 report to the standing committee for March 10th.

13 CHAIRPERSON REITH: Thank you, Ms. Dean. And,
14 Mr. Black, will second then?

15 MR. BLACK: Second.

16 CHAIRPERSON REITH: So motion made by Ms. Dean
17 and seconded again by Mr. Black. All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRPERSON REITH: Any opposed? Motion carries
20 unanimously. Thank you so much. Best of luck to you
21 all and we look forward to seeing you in March.

22 B-4: HAAS HALL ACADEMY QUARTERLY REPORT ON PARTNERSHIP AND
23 DIVERSITY

24 CHAIRPERSON REITH: Moving on now to action
25 agenda item number 4, B-4, the Haas Hall Academy

1 Quarterly Report on Partnership and Diversity. Ms.
2 Boyd, you're recognized.

3 MS. BOYD: Thank you, Madam Chair. This report
4 was provided by Haas Hall under your request when you
5 all approved their expansion into Springdale. We
6 have Dr. Schoppmeyer and Heather Holaway on the phone
7 should you have questions, and then their attorney
8 Mark Henry is present.

9 CHAIRPERSON REITH: Thank you so much, Ms. Boyd.
10 Any questions from our colleagues?

11 MR. WILLIAMSON: Yes.

12 CHAIRPERSON REITH: Yes, Mr. Williamson.

13 MR. WILLIAMSON: Why are we singling Haas Hall
14 out?

15 CHAIRPERSON REITH: We had just requested this.
16 Part of where the conversation was from the last time
17 they appeared before us, in July, was whether they
18 would have the ability and capacity to do outreach to
19 the intended target communities of our -- in
20 Springdale, of our Hispanic and Marshallese
21 communities, and so part of the conversation in
22 tracking with this was to be able to come back. And
23 I don't think we had said that this would necessarily
24 be an action agenda item; my guess is that -- and
25 part of the reason this is here is we'll also be

1 considering their expansion request here in just a
2 minute, and so this just gives us an opportunity to
3 consider both of them together.

4 MR. WILLIAMSON: So --

5 CHAIRPERSON REITH: Normally, this would be a
6 consent agenda item more than anything.

7 MR. WILLIAMSON: Yeah, I realize that.

8 CHAIRPERSON REITH: Yes. Yeah.

9 MR. WILLIAMSON: Did we ask any of the other
10 charters to produce this report before we heard their
11 case today?

12 CHAIRPERSON REITH: No. This was -- this is
13 tied to the July. This was -- so it just happened to
14 coincide. This actually is tied to their expansion
15 in Springdale, not to the expansion in Rogers. And
16 so it just happened to coincide with the expansion
17 request for the Rogers community.

18 MR. WILLIAMSON: I guess my point is are we
19 going to single out every charter school to create a
20 report back to us on some little micromanaged little
21 piece that -- I mean, it seems ridiculous to me to
22 have them to produce this. I think we're singling
23 out one charter school in the whole state and I just
24 think it's wrong.

25 CHAIRPERSON REITH: My recollection from the

1 July meeting was this was a one-time request that was
2 done specifically because of the intended expansion
3 into some new demographic groups who -- yes, Ms.
4 Coffman.

5 MS. COFFMAN: Quarterly reports.

6 MS. BOYD: It's a quarterly, yeah.

7 CHAIRPERSON REITH: Oh, we indicated at the time
8 quarterly reports? I think it was just tied to the
9 expansion with this specific Springdale and outreach
10 efforts and the question at that time.

11 MR. WILLIAMSON: So we're only going to have it
12 one time or are we going to ask them to do this again
13 in three months?

14 CHAIRPERSON REITH: That would be the discretion
15 of the Board. As per the July meeting, it was --
16 quarterly is what Ms. Coffman is indicating and Ms.
17 Boyd are indicating for, I think, just the duration
18 of this year and the lead-up to the opening of the
19 Springdale campus.

20 MS. BOYD: That's correct. It was part of the
21 motion that was -- that led to the approval of the
22 expansion into Springdale.

23 MS. ZOOK: It would seem to me that if we're
24 concerned about their demographic and they're not
25 open yet and they haven't had their lottery yet that

1 it would be premature even if we decided to continue
2 to request a report; it's premature to have them
3 report on their diversity when they haven't had their
4 lottery yet and they have no control over who
5 applies, nor who will get pulled to attend. So --

6 MR. WILLIAMSON: That's my point. I mean, why
7 are they -- why are we asking them to report on this
8 when the lottery functions and you have no control
9 over it?

10 CHAIRPERSON REITH: And I think the concern was
11 around the demographics in the lottery and insuring
12 that there was diverse demographics in the lottery.
13 But, Dr. Barth.

14 DR. BARTH: Well, yeah. And I think we've had
15 -- there have been concerns about lottery issues at
16 Haas Hall, and in many ways, you know, the outcome of
17 the lottery is determined by the input of the
18 lottery, which students are actually in the pool.
19 And the planning process -- and I really did
20 appreciate this report, which I think does show some
21 thoughtfulness in terms of going beyond what might
22 normally be done to insure that the pool of
23 applicants from which that lottery process pulls,
24 will be a stronger pool. And so I think that's what
25 explains it, because we had a long conversation in

1 July about Haas Hall's history and whether they were
2 fully prepared to go into a community which is very
3 different demographically than the communities that
4 they've been in before this expansion.

5 CHAIRPERSON REITH: And I will say, I don't
6 think our motion at that time had stipulated a
7 structure for this. And so I think we can all say
8 they went above and beyond with the beautiful
9 presentation of this report. I think it was more of
10 an intention of getting a sense of outreach
11 strategies, new strategies that they were taking on,
12 and as much as possible, even as having the
13 opportunity to help inform that so that even they
14 could help meet their goal of the intended outcome.
15 And, again, it's an acknowledgement that even within
16 their current lottery pool that this is a new body of
17 folks with whom they were drawing.

18 So with that, I'm glad to entertain any
19 questions. And, again, it's been indicated Dr.
20 Schoppmeyer is on the phone and Mr. Henry here in
21 person if there's any questions for any of the
22 members of Haas Hall. Mr. Henry, did you want to
23 make a statement?

24 MR. HENRY: Sure, just two seconds.

25 CHAIRPERSON REITH: Go ahead.

1 MR. HENRY: Yes. Mark Henry. I've been with
2 Haas Hall for a little while, and I appreciate your
3 time. One question we have is whether or not this
4 report is adequate for your needs. I'm here -- if
5 you want any more data, if you have expected to see
6 more, if you expected to see anything else, let us
7 know and it'll be in the next report. But there's an
8 issue on how long it's going to go, I guess. Hearing
9 you talk today does prompt the question of is this an
10 indefinite report or is it only until we open; that's
11 the only clarification that I would ask from the
12 Board.

13 MS. ZOOK: Do you know when the lottery will be
14 held?

15 MR. HENRY: The people on the teleconference
16 might.

17 MS. BOYD: I know.

18 MS. ZOOK: Oh.

19 MR. HENRY: Sorry.

20 MS. ZOOK: Ms. Boyd.

21 MS. BOYD: It's scheduled to happen on February
22 21st.

23 MS. ZOOK: February 21st. So it would seem to
24 me that as well done as this report is, I would say
25 that the next report would be after the lottery

1 because this obviously is in process. I don't know
2 that any more will be available to put in another
3 report in just three months, so if we had it after
4 the lottery -- but, you know, at the pleasure of the
5 Board. I don't know. This was a very well-done,
6 very thorough report, a lot of good information.

