

**In The Matter Of:**

*DIVISION OF ELEMENTARY AND SECONDARY EDUCATION  
CHARTER AUTHORIZING PANEL*

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*April 14, 2020*

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ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL  
APRIL 14, 2020

A P P E A R A N C E S

PANEL MEMBERS:

DR. IVY PFEFFER	Chairperson/DESE Deputy Commissioner
MR. GREG ROGERS	DESE Asst. Commissioner - Fiscal and Admin. Services
MS. TOYCE NEWTON	Past State Board of Ed. Member
DR. NACCAMAN WILLIAMS	Past State Board of Ed. Member
MR. PHIL BALDWIN	CEO, Citizens Bank
DR. ANGELA KREMERS	Deputy Director - CTE/Ark. Dept. of Career Ed.

ADE LEGAL COUNSEL:

MS. MARY CLAIRE HYATT DESE Attorney

ALSO APPEARING:

MS. TRACY WEBB	DESE Coordinator of Monitoring and Systems Support
MS. KELLY McLAUGHLIN	DESE Public School Program Advisor
MR. FREDDIE SCOTT	DESE Operations Manager

TIME: 9:00 a.m. - 1:00 p.m.

LOCATION: Via Livestream/Zoom due to Covid-19

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P R O C E E D I N G S

CHAIRMAN PFEFFER: So we'll go ahead and call the meeting to order. Welcome everybody. It's good to see you. I'm kind of scrolling through, looking at each of you. So we'll probably have people off and on throughout the meeting time, but let's go ahead and do a roll-call and check to make sure we have everyone and then we'll --

Tracy, was there anyone that you were expecting not to be available today?

MS. WEBB: No. I think everyone is going to be here.

CHAIRMAN PFEFFER: Okay. And also just for everyone's benefit here, so everyone that we're seeing on the screen is a panelist and can talk. But the meeting is also being live-streamed, right, for our larger audience?

MS. WEBB: Correct.

CHAIRMAN PFEFFER: Okay. So just because someone is not showing on the screen doesn't mean that there aren't other people seeing or hearing; so just that way, everybody is aware that this is also being shared with a larger audience. And we may have some hiccups and technical issues, and I may be the biggest one to blunder; so if anybody needs to send

1 me a message to do something or not do something, or  
2 to talk slower or faster, or whatever, just let me  
3 know.

4 Okay. So I'm going to go ahead and call roll  
5 and you can un-mute. And if you have anything you  
6 want to say or share, any of our Charter Panel  
7 members, as we go through the roll, just please feel  
8 free.

9 So, Greg Rogers?

10 MR. ROGERS: Yes, ma'am.

11 CHAIRMAN PFEFFER: And he's here with his -- are  
12 you sure you're not in the duck woods?

13 MR. ROGERS: Yeah, I'd rather be.

14 CHAIRMAN PFEFFER: Understand, understand. I  
15 was just going to get jealous if I see anybody with a  
16 beach background.

17 Let's see. Dr. Kremers?

18 DR. KREMERS: Good morning. Present.

19 CHAIRMAN PFEFFER: Okay. Good to see you.

20 DR. KREMERS: Thank you. You too.

21 CHAIRMAN PFEFFER: Dr. Williams?

22 DR. WILLIAMS: Good morning.

23 CHAIRMAN PFEFFER: Good morning. It looks like  
24 you don't have any fancy background, so you must be  
25 hard-working from home?

1 DR. WILLIAMS: Yes. This is -- I'm on Zoom  
2 almost every day, every hour of the day.

3 CHAIRMAN PFEFFER: It's become an interesting  
4 new normal, hasn't it?

5 DR. WILLIAMS: Yes, it has.

6 CHAIRMAN PFEFFER: Okay. Ms. Newton?

7 (MOMENT OF SILENCE)

8 DR. WILLIAMS: You need to un-mute, Toyce.

9 MS. NEWTON: I was on mute on my phone. Now I'm  
10 -- can you hear me now?

11 CHAIRMAN PFEFFER: Yes, we can.

12 MS. NEWTON: Hello? Okay, great. Great.

13 CHAIRMAN PFEFFER: All right. Good deal.

14 Mr. Baldwin?

15 MR. BALDWIN: Yes. Good morning. I'm present.

16 CHAIRMAN PFEFFER: Good morning.

17 Okay. So it looks like we're all here, ready to  
18 go.

19 All right. So, all right, this is where it's  
20 going to get interesting. I'm going to skip over to  
21 pull up the agenda as well and look at that.