7 MR. HENRY: And in response to Dr. -- I do want
8 to say there's kind of two points for this report.
9 And, Dr. Barth, I kind of thought about this report
10 as a good way for us to make good on our statements
11 to you about our desire to cooperate with Springdale
12 and all other superintendents. And in that report, I
13 believe the version you have also talks about the
14 efforts that we've undertaken. And those are a great
15 prompting and the report shows that we followed
16 through with that as well.

17 CHAIRPERSON REITH: Yes, Ms. Chambers.

18 MS. CHAMBERS: I was sitting here trying to
19 remember why we'd asked for it when we asked for it.
20 But this has helped; I'm back. The thing that I
21 thought -- and Dr. Barth said it -- it was to help
22 insure that you have the opportunity of engaging the
23 community prior to the lottery --

24 MR. HENRY: Yes.

25 MS. CHAMBERS: -- so that your pool was as

1 diverse as it could be, based on informed families.

2 MR. HENRY: Yes.

3 MS. CHAMBERS: The lottery is what the lottery
4 is, but it will only be -- the outcome will only be
5 as diverse as the pool is diverse.

6 MR. HENRY: Yes.

7 MS. CHAMBERS: So that's back to the timing, why
8 it's now as opposed to later. But it will be I think
9 important, you know, how many more of these there are
10 in the future, we don't want to be burdensome but it
11 would be very good I think for the Board to hear from
12 you after the lottery --

13 MR. HENRY: Yes.

14 MS. CHAMBERS: -- to see how it actually worked
15 out.

16 MR. HENRY: Happy to.

17 MS. ZOOK: Well, and I think as I remember too
18 we had had some concerns expressed to us. The
19 charter office here had assured us, based on their
20 observations, that many of those were unfounded
21 reports. And so we were saying, "Well, let's shed
22 some light, give Haas Hall an opportunity to show
23 people what they're doing, put the report out there."
24 So it was to an extent an effort to make Haas Hall --
25 give them an opportunity to put -- make it as

1 transparent so we could demonstrate, yes, you know,
2 they're doing exactly what they say they will do, and
3 like they always have.

4 CHAIRPERSON REITH: And I will say as well, with
5 my self and coming from specifically that community
6 and working with these populations, it was also an
7 opportunity to hopefully help inform the strategies.
8 And I will say I in the lead up to this meeting did
9 have a conversation with Mr. Henry and Mr.
10 Schoppmeyer to just offer some additional advice,
11 some additional strategies in the lead-up to the
12 lottery of best practices and outreach to our
13 Hispanic and Marshallese communities in Springdale.
14 And so, again, I think it was not again even a
15 punishment of any sort, but an opportunity for us to
16 all collectively together support and offer
17 transparency to their intended mission, which did for
18 this specific expansion campus did include some new
19 populations that aren't at least currently in high
20 representation in their lottery.

21 So, yes, Dr. Barth.

22 DR. BARTH: So, Ms. Boyd, if the lottery is in
23 February, when would we likely know the demographic
24 composition of the successful -- the folks who are
25 successful in that lottery?

1 MS. BOYD: Maybe -- Ms. Holaway is on the phone
2 and maybe she can help. I think right now we've
3 encouraged them not to collect that type of
4 information in the lottery application itself --

5 DR. BARTH: Sure.

6 MS. BOYD: -- but only to collect that
7 information when it comes time to enroll. So it
8 could be the middle of October 2017 before we have
9 hard and firm numbers, but there could be some
10 interim numbers in terms of who -- if people fill out
11 enrollment forms prior to that. So, Ms. Holaway.

12 MS. HOLAWAY: Yes, I agree with that completely.
13 It will be October 2017 before we would have those
14 firm numbers. But we will have a little bit better
15 an idea in -- I'd say August we'd have somewhat of an
16 idea. We'll have firm data after we completely --
17 after we get everything processed and that will be
18 October, according to the standards that are set by
19 the Charter Authorizing Office.

20 DR. BARTH: So there's -- because I think my
21 question is whether we -- if we could just bump it a
22 couple of months whether we could get at least some
23 preliminary information about whether these
24 strategies have actually been successful. And I say
25 this for a couple of reasons: first off is the Haas

1 Hall issue and the transparency that Ms. Zook talked
2 about. But I think it's also because we want lessons
3 to be learned for other schools, other open-
4 enrollment charter schools that are in similar
5 situations in similar communities, and we want good
6 information to be spread about what does work. So
7 that's what I'm trying to work through is we want
8 that information out as soon as possible, but we need
9 some evidence that these have actually succeeded.

10 MS. ZOOK: But until they actually enroll we
11 won't know boy, girl, 3rd grade, what grade, race,
12 any of that, because that's not identified on the
13 name.

14 DR. BARTH: Right. And I appreciate that. In
15 fact, we don't want that on the -- until we move to
16 -- away from a blind lottery entirely. It's best not
17 to have that information on the front-end; I get
18 that. But I do want us to have it as soon as
19 possible after the lottery. So you really think --
20 can we get something more preliminary?

21 MS. BOYD: I'll defer to Ms. Holaway. Ms.
22 Holaway, is there -- in terms of the window you
23 provide for -- when typically would you say that a
24 majority or a large number of the applicants actually
25 begin enrolling once you have notified them of their

1 acceptance or of a lottery spot?

2 MS. HOLAWAY: We actually -- we start enrolling
3 pretty much immediately after the lottery, but we
4 don't actually collect those forms and that data
5 until towards the summer. We have an orientation
6 event in July. And we're happy to go ahead and start
7 collecting that data, but it wouldn't be complete
8 until we actually finish enrolling kids. Which my
9 understanding of how the system works with what I
10 provide as far as reports for the state, I wouldn't
11 have that final data until October. So I could give
12 a better idea but, again, it's going to be incomplete
13 data any time before October.

14 MS. BOYD: So it sounds like you could have
15 preliminary incomplete data at the -- by the end of
16 July?

17 MS. HOLAWAY: I'd be happy to provide any
18 preliminary data that we're allowed to do. It's just
19 that we don't start collecting that data until the
20 end of the summer.

21 CHAIRPERSON REITH: So with that, thoughts, Dr.
22 Barth, because that ties into the question of Mr.
23 Henry in terms of next steps.

24 DR. BARTH: Sure.

25 CHAIRPERSON REITH: I guess what I'm hearing

1 with this is -- and please know we're sensitive to
2 the fact that it's -- this is a summer activity and
3 process that's in place, but I would concur with Dr.
4 Barth and -- because we are hearing another expansion
5 today that once again is yet with another community,
6 very similar demographics and such. And obviously
7 that will be addressed separately but it feels that
8 even the community at Haas Hall would want to know if
9 these strategies were successful so that it would
10 apply with the expansion, if approved by this Board,
11 right, for the other campus as well, if there is,
12 again, any data that could be collected. It sounds
13 like if enrollment is beginning already immediately
14 after the lottery I just am wondering if there's
15 anything that we can get in terms of just blanket
16 trends for March or April, I guess is where I'm
17 trying to get at with -- or does that just sound not
18 conceivable?

19 MS. BOYD: Yeah. I don't -- I think in my mind
20 I was thinking that, from what Ms. Holaway said, that
21 the earliest would be at your August meeting and
22 you'd probably even have better numbers and better
23 presented data in the September meeting. Because if
24 they're going to have orientation events in July,
25 that would be a better idea of when -- the

1 preliminary data would be more reflective of what
2 you'll see in October, but given what happens in July
3 at those orientation events.

4 CHAIRPERSON REITH: So, yes, Ms. Chambers.

5 MS. CHAMBERS: I was just going to make a
6 suggestion. Unless there's a specific date that is
7 informed by the data that we're pressing for this
8 earlier information, I'd go when there actually is
9 real information, and whether that's September or
10 October. But I think we'd all benefit from it; we'd
11 learn from it. And unless there's a specific reason
12 to try to pull the essence of it early, let's wait
13 until we have fact.

14 MS. BOYD: Right. So those hard numbers will
15 come in from October 1 enrollment data, which is
16 processed and usually available to us by mid-October
17 at the state level. And so then you could hear those
18 in your November board meeting.

19 MR. WILLIAMSON: A year from now?

20 MS. BOYD: (Nodding head up and down.)

21 CHAIRPERSON REITH: And while I'm appreciative
22 of that, I guess I'm in some ways still somewhat --
23 and I guess it's just again -- and that was with the
24 conversation raised by Springdale and Fayetteville,
25 and again this is -- what this is in regards to is

1 that one. Obviously, we'll address the expansion
2 separately today. But whether this will just be
3 overflow of that campus versus really drawing on from
4 the demographics of the Springdale community, I
5 guess, is if there's -- but that may be -- and if
6 there's any way we can -- and maybe there's not, but
7 I guess just aspirationally to just find out if there
8 was indeed some success would bring me better
9 comfort.

10 DR. BARTH: So how about this --

11 CHAIRPERSON REITH: Commissioner, are you sure?
12 Okay.

13 DR. BARTH: I was just going to throw out a
14 compromise of six months from now -- so we'd have two
15 reports: one six months from now on just how the
16 lottery went. We're probably -- we're not going to
17 have very good demographic data but we would still
18 have a continuation of this report, which is a very
19 good start; we would have knowledge of how the
20 lottery went. And then we would get a full report
21 six months after that, in November, that does have
22 full data. That would be my suggestion as maybe a
23 way that's not too onerous on the -- on Haas Hall,
24 but is also still giving us information that can be
25 maybe employed as other schools in similar

1 communities make outreach.

2 CHAIRPERSON REITH: Yes, Commissioner.

3 COMMISSIONER KEY: I would just caution without
4 real data from actual certified submissions, when we
5 start delving into analyzing demographics that -- you
6 know -- it's an open-enrollment charter school.
7 Under our law, you cannot set up any kind of racial
8 or otherwise demographic litmus test so-to-speak or
9 -- real or perceived. And I think if we go too far
10 before we get real data it could be perceived that
11 this board and the Department is engaged in some type
12 of filtering, and I would just caution the Board to
13 keep that in mind when we are having these
14 conversations.

15 MS. ZOOK: And they didn't in their charter,
16 it's my understanding, it's like a contract. And in
17 the contract it didn't say we didn't approve it based
18 on X-percent of girls, X-percent of boys, X-percent
19 of African American, X-percent. We said, "You may
20 have a charter. We want you to make every effort to
21 make sure everybody knows about it." And -- because
22 I know, as a pattern of charters across the United
23 States, until they've been in effect sometimes three
24 to five years you don't really have a good view of
25 their special ed. population because in fact if I

1 have a child that needs service from handicap then I
2 want to be sure that school is, first of all, going
3 to stay around, and, second of all, has really good
4 teachers. So if we didn't approve a contract that
5 says X, X, X, X, X, I don't think -- I think it's
6 interesting for us to know; we have been reassured
7 they're going to reach out, they're going to be --
8 you know -- they're going to do it in different
9 languages, they're going to do it at different
10 churches, they're going to do it in a lot of
11 different ways, but we can't hold them to something
12 that is not in the contract that they asked us to
13 approve to begin with. You know, I know that like
14 the same thing is true with homeschool; we don't say,
15 "Well, no, you can't homeschool your kids because,
16 you know, we don't have the same demographic as we do
17 in the traditional school." We didn't say to KIPP,
18 you know, "You can't have your school because in the
19 beginning years it was 99% African American and only
20 1%" -- you know -- we just -- we look at their
21 contract, we look at what they propose, and then it's
22 up to the parents, the community, if they've
23 advertised correctly, to see if somebody wants to go
24 to school there. If I were in that town and I had
25 children who wanted to participate in tradition and

1 organized sports, then I wouldn't apply to that
2 school. You know, I mean, so there's a lot of
3 reasons other than your race and your gender and your
4 economic status why you may or may not choose to pick
5 one school over another. And I think that we just
6 need to keep that in mind, that these are contracts;
7 we look at the contract as proposed; we either decide
8 to approve it or not approve it, and then go from
9 there. But we don't micromanage and get in the weeds
10 as long as they have assured us, which this report
11 was excellent, that they in fact are doing what they
12 have said they would do and maybe even beyond what
13 they've done before.

14 MS. NEWTON: Ms. Reith.

15 CHAIRPERSON REITH: Yes, Ms. Newton.

16 MS. NEWTON: I just think as a board that we
17 have a charter group that is excellent and Haas Hall
18 has gone above and beyond describing what they're
19 going to do through their lottery process. And I
20 trust Ms. Boyd's group to oversee that, to make sure
21 it's done correctly. You know, and if we're going to
22 -- if we as a board want to see data, I don't want to
23 see data until it's fact. I don't want to see "well,
24 this might be, this might be." I would rather see
25 fact. And so, you know, if we want them back, I

1 would look at it as an opportunity for Haas Hall to
2 maybe brag on what they have done with their lottery
3 process and maybe show it as an example for other
4 charters. But, you know, I trust y'all, that y'all
5 are doing a good job, and y'all will oversee the
6 process and make sure it's done correctly.

7 CHAIRPERSON REITH: Thank you, Ms. Newton. And
8 then I'll entertain a motion. Yes, Ms. Boyd.

9 MS. BOYD: I'd like to clarify before you guys
10 make a motion -- if you're interested in not getting
11 a report every three months moving forward, we need
12 to discuss that with the school. And if they agree
13 to that, make that part of the motion so that we can
14 document that change.

15 CHAIRPERSON REITH: Yes. That was going to be
16 my recommendation to the Board in regards to the
17 motion that we also reflect the reporting. Yes, Dr.
18 Barth.

19 DR. BARTH: I actually did have one question
20 about the report --

21 CHAIRPERSON REITH: Yes.

22 DR. BARTH: -- about the report itself. I don't
23 know if it's for Ms. Henry -- Mr. Henry or whoever.
24 But I wasn't -- you know, obviously an issue with
25 Haas Hall has been the food service issue, and I

1 noticed the conversation about collaboration with
2 Springdale. And could you talk -- or whoever,
3 whether it's somebody on the phone or you, Mr. Henry
4 -- about where that's headed in terms of what that
5 might look like at the actual school for students who
6 are there.