22 CONSENT AGENDA

23 CHAIRMAN PFEFFER: So the first thing we have on  
24 our agenda would be the Consent Agenda from our last  
25 meeting. Hopefully you've had time to look over

1 that. And so, do we have any questions about the  
2 consent agenda? And we also have the chat feature,  
3 so if anybody needed to send a quick question I'll be  
4 sure and read out anything that goes in the chat.

5 Okay. So it doesn't look like there are any  
6 questions. If not, I'll entertain a motion for the  
7 Consent Agenda to be approved.

8 DR. WILLIAMS: So moved.

9 CHAIRMAN PFEFFER: Okay. I have a motion.

10 A second?

11 MR. ROGERS: Second.

12 DR. KREMERS: Second.

13 CHAIRMAN PFEFFER: Okay. Motion by Dr.  
14 Williams, second by Mr. Rogers.

15 All those in favor say "aye."

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN PFEFFER: Okay. Is there anyone  
18 opposed?

19 All right. The Consent Agenda is approved.

20 Ms. Hyatt, just for my clarification, do we need  
21 to do a roll-call on any of the votes or is it  
22 sufficient if no one objects?

23 (MOMENT OF SILENCE)

24 MS. HYATT: Sorry, I couldn't figure out how to  
25 un-mute myself.

1           As long as no one objects, I think it's fine;  
2           you don't have to do a roll-call. But if you don't  
3           think you hear a majority or if the vote gets  
4           confusing, then you can do a roll-call. It's up to  
5           you.

6           CHAIRMAN PFEFFER: Okay. Well, that's how I'll  
7           handle it then, as long as I hear a majority and  
8           there's no objection. If there is a case where we  
9           have an objection, then we probably would do a roll-  
10          call just for clarity for everyone.

11        A-1: REQUEST FOR OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT:  
12        FUTURE SCHOOL OF FORT SMITH

13           CHAIRMAN PFEFFER: Okay. So let's go ahead and  
14           move on to our action agenda, and our first is an  
15           amendment for the Future School of Fort Smith.

16           Ms. McLaughlin, you're recognized.

17           MS. McLAUGHLIN: Thank you.

18           On October 14, 2015, the Charter Authorizing  
19           Panel approved the application to serve students in  
20           grades 10-12 with a maximum enrollment of 450  
21           students. We do have representatives of Future  
22           School of Fort Smith appearing before the Panel to  
23           request an amendment to their current charter. We  
24           have George McGill and Boyd Logan, superintendent.

25           CHAIRMAN PFEFFER: Okay. So we have -- I



1 started to say, Mr. McGill, would you like to speak  
2 to us this morning for just a minute before the  
3 applicant gets started with the presentation?

4 MAYOR MCGILL: Yes. Thank you very much for  
5 allowing me to join you today. This is strange times  
6 we're experiencing, so if you'll bear with me. I'm  
7 here to speak on -- in support of Future School.  
8 I've had the privilege of watching this school  
9 blossom in its early development, even in its  
10 discussion stages. And our public schools embraced  
11 the idea, and from a business standpoint and as the  
12 mayor of Fort Smith it gave us an additional channel  
13 of education for students. So it's -- I talk about  
14 it quite a bit when I'm talking to potential  
15 companies coming in and we talk about the diversity  
16 of our education and the different ways a child can  
17 be educated, and Future School has been a major  
18 addition to that conversation. The thing that I  
19 watched emerge from Future School is they've adopted  
20 something that I grew up with as a youngster many,  
21 many years ago. They believe in inspiring their  
22 students. That's where their strength is. They've  
23 developed a strategy to inspire their students to do  
24 well and be successful, and they do that by allowing  
25 them to get involved in our community. I've hosted

1 several students as interns. Even when I was a state  
2 legislator I hosted young people as interns so they  
3 had a chance to see the inside and outside of state  
4 government. I've also hosted one as the mayor, and  
5 they get a chance to experience these things first-  
6 hand and they develop quite well because the teachers  
7 and the ones that are providing guidance are the  
8 leaders and movers and shakers and educators in our  
9 community. So it's quite common to see Future School  
10 students at the bank; it's quite common to see them  
11 at a medical facility getting a first-hand birds-eye  
12 view of what's happening in our community, which  
13 drives them to make good decisions about what they  
14 want to do with their lives. And I've watched young  
15 people emerge that were shy but they've given a  
16 chance -- been given a chance to really spread their  
17 wings and be who they are.