7 MR. HENRY: That's for -- Dr. Schoppmeyer is on
8 the phone as well. He's the better person to answer
9 that question.

10 DR. BARTH: All right.

11 CHAIRPERSON REITH: Mr. Schoppmeyer, you're
12 recognized.

13 DR. SCHOPPEYER: I've had numerous
14 conversations with the associate superintendent Jared
15 Cleveland of Springdale School System. I toured
16 their innovation school, how they prepared the food,
17 what type of food they prepared, portion sizes,
18 prices. And we had a verbal discussion that they
19 could assist us with food service and they would do
20 the paperwork. Now if you consider the Lane Hotel
21 today, it has a fully functioning industrial kitchen.
22 We will provide food at the Lane Hotel.

23 CHAIRPERSON REITH: Thank you. Did you have a
24 follow-up question, Dr. Barth?

25 DR. BARTH: So it still -- the short story is

1 you've had some initial conversations and are
2 continuing to work on that issue related to the
3 Springdale location?

4 DR. SCHOPPEMEYER: Yes, sir, that's correct. But
5 we continue to talk about it, but something is going
6 to work and certainly we both have to get both of our
7 boards onboard to do it. But I think that Jared and
8 Marty like the idea very much.

9 DR. BARTH: Okay. Thank you.

10 CHAIRPERSON REITH: Yes, Ms. Chambers. Yes,
11 please.

12 MS. CHAMBERS: I would like to move that we
13 approve the acceptance of this report and stay the
14 quarterly reporting that had been part of the earlier
15 obligation and instead go to a report in October or
16 November -- October?

17 MS. BOYD: November.

18 MS. CHAMBERS: November, when we have specifics
19 that we can learn from in terms of how the process
20 went and any best practices that might be shared with
21 other charter organizations.

22 CHAIRPERSON REITH: Do I have a second?

23 MS. ZOOK: Second.

24 CHAIRPERSON REITH: Motion made by Ms. Chambers,
25 seconded by Ms. Zook. All in favor?

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(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON REITH: Any opposed? Okay. Motion carries unanimously.

B-5: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION ON THE OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT REQUEST: HAAS HALL ACADEMY, FAYETTEVILLE, ARKANSAS

CHAIRPERSON REITH: Moving on to action agenda item B-5, Consideration of the Charter Authorizing Panel Decision on the Charter School Amendment Request from Haas Hall Academy, Fayetteville, Arkansas. Ms. Boyd, you're recognized again.

MS. BOYD: Thank you, Madam Chair. Again, the same party is before you. They have requested a campus in Rogers, and the Panel approved that request. And as a reminder, with these items your motion should be to review or to not review.

CHAIRPERSON REITH: Thank you, Ms. Boyd. And, again, questions from the Board are purely toward consideration of again review or not review versus anything that would be more specific in nature.

I guess I'll proceed with the first question just from some late-night last-minute comments coming in. It seems that some concern was raised by some local businesses around parking and traffic in the area, and I was just wondering if somebody would

1 speak to that inquiry that was posed. Mr. Henry,
2 you're recognized.

3 MR. HENRY: Thank you. Excuse me, sorry. So
4 this application went through the Charter Authorizing
5 Panel. You understand that in the file there is a
6 very nice letter from the mayor Greg Hines fully in
7 support of this. There's other letters in that
8 packet associated with the Chamber of Commerce, the
9 president saying, "This is great for downtown
10 revitalization." Sorry. So coupled with those
11 letters, coupled with discussions that Dr.
12 Schoppmeyer had with -- that impacted
13 superintendents, and having no objection at the time,
14 this went through the normal process. So I
15 understand that the Chairperson wants a specific
16 response to emails that were given to me this morning
17 from people in Rogers, and there's eight or nine of
18 them. Maybe you have them, maybe you don't. We got
19 them today. I would prefer not to go into them line-
20 by-line targeting the analysis of the motivations or
21 who is this person or was this person sanctioned by
22 -- "sanctioned" meaning authorized by the Rogers
23 School District to speak on behalf. Should the Board
24 interpret this as a formal objection by the Rogers
25 School District or any affected interest or is this

1 instead their reasonable opportunity to be heard? If
2 it is their reasonable opportunity to be heard, I
3 applaud that; however, there are steps that allow me
4 to prepare a reasonable defense to that. At our --
5 you know -- we've had a history, you and me; we've
6 been before you several times. And the last time we
7 were here there was a last-minute letter from the
8 Fayetteville School District and the Springdale
9 School District, and we were apprised of that on the
10 day of the hearing or the day right before the
11 hearing. What that did was prompt a full review by
12 you and so we all came down and made a full review.
13 I would encourage you to carefully consider whether
14 or not you're going to say last-minute no-notice
15 emails that have very interested statements that are
16 hard for us to refute immediately should serve as the
17 singular basis for you to now say, "Let's review
18 everything and set everything aside."

19 But to your question, the parking, any
20 successful school is going to have a parking or
21 traffic issue, whether it be Haas Hall-Fayetteville,
22 Fayetteville High School, Rogers High School. It is
23 also a logistical issue that the downtown addresses,
24 the town in which they sit addresses. We're going to
25 work with whomever to make sure that's not a problem.

1 Is it a crisis? Absolutely not. Will we work
2 through that problem as one of the many that opening
3 a new school goes through? Yes, we promise to.

4 So are there any other specific issues in that
5 that you need further assurances by us that we're
6 determined to make this work?

7 CHAIRPERSON REITH: Well, Mr. Henry, I'll open
8 it up now to questions from the Board. But I do want
9 to say that this was not from the school district.

10 MR. HENRY: Okay.

11 CHAIRPERSON REITH: And the questions to which I
12 referred, yes, there was some from teachers. The one
13 that just had jumped out that I was wondering -- and,
14 again, it's not uncommon with charter school
15 applications to discuss transportation or traffic --

16 MR. HENRY: Right.

17 CHAIRPERSON REITH: -- or things like this. And
18 what distinguished at least a couple of them to me
19 was that from local businesses that would be
20 neighboring businesses to this.

21 MR. HENRY: Okay.

22 CHAIRPERSON REITH: And not being aware or
23 feeling that with the announcement of this hearing
24 then them starting to reflect and wondering what
25 would be the potential impact with the businesses

1 there locally, so --

2 MR. HENRY: Right. And I applaud and don't mean
3 to say that they should not be heard. But I do
4 believe that there's a process that we need to follow
5 to respect your time and also give you reasonable
6 credible arguments. As for the local businesses, I
7 believe that any business is going to be excited
8 about the Lane Hotel being renovated. It was boarded
9 up. Now it's going to be beautiful. Those
10 businesses -- let me touch something else that was
11 from the emails. There are restaurants in the area,
12 and some of you may have read the emails and there
13 might -- there is alcohol permits tied to some of
14 those restaurants. Haas Hall Academy has uniforms.
15 This is an amazing way to spot who's a student and
16 not. You know, Haas Hall Academy will do whatever
17 you think is appropriate, but I do point out that
18 when you come to a downtown area and revitalize it
19 there's going to be existing businesses. Is it
20 illegal for a school to open near a place or a
21 restaurant that might serve alcohol after 4:00 or
22 whenever they serve it? It's not illegal for a
23 school to open. The law is written the other way.
24 It may be illegal for a new license for a liquor
25 store to say, "If you're within 1,000 feet of a

1 school, let's" -- in fact, we're not even going to
2 let that happen. But the converse is not true.