18 So with that said, I could probably talk much  
19 longer but let me just say you can do no better than  
20 to allow them to expand their program and take in  
21 that 9th grade class. It'll mean a lot to our  
22 community. Thank you.

23 CHAIRMAN PFEFFER: Thank you very much, sir, for  
24 being with us today and sharing that information.

25 If -- so I think if no one sees any issue, we

1 can go ahead and move on to the presentation for this  
2 amendment request. And it's going to be a little  
3 different, I guess, trying to do the swearing in.  
4 But I want to make sure that anyone who is going to  
5 be presenting or speaking in opposition would be  
6 sworn in.

7 So, Ms. Hyatt, how does that need to be done,  
8 just --

9 MS. HYATT: So I don't know what your screen  
10 looks like compared to mine. I can't see everyone at  
11 one time on my screen. So how -- do we know how many  
12 presenters there are from Fort Smith?

13 MS. WEBB: I think there's just the one.

14 SUPT. LOGAN: No, we have three that will be  
15 presenting today as part of our presentation. And  
16 also I sent Dr. McKenzie as well, so --

17 MS. HYATT: Will you all four raise your hand?  
18 And, Dr. Pfeffer, see if you can see all four of them  
19 in the same screen?

20 CHAIRMAN PFEFFER: Not in the same screen, but I  
21 can go back and forth and see -- I see four raised  
22 hands.

23 MS. HYATT: Okay. Then I think you can swear  
24 them like that as long as you can see them all.

25 CHAIRMAN PFEFFER: Okay. Keep your hands raised

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

4 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

5 CHAIRMAN PFEFFER: All right. So we'll go ahead  
6 and start with the presentation. You do have up to  
7 20 minutes to present to us. Are you going to share  
8 your -- is there -- are we going to share a  
9 presentation?

10 SUPT. LOGAN: Yes. So I'll be -- I'll share my  
11 screen and share the presentation to everyone and  
12 then I believe we're going to have -- sorry; this is  
13 Boyd Logan, superintendent of Future School. I  
14 believe Trish Flanagan will start the presentation,  
15 followed by Alison Montiel, and then I'll finish up.  
16 And then if there's any clarifying questions, Dr.  
17 McKenzie will answer those as we get into the Q&A  
18 session.

19 CHAIRMAN PFEFFER: Okay. Do they have -- can  
20 they share their screen, Ms. Webb, or --

21 MS. WEBB: I think so.

22 CHAIRMAN PFEFFER: Okay. All right. Go ahead  
23 and we'll let you start sharing your screen and I'll  
24 get my clock going here.

25 SUPT. LOGAN: Sorry, right now I am disabled

1 from screen-sharing at this point.

2 MS. WEBB: Let me fix it quickly.

3 SUPT. LOGAN: Okay.

4 CHAIRMAN PFEFFER: If it's necessary, since we  
5 all have a copy of the presentation, we could just  
6 follow along from our computers.

7 MS. WEBB: Usually it's a really easy fix, but  
8 it's not -- it doesn't -- I don't have that button to  
9 change it. But I'm still working on it.

10 Okay, try it now.

11 SUPT. LOGAN: It's still not giving me the  
12 ability -- it's still saying the host is disabled for  
13 participant screen-sharing.

14 MS. WEBB: Okay, try it one more time. I think  
15 I forgot to hit the Save button.

16 SUPT. LOGAN: Still not letting me do it.

17 MS. WEBB: You might want to do it -- let me see  
18 if I can pull it up. Can you see it?

19 DR. WILLIAMS: Yes, it's on my screen.

20 SUPT. LOGAN: Okay. We can see it.

21 CHAIRMAN PFEFFER: Yes.

22 SUPT. LOGAN: Are you ready to start the timer  
23 and let Trish go ahead and kick things off?

24 CHAIRMAN PFEFFER: Yes. Yes, we'll go ahead and  
25 get started. Thank you.

1 MS. FLANAGAN: Well, good morning, everybody.  
2 Let me make sure I'm not muted. Okay. So, as Boyd  
3 mentioned, my name is Trish Flanagan. I see many  
4 familiar faces. I'm the founding superintendent of  
5 Future School of Fort Smith. We're joined today by  
6 Boyd Logan, our current superintendent and our  
7 founding principal, as well as Alison Montiel, our  
8 current principal; as well, we have Dr. Sarah  
9 McKenzie from the University of Arkansas's Office of  
10 Education Reform who will be speaking in the event  
11 that we request her assistance on a few items.

12 And just to say thank-you again to Mayor McGill  
13 of Fort Smith who has been a supporter of ours when  
14 we, like many, didn't know if we could pull this off  
15 opening our doors in eight months, getting a building  
16 ready, getting a staff ready, and growing as quickly  
17 as we have.

18 So our team will go into some of the details of  
19 our successes and our areas of growth, as well as our  
20 amendment request. But as the sort of ringleader  
21 getting this plan together initially, I will just  
22 tell you guys about the history of the school and the  
23 why of what we're doing.

24 And you can go to the next slide and we'll go  
25 ahead and move forward please.

1                   So in 2014, I was asked by a community member,  
2                   Steve Clark, who is a philanthropist and business  
3                   leader in Fort Smith, to utilize my background in  
4                   education and business and look at what kind of  
5                   innovations are there in education that we could  
6                   bring to Fort Smith. So I immediately began talking  
7                   directly with students at the Boys and Girls Club,  
8                   community leaders, business leaders, educators -- and  
9                   a resounding need was vocalized around the community,  
10                  which is not unlike every other community I've ever  
11                  been in, which is high schools in particular being  
12                  more relevant and responsive to the workforce, as  
13                  well as students' interests. So to me that was an  
14                  exciting opportunity. I went and visited 30 schools  
15                  in eight states in a matter of four months. I was at  
16                  a school every time I stepped out of my car to see,  
17                  you know, what was going on. And I saw a lot of  
18                  trends that were picking up speed or, you know, kind  
19                  of flat-lining based around how relevant they were to  
20                  students' interests and had students in the driver's  
21                  seat. And I saw a network of schools called Big  
22                  Picture Learning, which is not a CMO; it's just a  
23                  network based around a common philosophy of rigor,  
24                  relevance, and relationships for students. And the  
25                  way that this is done is through internships and

1           advising for every single student, every semester;  
2           that way, no one is falling through the cracks. And  
3           it just really resonated for me in my experience in  
4           the classroom and as a school leader; so we brought  
5           that model to Fort Smith, and I can say that we've  
6           had major success. We've -- and Alison will get into  
7           the details, but we've tripled enrollment in a matter  
8           of years, graduating our first class last year.  
9           We've heard that from all across the spectrum of  
10          socioeconomic backgrounds. It's just amazing, the  
11          community effort that's been made to make this  
12          happen.

13                 So we're asking today for -- to be able to  
14                 expand our time with students to further prepare them  
15                 academically and professionally in the 9th grade.

16                 And at this point I'll turn it over to our  
17                 principal -- our fantastic principal, Alison Montiel.

18                 MS. MONTIEL: Good morning. My name is Alison  
19                 Montiel and I'm the principal of Future School. I am  
20                 super excited to be part of this very wonderful  
21                 endeavor, and since we have opened our doors in 2016  
22                 we've had many successes; so I'm going to tell you  
23                 about a few of those right now.

24                 Over the course of this last three years --  
25                 three-and-a-half years we've tripled our student



1 enrollment from 58 kids walking through the door that  
2 first day to 230 in four years; so we're real proud  
3 of that. As we've grown, we've taken off, word has  
4 gotten out, and people are really excited to be  
5 engaged with what we're doing. We're a 10th through  
6 12th grade school right now; we're looking to add a  
7 9th. But over the last three years we've watched a  
8 group of 10th graders grow into 12th graders, and  
9 last May, 2019, we watched those kids walk across the  
10 stage very proudly. We've achieved a 91% graduation  
11 rate for our very first class, exceeding the state  
12 average; so that's something that we're really  
13 excited about.

14 This first graduating class of 80 kids earned an  
15 average of 13 college credit hours per student.  
16 That's an average. Three of those kids graduated  
17 with an associate's degree from the University of  
18 Arkansas at Fort Smith in the very same week that  
19 they graduated from high school.