3 So I'm happy to do this but I feel like I'm
4 doing it kind of off-the-cuff, and I apologize for
5 that because we've got it today. I can be happy to
6 show you that there's about 25 -- and I'm not
7 disparaging Fayetteville -- there's 25 restaurants
8 near Fayetteville High School today, because it's in
9 a busy part of town, and they work together and they
10 make it a top priority that there's no minors. It's
11 the business that needs to -- that checks people at
12 the door. And we put a giant uniform on our
13 students. It's going to make it very easy for any
14 business to see what our students are. Dr.
15 Schoppmeyer has authorized me to tell you that we'd
16 be happy to hire security guards or whatever, if that
17 is ever an issue. But right now, it seems to be a
18 left-field shot from out of the dark that I would
19 urge you to discount because the mayor of Rogers
20 endorses and really wants us to do this. The Chamber
21 of Commerce has looked at the location and knows
22 fully well what's around it. It's not a risk. And I
23 apologize if I'm rambling but I feel like I'm just
24 kind of shooting in the dark. I apologize.

25 CHAIRPERSON REITH: And, again, and I apologize

1 if from past meetings of this you felt -- feel like
2 you're on the defense here, and I promise nobody was
3 using the words here around "illegal." I was just
4 hoping that you would elucidate on the
5 transportation. I know again that this is
6 conversations that we've had with other schools.

7 MR. HENRY: Yeah.

8 CHAIRPERSON REITH: So the answers that you've
9 provided is along the direction of that. But again,
10 my question was not an intent of putting you on the
11 defense, but just a consideration of wanting to
12 understand some of the logistics. And, again, these
13 are conversations that we've had with --

14 MR. HENRY: Yes.

15 CHAIRPERSON REITH: -- other charter schools as
16 well. So, thank you. With that, I open up to other
17 questions.

18 MR. HENRY: I don't feel singled out. I
19 apologize. I appreciate the opportunity to be heard
20 and my voice might sound offensive, Dr. Barth.

21 CHAIRPERSON REITH: Ms. Zook.

22 MS. ZOOK: Well, I think that with eStem here in
23 Little Rock, you know, it's right in the middle of
24 town and right in the middle of businesses. And
25 school people care about the safety of their kids;

1 school people care about what's going on with them
2 all day long and most of the time at night. So I
3 think working out those details are something that
4 I'm sure, you know, good school people -- you know --
5 I happen to have grandkids at Fayetteville High
6 School, so I can assure you that the community had a
7 lot of discussion but the school still got built
8 where the school is and they've done the best they
9 can with that. So --

10 MR. HENRY: Thank you.

11 MS. ZOOK: -- I do appreciate the people who
12 feel comfortable contacting us and us being aware of
13 their concerns. I think sometimes if they had talked
14 to you all that that could have alleviated maybe some
15 of those concerns as well. So having said that, I
16 would recommend or move that we not review Haas
17 Hall's Rogers application for a charter school.

18 CHAIRPERSON REITH: Ms. Zook, I will see if
19 there's additional questions.

20 MR. WILLIAMSON: Second.

21 CHAIRPERSON REITH: Well, since I guess we have
22 first by Ms. Zook and second by Mr. Williamson, I do
23 want to open up for discussion because I know other
24 colleagues didn't have a chance to ask questions.
25 Yes, I saw Ms. Newton first.

1 MS. NEWTON: I was just going to second the
2 motion.

3 CHAIRPERSON REITH: Okay. I heard Mr.
4 Williamson. I think Dr. Barth might have a question.

5 DR. BARTH: Yeah. So I have a question for Ms.
6 Boyd. And I know there was conversation at the
7 Authorizing Panel on the location, on general
8 location issues. But on the specific issue about
9 safety and traffic, how specific were those
10 conversations at the Charter Authorizing?

11 MS. BOYD: I don't think we spoke at length
12 about traffic. Most of -- when we talked about
13 transportation, we talked about the availability of
14 transportation to students who might not otherwise
15 have it.

16 DR. BARTH: Okay. Okay. Which is a different
17 issue --

18 MS. BOYD: Right.

19 DR. BARTH: -- than this. Okay.

20 CHAIRPERSON REITH: Any additional discussion?
21 Otherwise, we have a motion by Ms. Zook and seconded
22 by Mr. Williamson. All in favor?

23 (MAJORITY CHORUS OF AYES)

24 CHAIRPERSON REITH: Any opposed?

25 DR. BARTH: No.

1 CHAIRPERSON REITH: We have one opposed but
2 otherwise, the motion carries. And best of luck to
3 Haas Hall. Thank you.

4 CHAIRPERSON REITH: Moving on to action agenda
5 item B-7 --

6 MS. ZOOK: I'd like to recuse from this.

7 CHAIRPERSON REITH: Okay. Then we'll -- I
8 apologize; B-6. I was getting ahead of myself there.
9 Yes, thank you. B-6.

10 MS. BOYD: I'm sorry; one moment. The motion
11 was to not review?

12 CHAIRPERSON REITH: The motion was not to
13 review.

14 MS. BOYD: Okay. Thank you.

15 CHAIRPERSON REITH: Correct. And it was made by
16 Ms. Zook and seconded by Mr. Williamson, and then
17 opposing vote was Dr. Barth.

18 B-6: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
19 ON THE OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT REQUEST: KIPP
20 DELTA PUBLIC SCHOOLS

21 CHAIRPERSON REITH: So, again, moving on to
22 action agenda item B-6, Consideration of the Charter
23 Authorizing Panel Decision on the KIPP Delta Public
24 Schools, Helena-West Helena campus. Ms. Boyd, you
25 are -- oh, apologies -- Ms. McLaughlin, you're

1 recognized.

2 MS. McLAUGHLIN: Thank you, Madam Chair. Today,
3 we have KIPP Delta from Helena-West Helena. They
4 requested a location change. And we do have Mr.
5 Shirey, the executive director, on the phone, and we
6 have Ms. Goodwin here with us today, if you have any
7 questions.

8 CHAIRPERSON REITH: Thank you. And again before
9 us, Board, is just whether to review or not review.
10 So any questions or comments that would help inform
11 the Board's decision? Otherwise, I'll entertain a
12 motion.

13 MS. DEAN: I move to not review.

14 DR. BARTH: Second.

15 CHAIRPERSON REITH: Okay. Motion made by Ms.
16 Dean, seconded by Dr. Barth. All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRPERSON REITH: Any opposed? Okay. Motion
19 carries unanimously. And if someone could kindly
20 retrieve Ms. Zook.

21 B-7: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
22 ON THE OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT REQUEST:
23 ARKANSAS ARTS ACADEMY, ROGERS, ARKANSAS

24 CHAIRPERSON REITH: And then while Ms. Zook is
25 coming back here, we will now move on to action

1 agenda item B-7, Consideration of the Charter
2 Authorizing Panel's Decision in regards to Arts --
3 Arkansas Arts Academy in Rogers. Now this time, Ms.
4 Boyd. Ms. Boyd, you're recognized.

5 MS. BOYD: Thank you. Yes, just an explanation.
6 Most of you know I'll be taking leave in February,
7 and so I'm getting my staff prepared to do this when
8 I'm not here.