20 As Trish mentioned earlier, our school is part  
21 of the Big Picture Learning network and we take very  
22 seriously the tenants of relationships, rigor, and  
23 relevance as core principles of what we do at the  
24 school. We have a very diverse community of  
25 talented, kind young people who tell us that they

1 feel like our school is a family or a community. We  
2 do this by an advisor-to-student ratio of 1-to-20.  
3 But there's very deep relevant personal relationships  
4 that are built there, and we use those relationships  
5 to leverage achievement -- to drive that achievement  
6 by leveraging that relationship in both their  
7 academic endeavors as well as their internship  
8 experiences. We take those relationships outside of  
9 our school by cultivating an internship program that  
10 has over 130 sites in the River Valley area. This is  
11 impressive in that it gives the students an  
12 opportunity to experience the professional world that  
13 they will enter upon completion of their academic  
14 experiences right here in our own backyards; so they  
15 see the possibilities and the excitement that's  
16 happening in the River Valley in a way that they  
17 likely would not have had the opportunity to do so.  
18 We do all of this while staying in compliance with  
19 the academic and fiscal expectations of the state.  
20 Future School annual expenditure per student is  
21 \$9,500, lower than the state average. We do all of  
22 this, including our internship program, while  
23 providing an innovative public education option that  
24 is focused on building human capital in a  
25 professional network for each student.

1 I'd like to take a minute now to talk about the  
2 demographic make-up of our student body.

3 Ms. Webb, if you'll go to the next slide. Thank  
4 you.

5 Our community is very representative of the  
6 community that we live in; so our student body  
7 mirrors our community -- the community of the River  
8 Valley and of Fort Smith very closely. We are 44%  
9 Caucasian, 14% African American, 26% Hispanic or  
10 Latino, and 16% of our students identify as other  
11 races. We have a 74% free and reduced lunch rate,  
12 higher than the state average of 60%. We have an 11%  
13 special education population, almost matching the  
14 state average of 13%. And we have an 18% English  
15 Language Learner population, higher than the state  
16 average of 8%. We mirror the community that we  
17 serve. The demographic make-up of Fort Smith is  
18 similar to our student body, and so we feel like  
19 we're serving the needs of the whole community. We  
20 commonly talk with community partners about seeing  
21 our mission as building the next workforce of the  
22 River Valley.

23 I'll now pass it over to Boyd who's going to  
24 talk about some of the growth areas we've experienced  
25 as we've scaled.

1 SUPT. LOGAN: Thank you, Alison.

2 I'm Boyd Logan. I'm the founding principal and  
3 current superintendent of Future School of Fort  
4 Smith.

5 Yes, so we just talked a lot about our successes  
6 -- and, of course, with any new endeavor there's also  
7 going to be challenges in areas of growth. When I  
8 was trying to think about how to present this to you  
9 all, I think the easiest thing to do is kind of do a  
10 timeline from where we started to where we are now  
11 and kind of cover each of those years.

12 We started in the 16-17 school year; we had --  
13 we took in our 10th grade class. That first group of  
14 students, they were really special, a bunch of kids  
15 that were willing to take a risk on a school that's  
16 just opening. Most of them signed up before we even  
17 had a building at that point. And so really, really  
18 interesting group of kids, and we thought we had it  
19 made at that point. We started off with about 50; at  
20 the end of the year it was 75 of them, and they were  
21 very high-performing kids for the most part when they  
22 came to us as 10th graders. And they took that ACT  
23 Aspire -- and we know that, you know, a large portion  
24 of your letter grade comes from that 10th grade ACT  
25 Aspire for your high school, especially if you're

1 just a 10 through 12 high school -- and we received a  
2 B that year, and we were feeling pretty good about  
3 ourselves at that point. You know, we -- the thing  
4 is though in that second year we had some -- it's  
5 what we call our growing pain year. Our reputation  
6 for really being able to inspire kids maybe who are a  
7 little disillusioned with traditional schooling at  
8 that point or to take kids that maybe were feeling  
9 like they didn't have -- know exactly what they  
10 wanted to do, through our internship program, through  
11 our advising we're really getting a reputation for  
12 being able to work with those kids. And so we saw a  
13 lot of kids in our second group of kids that came in  
14 in 10th grade that were coming from ALEs. Our  
15 demographic shifted quite a bit. We had kids that  
16 were -- they had a lot of challenges, coming in  
17 significantly behind grade level, and, you know, we  
18 embrace that. That's -- that is what this school is  
19 about. Our school is about, you know, giving  
20 educational opportunity to everybody; it's about  
21 equity, and so we absolutely embrace that -- but we  
22 certainly weren't ready for it at that point. We  
23 also -- on top of that we had doubled our staff that  
24 year, so we were dealing with staff training, a lot  
25 of different things. And so that year, you know, we