9 So for item 7 we have Arkansas Arts Academy.
10 They requested an enrollment increase to happen
11 gradually over the next four years, and that was
12 approved by the Panel. We have Ms. Mary Ley on the
13 phone to -- if you have questions.

14 CHAIRPERSON REITH: Thank you, Ms. Boyd. To
15 that, I turn to the Board. Any questions? Yes, Mr.
16 Williamson.

17 MR. WILLIAMSON: This is in Rogers --

18 CHAIRPERSON REITH: That's correct.

19 MR. WILLIAMSON: -- also, isn't it? Okay. Did
20 we have anybody complaining about parking or any
21 issues regarding this school?

22 MS. BOYD: Not at the last -- not at the last
23 hearing or since then. This school has been in
24 operation -- this is one of our longest standing --

25 MR. WILLIAMSON: Right.

1 MS. BOYD: -- open-enrollments.

2 MR. WILLIAMSON: Right. Yeah. This is an
3 expansion, so traffic would be rougher. So I was
4 making sure that no one else -- okay.

5 MS. BOYD: Not to my knowledge.

6 DR. BARTH: This is not a location change;
7 correct?

8 MS. BOYD: It's not a location change. It's an
9 enrollment expansion to happen gradually over a few
10 years.

11 MS. ZOOK: And sort of a remodeling of a
12 building.

13 CHAIRPERSON REITH: Yeah.

14 MS. ZOOK: It's really pretty.

15 CHAIRPERSON REITH: And, Mr. Williamson, I will
16 say this is in a part -- a residential part of town
17 and so -- but it is --

18 MR. WILLIAMSON: I mean, traffic is traffic.

19 CHAIRPERSON REITH: But just as -- I agree with
20 Ms. Zook; it's a beautiful location and there'll be a
21 beautiful expansion --

22 MS. ZOOK: Yes.

23 CHAIRPERSON REITH: -- if approved. So with
24 that, any questions, additional questions or
25 comments? Otherwise, I would entertain a motion from

1 the Board.

2 MS. NEWTON: I move not to review.

3 MS. CHAMBERS: Second.

4 CHAIRPERSON REITH: Okay. Motion made by Ms.
5 Newton, seconded by Ms. Chambers. All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRPERSON REITH: Motion carries. Any
8 opposed? Apologies. Yes, motion carries
9 unanimately.

10 B-8: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
11 ON THE DISTRICT CONVERSION CHARTER SCHOOL AMENDMENT REQUEST:
12 CROSS COUNTY HIGH SCHOOL

13 CHAIRPERSON REITH: Moving on to action agenda
14 item B-8, Consideration of the Charter Authorizing
15 Panel Decision in regards to Cross County High
16 School. Ms. McLaughlin, you're recognized.

17 MS. McLAUGHLIN: Thank you. Cross County High
18 School was approved by the Charter Authorizing Panel
19 for their request. And we have Carolyn Wilson and
20 Steven Prince on the phone if you should have any
21 questions of them.

22 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.
23 Any questions from the Board? Otherwise, I'll
24 entertain a motion.

25 DR. BARTH: Move not to approve -- I mean, not

1 to -- excuse me -- not to review.

2 MS. ZOOK: The very idea.

3 MS. CHAMBERS: Second.

4 CHAIRPERSON REITH: Motion made by Dr. Barth,
5 seconded by Ms. Chambers. All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRPERSON REITH: Any opposed? Okay. Motion
8 carries unanimously.

9 B-9: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
10 ON THE OPEN-ENROLLMENT ADULT EDUCATION PUBLIC CHARTER SCHOOL
11 APPLICATION: THE EXCEL CENTER, LITTLE ROCK, ARKANSAS

12 CHAIRPERSON REITH: Moving on to action agenda
13 item B-9, Consideration of the Charter Authorizing
14 Panel's decision in regards to The Excel Center in
15 Little Rock. Ms. Boyd, you're recognized.

16 MS. BOYD: Thank you. This was an application
17 for the adult education charter school brought forth
18 by the Goodwill company. If you have any questions,
19 there are representatives here to answer those.

20 CHAIRPERSON REITH: Thank you, Ms. Boyd. Any
21 questions from the Board? Otherwise, I'll entertain
22 a motion.

23 MS. ZOOK: I move that we approve The Excel
24 Center adult Goodwill Little Rock charter -- approve
25 -- that we not review. Sorry. I just -- thank you.

1 MS. CHAMBERS: Second.

2 CHAIRPERSON REITH: Okay. Motion made by Ms.
3 Zook, seconded by Ms. Chambers. To clarify, it's not
4 to review. All in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRPERSON REITH: Any opposed? Okay. Once
7 again, motion carries unanimously.

8 B-10: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
9 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:
10 RIVER VALLEY VIRTUAL ACADEMY, VAN BUREN, ARKANSAS

11 CHAIRPERSON REITH: Moving on to action agenda
12 item B-10, Consideration of the Charter Authorizing
13 Panel's Decision in regards to the River Valley
14 Virtual Academy in Van Buren. Ms. Boyd, you're
15 recognized.

16 MS. BOYD: This is a district conversion
17 application that the Panel approved. If you have any
18 questions, the superintendent of Van Buren School
19 District is here.

20 CHAIRPERSON REITH: Thank you, Ms. Boyd. Any
21 questions from the Board? Otherwise, I'll entertain
22 a motion.

23 DR. BARTH: I move not to review the Panel's
24 decision.

25 MS. DEAN: Second.

1 CHAIRPERSON REITH: Motion made by Dr. Barth,
2 seconded by Ms. Dean. All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRPERSON REITH: Any opposed?

5 MS. ZOOK: For those of you -- oh, sorry.

6 CHAIRPERSON REITH: Any opposed? Okay. Hearing
7 none, the motion carries unanimously. Yes, Ms. Zook.

8 MS. ZOOK: I was just going to say for those who
9 went to Van Buren the other day for the announcement
10 of the Teacher of the Year, this is their conversion
11 charter.

12 CHAIRPERSON REITH: Yeah. Thank you, Ms. Zook.

13 B-11: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
14 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:
15 HARRISBURG COLLEGE AND CAREER PREPARATORY SCHOOL, HARRISBURG,
16 ARKANSAS

17 CHAIRPERSON REITH: Moving on to action agenda
18 item B-11, Consideration of the Charter Authorizing
19 Panel's Decision on the District Conversion Charter
20 for Harrisburg College and Career Preparatory School
21 in Harrisburg, Arkansas. Ms. McLaughlin, you're
22 recognized.

23 MS. McLAUGHLIN: Thank you. We have the
24 superintendent, Danny Sample, here to answer any
25 questions for the application from Harrisburg.

1 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.
2 Any questions? Otherwise, I'll entertain a motion.

3 MS. NEWTON: I move not to review.

4 CHAIRPERSON REITH: Okay.

5 MR. WILLIAMSON: Second.

6 CHAIRPERSON REITH: Motion made by Ms. Newton,
7 seconded by Mr. Williamson. All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRPERSON REITH: Any opposed? Motion carries
10 unanimously. Yes, Mister -- Commissioner.

11 COMMISSIONER KEY: Thank you, Madam Chair. I
12 just want to, while Mr. Sample is here, recognize not
13 only the work they're doing here but also work with
14 Weiner Elementary, the school of innovation; the
15 award that they received recently, Blue Ribbon
16 School; Ms. Hogue, your principal, and the national
17 award that she just received. While we're here with
18 the Board and you're here I just want to say
19 congratulations, great work, to your team there in
20 the Harrisburg District.

21 SUPT. SAMPLE: Thank you so much. Thank you.

22 CHAIRPERSON REITH: And congratulations on all
23 of our behalf. Thank you.

24 B-12: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
25 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:

1 HARRISON HIGH SCHOOL, HARRISON, ARKANSAS

2 CHAIRPERSON REITH: Moving on to action agenda
3 item B-12, Consideration of the Charter Authorizing
4 Panel Decision in regards to Harrison High School,
5 Harrison, Arkansas. Ms. Boyd, you're recognized.

6 MS. BOYD: Yes. The Panel approved this
7 application for the district conversion charter. Do
8 you have any questions?

9 CHAIRPERSON REITH: Any questions from the
10 Board? Otherwise, I'll entertain a motion.

11 MS. CHAMBERS: Move not to review the Panel's
12 approval.

13 CHAIRPERSON REITH: Do I have a second?

14 MR. BLACK: Second.

15 CHAIRPERSON REITH: Okay. Motion made by Ms.
16 Chambers, seconded by Mr. Black. All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRPERSON REITH: Any opposed? Motion carries
19 unanimously.

20 MS. BOYD: Thank you.

21 B-13: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
22 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:
23 HOT SPRINGS JUNIOR ACADEMY, HOT SPRINGS, ARKANSAS

24 CHAIRPERSON REITH: Moving on to action agenda
25 item B-13, Consideration of the Charter Authorizing

1 Panel's Decision in regards to the conversion charter
2 for Hot Springs Junior Academy. Ms. McLaughlin,
3 you're recognized.

4 MS. McLAUGHLIN: Thank you. Hot Springs Junior
5 Academy was approved by the Panel and we have
6 representatives from the school, if you should have
7 any questions.

8 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.
9 Any questions? Maybe a comment from the
10 Commissioner.

11 COMMISSIONER KEY: I think y'all should review
12 this one.

13 CHAIRPERSON REITH: Just to get Mike Hernandez
14 to come visit us more often. Mike, I think that's
15 the Commissioner's way of saying we miss you. So
16 we'd like to see your face more often in Little Rock.

17 SUPT. HERNANDEZ: Thanks.

18 DR. BARTH: I move not to review.

19 CHAIRPERSON REITH: Except Dr. Barth. Dr. Barth
20 doesn't want to see you, so --

21 DR. BARTH: It's good to see him back.

22 CHAIRPERSON REITH: Motion made by Dr. Barth.
23 Do I have a second?

24 MS. CHAMBERS: Second.

25 CHAIRPERSON REITH: I heard Ms. Chambers first.

1 So motion made by Dr. Barth, seconded by Ms.
2 Chambers. All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRPERSON REITH: Any opposed? Motion carries
5 unanimately. Congratulations, Mr. Hernandez.

6 B-14: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
7 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:
8 NORTH LITTLE ROCK CENTER OF EXCELLENCE, NORTH LITTLE ROCK,
9 ARKANSAS

10 CHAIRPERSON REITH: Moving on to action agenda
11 item B-14, Consideration of the Charter Authorizing
12 Panel's Decision on the District Conversion Charter
13 for North Little Rock Center of Excellence in North
14 Little Rock. Ms. Boyd, you're recognized.

15 MS. BOYD: This was a district conversion
16 charter that was approved by the Panel. There are
17 representatives from North Little Rock to speak
18 should you have any questions.

19 CHAIRPERSON REITH: Thank you, Ms. Boyd. Any
20 questions from the Board?

21 MS. ZOOK: No. I'd like to make a comment
22 though. The community is so excited about this and
23 I'm excited for all of central Arkansas, because they
24 are a choice district and this is the first
25 conversion charter in central Arkansas. And I'm just

1 very excited about their idea, their team. They're
2 going to be involved in a lot of mastery learning
3 kinds of things, and it's going to be really good for
4 all the students in this area. And I move that we
5 not review.

6 CHAIRPERSON REITH: Motion made by Ms. Zook.

7 MS. DEAN: Second.

8 CHAIRPERSON REITH: Seconded by Ms. Dean. Any
9 discussion? I know we jumped right into a motion.
10 All right. Seeing none, all in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRPERSON REITH: Any opposed? Motion carries
13 unanimously.

14 B-15: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION
15 ON THE DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION:
16 PRAIRIE GROVE HIGH SCHOOL, PRAIRIE GROVE, ARKANSAS

17 CHAIRPERSON REITH: Moving on to action agenda
18 item B-15, Consideration of the Charter Authorizing
19 Panel's Decision on the District Conversion Charter
20 for Prairie Grove High School, Prairie Grove,
21 Arkansas. Ms. McLaughlin, you're recognized.

22 MS. McLAUGHLIN: Thank you. The Prairie Grove
23 High School was approved by the Charter Authorizing
24 Panel, and we have representatives here today if you
25 have any questions for them.

1 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.
2 Any questions or comments from the Board? Otherwise,
3 I'll entertain a motion.

4 MS. CHAMBERS: I move not to review.

5 CHAIRPERSON REITH: Oh, go ahead.

6 DR. BARTH: I've just got a question on
7 conversion charters. Why do we have student
8 enrollment caps when they're in essence traditional
9 schools?

10 MS. BOYD: I believe --

11 DR. BARTH: Is it just required by law?

12 MS. BOYD: I believe it's in the -- you know --
13 I'm not sure on that. I know that we often think
14 about it in terms of choice but -- when a district
15 applies for a charter one of my questions is: is this
16 a charter that you plan to have just to serve the
17 students in your area or are you planning to serve
18 students statewide. Also, I think it has something
19 to do with funding because we can't fund over what
20 the cap is. But I can't recall off the top of my
21 head if it's in the law or the rules.

22 DR. BARTH: Yeah. It's just kind of -- I mean,
23 obviously, they're open-enrollment but it's just --
24 it's probably not relevant. It just -- I've meant to
25 ask it several times --

1 MS. BOYD: Yeah.

2 DR. BARTH: -- and it just kind of struck me
3 because they are traditional schools but -- it
4 actually doesn't make a lot of sense that they have
5 caps. That's fine. You can get back to me.

6 MS. BOYD: Yeah. We'll look into it when we
7 review our rules.

8 CHAIRPERSON REITH: If I could just offer, I
9 think -- and then maybe opposed or not, I feel like
10 in last -- previous conversations many times it's
11 pilot -- because it's a pilot project or for class
12 sizes to -- for the purpose of the program quality or
13 the instructors that they're going to get that
14 they've decided to contain. I don't think it's
15 something necessarily in statute --

16 MS. DAVIS: Right.

17 CHAIRPERSON REITH: -- but maybe done so that --

18 DR. BARTH: Right.

19 CHAIRPERSON REITH: -- for a lottery purpose,
20 kind of their own sort of -- or determining number of
21 students, is my understanding from past applications
22 that we've gotten.