1 had a pretty hard wake-up call and received a D-minus  
2 on that second year. And so we really had to, you  
3 know, take some -- a good look in the mirror and say,  
4 you know, what are we doing right here, what are we  
5 doing wrong; you know, what's -- what do we have to  
6 -- how do we have to address the needs of these  
7 students that are coming to us and meet them where  
8 they're at and find -- help them find success. And  
9 so that started our 2018-19 year. We certainly  
10 haven't figured it all -- hadn't figured it all out  
11 that year, but we did start implementing a lot of  
12 different things. We really started pushing PLCs,  
13 started having our grade level teams meet. We  
14 started a pretty intensive RTI process as well. We  
15 had developed quite a few different intervention  
16 programs and started trying to get those kids that  
17 were really behind on grade level caught up as they  
18 came into us as 10th graders, and once again we saw  
19 significant growth and we still did end up with a D.  
20 We did a D-plus this time; we're really close to 61,  
21 a C. And so that was -- you know, still, our staff  
22 was pretty disheartened by that. We were also  
23 disheartened by the fact that it's unlikely we'll  
24 receive a letter grade this year, thanks to COVID,  
25 because we were really, you know, anxiously awaiting

1 seeing how our performance was going to come out on  
2 the Aspire with our second year of really trying to  
3 address those areas and really up the academic rigor  
4 for our kids and meet them where they're at and  
5 really let them see success. And so, you know, we're  
6 convinced -- there's a lot of factors that go into  
7 that D, but once again it's -- one of the problems  
8 that we have at this point is we're almost in some  
9 ways -- you know, whatever we take in in our 10th  
10 grade class, whatever students we take in, whatever  
11 their demographics are, that pretty much is what our  
12 letter grade is going to be dictated by. So if we  
13 take in a group of kids that are significantly  
14 behind, then most likely -- you know, we have a very  
15 short amount of time to get them caught up to speed,  
16 and so that's one of the reasons we come to you.

17 If you can, go to the next slide.

18 That's one of the reasons we come to you today  
19 asking to add 9th grade. We want another year with  
20 these students to get them into our program to really  
21 try to turn them around. What we're seeing a lot of  
22 times is it's taking us, you know, three, four, five  
23 months to get them to buy back into school. We're  
24 getting kids who're coming from ALEs; they may no  
25 longer believe in their chances for academic success.

1           And so it may take a little while for our culture to  
2           really kind of get them to start buying in again, for  
3           them to start seeing the relevance of their  
4           education, for the advising to start working, for the  
5           internships, for them to start really kind of buying  
6           in. And so by starting that in 9th grade we really  
7           believe that we'll be able to have a greater impact  
8           and increase student achievement. Another thing is  
9           it's going to give us better data to work with so  
10          we'll be able to see where these kids come in in 9th  
11          grade. We'll be able to see how much have we moved  
12          the needle on them whenever we test them again on the  
13          ACT Aspire in 10th grade. And so we really feel like  
14          that's important to allow us to have those two years  
15          to work with these students so we can see -- judge  
16          our own successes and really address any deficiencies  
17          that we may have.

18                   And then, also, the Fort Smith Public School  
19          District, which is where the majority of our students  
20          come from, they're adding 9th grade in this year, in  
21          the 21-22 school year. And so we want to mirror them  
22          and add 9th grade, as they do, so that as students  
23          transition to high school out of 8th grade that  
24          they're thinking of Future School as an option as  
25          well. We feel like if we had 10th grade only -- or,



1           you know, if we're starting in 10th grade it kind of  
2           puts a little bit of a disadvantage there.

3           And so that's sort of the reasons that we feel  
4           like it's really important at this point to go ahead  
5           and get this approval to add 9th grade in the 21-22  
6           school year.

7           And I believe we have -- you know, I've kind of  
8           -- you've heard from all of us. We have a little  
9           video of a lot of our students talking about what  
10          Future School has meant to them. And so if Ms. Webb  
11          could play that hopefully -- and we may not have -- I  
12          don't know what our time is left; we can stop it at  
13          any point as we run towards 20 minutes. But I do  
14          think the video -- people come visit us all the time  
15          and we let them -- we always let our students get in  
16          front of them and talk because we fell like that  
17          they're really the ones that are most important;  
18          they're the voices that need to be heard. So this  
19          video is of our students.

20          MS. FLANAGAN: That link is not correct. I just  
21          -- is that right, Boyd?

22          SUPT. LOGAN: I believe the link that's on there  
23          is -- that was just an ad.

24          MS. FLANAGAN: Oh, okay.

25          SUPT. LOGAN: Yeah, we're good.

1 (WHEREUPON, the video begins playing, without  
2 audio.)

3 SUPT. LOGAN: Ms. Webb, I don't think there's  
4 any volume on it. I'm not hearing anything at least.

5 MS. WEBB: I think I needed to un-mute. Let me  
6 start it over.

7 (WHEREUPON, the video begins playing, with  
8 audio. It may be viewed on the ADE website.)

9 SUPT. LOGAN: We can stop there if we need to.  
10 We were just going to run out our time with that.  
11 That's fine.

12 [VIDEO CONTINUES PLAYING]

13 MS. WEBB: Do I need to stop the video?

14 CHAIRMAN PFEFFER: It's a really good video. I  
15 just don't know how much longer it is. And if  
16 everyone is ready to go ahead and move to the  
17 question-and-answer phase, we can do that.

18 Okay. All right. If we can go -- stop the  
19 screen-sharing maybe and go back to -- so, Ms. Hyatt,  
20 was there anyone on here that wanted to speak in  
21 opposition?

22 MS. HYATT: We didn't get any notification that  
23 anyone wanted to speak in opposition. And we didn't  
24 receive any written comments either.

25 CHAIRMAN PFEFFER: Okay. We typically give the

1 school, you know, an additional 5 minutes if you need  
2 -- if there was anything you didn't get to  
3 communicate, or we can go ahead and move on to the  
4 question-and-answer and go from there.

5 SUPT. LOGAN: I think we're ready to move on to  
6 question-and-answer.

7 CHAIRMAN PFEFFER: Okay. All right. So why  
8 don't I do this; why don't I just go down the list  
9 and let individuals ask questions and then we can  
10 circle back around if anything prompts -- if the  
11 discussion prompts any additional. So I'll start  
12 with Mr. Baldwin.

13 [MOMENT OF SILENCE]

14 CHAIRMAN PFEFFER: Mr. Baldwin, do you have any  
15 questions?

16 MR. BALDWIN: I'm sorry, I was on mute.

17 CHAIRMAN PFEFFER: Okay.

18 MR. BALDWIN: Can you hear me now?

19 CHAIRMAN PFEFFER: We can hear you now.

20 MR. BALDWIN: No, I did not have any -- I do not  
21 have any questions at this time.

22 CHAIRMAN PFEFFER: Okay. Ms. Newton.

23 MS. NEWTON: No, I don't either. Can you hear  
24 me?

25 CHAIRMAN PFEFFER: Yes, ma'am. Thank you.

1 Dr. Williams, do you have questions?

2 DR. WILLIAMS: Well, I wouldn't want to  
3 disappoint anyone.

4 You know, it sounds like this is the right move  
5 to make, but I didn't hear any mention about your  
6 space. You know, you're adding another class of  
7 students. You've been having three grades for a  
8 while now; you're going to add another one. How are  
9 you -- are your facilities able to handle the extra  
10 numbers?

11 SUPT. LOGAN: Trish, you want me to take the  
12 lead, take that one?

13 MS. FLANAGAN: Sure, yeah.

14 SUPT. LOGAN: Yeah. So we're actually -- and  
15 very exciting -- we're in the process of adding space  
16 on as well, and so we're going to be -- hopefully  
17 have that space completed at the beginning of the 21-  
18 22 school year. So we're very excited about that and  
19 we're moving forward. So we will -- we do have a  
20 contingency plan if something were -- with COVID were  
21 to happen where construction gets delayed or  
22 something of that nature where we're not able to get  
23 that space open. We will -- we anticipate that we'll  
24 have the space needed currently for at least that  
25 first class that comes in. We don't anticipate that

1 we're going to immediately bloom up to, you know, 400  
2 kids right off the bat, and so we do feel like it's  
3 -- you know, that we'll be okay. But we anticipate  
4 that we will have the space for those students.