23 MS. DAVIS: Right. And I'm sorry I stepped out.
24 I think that the enrollment cap -- again, I don't --
25 it's not necessarily in the law so much as it is that

1 there is a capacity. You know, if the entire school
2 is -- you don't want to have to put the school
3 necessarily in the position where all of a sudden
4 they have to build more buildings. I mean, it's more
5 of still a sense to -- pardon me? Right. Yeah.
6 Kind of to advise them. I mean, and I hate to say
7 like control that, but, you know, they don't want to
8 grow unexpectedly in one year and can't support the
9 infrastructure. Again, you also don't want to set
10 your enrollment cap so high such that it becomes, you
11 know, abused for purposes of, you know, just getting
12 students but not really being able to support them.
13 They want to, you know, maintain that they are, you
14 know, focused on the reason why they need that
15 district conversion and the education that they've
16 giving those students for that purpose.

17 DR. BARTH: Yeah. But, you know, and if it's a
18 whole school conversion obviously they can't turn
19 away students who have moved into that area.

20 MS. DAVIS: That is correct.

21 DR. BARTH: So it's really -- it's just kind of
22 a quirk.

23 MS. DAVIS: Right, it is. I mean, you know, if
24 the whole school is a conversion, you're right, they
25 can't turn away. But, you know, generally they're

1 not going to probably get 500 kids --

2 DR. BARTH: Right.

3 MS. DAVIS: -- from one school year to the next.
4 It would be more of a gradual -- that the school
5 itself and the district could gradually grow rather
6 than all of a sudden they had 500 kids from year to
7 year.

8 DR. BARTH: Okay. I apologize for holding us
9 up, but it was just one of those things I've been
10 curious about.

11 MS. ZOOK: It was a good question.

12 CHAIRPERSON REITH: No, if it helps -- so with
13 that, Ms. Chambers, I don't know if you wanted to
14 finish your statement.

15 MS. CHAMBERS: I move to not review the approval
16 of the Panel on this charter.

17 CHAIRPERSON REITH: Motion made by Ms. Chambers.
18 Do I have a second?

19 DR. BARTH: Second.

20 CHAIRPERSON REITH: Seconded by Dr. Barth. All
21 in favor?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRPERSON REITH: Any opposed? Motion carries
24 unanimously.

25 Thank you, Ms. Boyd and Ms. McLaughlin.

1 MS. BOYD: Thank you.

2 CHAIRPERSON REITH: Quite a few applications
3 there and we appreciate the great work --

4 MS. BOYD: Thank you.

5 CHAIRPERSON REITH: -- I think the consensus of
6 the Board, and the efficiency with which we did that
7 speaks to the hard work of your team.

8 MS. BOYD: Thank you. I appreciate that. And
9 if I could just take one minute, since we're speaking
10 about my team.

11 CHAIRPERSON REITH: Yes.

12 MS. BOYD: I have doubled the size of my team
13 and I'd like to introduce you my new team members.
14 We have program advisor Virginia Perry, so we have
15 another Ms. Perry, not to be confused with Mary
16 Perry. And then we also have Freddie Scott as well.
17 Both of them have extensive work -- background and
18 work with charters and we're very happy to have them
19 on our team.

20 [APPLAUSE]

21 CHAIRPERSON REITH: Congratulations, Ms. Boyd.
22 Long overdue some support and for the growth of size
23 in charters and waivers I think this brings a lot
24 more possibilities to the process and I applaud
25 everyone involved with that. I think that's really

1 an exciting opportunity for us.

2 MS. BOYD: Thank you. We appreciate it.

3 A-16: CONSIDERATION FOR FINAL APPROVAL: PROPOSED ADE RULES
4 GOVERNING THE ARKANSAS FINANCIAL ACCOUNTING AND REPORTING
5 SYSTEM AND ANNUAL TRAINING REQUIREMENTS (AFARS)

6 CHAIRPERSON REITH: So one final action agenda
7 item, B-16, Consideration of Final Approval for the
8 Proposed ADE Rules Governing the Arkansas Financial
9 Accounting and Reporting System and Annual Training
10 Requirements. Ms. Davis, you're recognized.

11 MS. DAVIS: All right, Folks. We're on the last
12 action item. I can -- I have, what, about an hour?

13 CHAIRPERSON REITH: Yeah, we still have some
14 final reports here, so --

15 MS. DAVIS: I'm kidding, I'm kidding. Okay. So
16 these rules that govern the Arkansas Financial
17 Accounting and Reporting System, commonly called the
18 AFARS rules, you approved these for public comment
19 back in August. They did go out for public comment;
20 we did receive a few public comments, but no
21 substantive changes were made. We held a public
22 hearing and that hearing date ended on September
23 19th, and the reason they're just now coming before
24 you is there was some questions on whether or not we
25 were going to add some other -- language from a

1 Commissioner's Memo into the rule. And so until we
2 had time to review whether they went into this rule
3 or not we didn't want to put it before you. They did
4 not go into this rule, so just FYI. So we do ask
5 that you give final approval to these.

6 CHAIRPERSON REITH: Thank you. Ms. Zook.

7 MS. ZOOK: I noticed you didn't include the
8 public input as is typical. Was it just an oversight
9 or you didn't want us to know what people thought?

10 MS. DAVIS: No.

11 CHAIRPERSON REITH: No public comment matrix.

12 MS. DAVIS: No. I knew there was no -- it was
13 completely an oversight on my part. And if you'd
14 like, I can -- I mean, I can send it to you. I can
15 give you the public comments right now; I have them.
16 I completely --

17 MS. ZOOK: I do like it included in the future
18 but, no, not on this. I did good just to work
19 through what you had for us.

20 MS. DAVIS: Right. There were actually -- just
21 so you know, there were two comments received. One
22 was from the Rogers School District and noted a
23 misspelling. And the other comments were received
24 from Rebecca Miller Rice over at BLR; one of them --
25 her comments was also about the misspelling. And so

1 that was what it was. That was my fault; I
2 completely forgot.

3 MS. ZOOK: No problem.

4 MS. DAVIS: It had been a long time since I've
5 had rules in front of you.

6 CHAIRPERSON REITH: Although after this session,
7 then there will be rules again, so --

8 MS. DAVIS: Yeah. I'm trying to get --

9 CHAIRPERSON REITH: -- a short little break,
10 short little break --

11 MS. DAVIS: Yeah. I'm trying to get geared back
12 up.

13 CHAIRPERSON REITH: -- before they start coming
14 flooding in again. But thank you so much for that,
15 and wonderful to know that we have a lot of good
16 spellers throughout the system.

17 With that, any additional questions? Otherwise,
18 I'll entertain a motion from the Board.

19 MS. NEWTON: I move to approve the rules.

20 CHAIRPERSON REITH: So motion made by Ms.
21 Newton. Do I have a second?

22 MR. WILLIAMSON: Second.

23 CHAIRPERSON REITH: Second by Mr. Williamson.
24 All in favor?

25 (UNANIMOUS CHORUS OF AYES)

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CHAIRPERSON REITH: Any opposed? Motion carries
unanimously. Congratulations, Ms. Davis.

MS. DAVIS: Thank you.

CHAIRPERSON REITH: With that, I will formally
adjourn our action agenda meeting.

(THE BOE ACTION AGENDA WAS CONCLUDED AT 4:35 P.M.)

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B-5: ARKANSAS TEACHER CORPS
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