5 DR. WILLIAMS: Okay. A quick follow-up. What  
6 is your current enrollment cap? And will the new  
7 students fit within that cap or -- I notice you're  
8 not asking for -- you're asking for a grade right in  
9 -- I may have missed it, but you weren't asking for  
10 an increase in the enrollment cap.

11 SUPT. LOGAN: That's correct. Our current  
12 enrollment cap is actually -- whenever we first came  
13 before, we didn't know what the market was going to  
14 be as far as how many people were going to sign in;  
15 so we were super ambitious and we said we were going  
16 to have 450 kids. We've actually -- as we've gone in  
17 we've looked at it and we don't actually think that  
18 we would -- we're coming before the Panel in December  
19 as well for our reauthorization and we may actually  
20 look at decreasing that down to 400 because we're not  
21 sure 450 is the right number. But our cap is 450  
22 right now and we don't anticipate getting to that at  
23 this point.

24 DR. WILLIAMS: Thank you.

25 CHAIRMAN PFEFFER: Dr. Kremers, do you have

1 questions?

2 DR. KREMERS: I know that the Future School is  
3 heavily based with the internship opportunities. And  
4 adding the 9th grade level -- I wondered if there  
5 were any plans that you have for internships at the  
6 9th grade level; and then, just depending on what  
7 your response is, just some caveats with that.

8 SUPT. LOGAN: Sure, absolutely. So our plan  
9 right now with 9th grade -- what we're seeing is we  
10 actually have seen Big Picture schools where they do  
11 internships at 9th grade. What we're going to do  
12 instead for our 9th grade, because we run our  
13 internships through our advisories, is we're going to  
14 do more -- we still want those kids to be out in the  
15 community learning professionalism, learning  
16 professional skills, learning how to interact out in  
17 the business world. But we aren't necessarily going  
18 to be putting them, unless some kids are ready for  
19 it, in actual internships at that point. So we're  
20 anticipating group community service projects as  
21 advisory, we're anticipating tours, different things  
22 like that, that are more -- you know, maybe job  
23 shadows, things of that nature. But really that's an  
24 opportunity to get those kids ready so that when they  
25 hit 10th grade they're ready to hit the ground

1 running and get right into internships. And we are  
2 having -- right now we do a lot of that work when  
3 they come to us in 10th grade. So it may take us  
4 until December to really get a kid into an internship  
5 as a 10th grader, and so by having that 9th grade  
6 year to really start building those professional  
7 skills; also to, you know, to start letting them  
8 explore their career interests, things of that  
9 nature. So we feel like that will allow us really in  
10 that 10th grade year to have a really immediate  
11 impact on them with their internships, to get them  
12 into a meaningful solid internship.

13 DR. KREMERS: Okay. That sounds like a good  
14 plan. And we're happy to provide any conversations,  
15 if you're interested, you know, if you get into a  
16 single-student at a single worksite, you get into  
17 work permit requirements for the Department of Labor  
18 and those type of issues. So we're happy to  
19 communicate any time. But overall, I think the  
20 request seems like a great idea for your area.

21 SUPT. LOGAN: Thank you so much.

22 CHAIRMAN PFEFFER: Mr. Rogers.

23 MR. ROGERS: Yeah, I had just a couple of  
24 questions.

25 So what's your current enrollment right now?

1 SUPT. LOGAN: So we're at 225 right now.

2 MR. ROGERS: Okay. And on your -- the budget  
3 that was submitted in the packet you based your  
4 budget off of 400 kids and \$7,324. So the foundation  
5 funding amount for next year is only \$7,018. And if  
6 you're only running at 226, how many are you  
7 anticipating coming in by adding 9th grade?

8 SUPT. LOGAN: So we've run some really  
9 conservative numbers at this point. We actually are  
10 anticipating in 21-22, when we add 9th grade, going  
11 up to 280 kids and that's our conservative estimate.  
12 We were looking at an average of about 60 kids that  
13 we intake for each grade whenever we start a new  
14 grade. And then for 22-23 we hope to get to 325.  
15 We're going to -- with the new building we feel like  
16 we'll be a lot more competitive and able to recruit a  
17 lot more effectively. We've seen some organic  
18 growth, but we feel like that's really going to allow  
19 us to ramp that up. And then we actually anticipate  
20 by 23-24 being at 350. Our budget actually balances  
21 at 350 kids so that we're balancing at that point.  
22 We did -- the budget that we submitted was with 400.  
23 We have raised -- we have \$2.4 million that we've  
24 raised in private donors -- from private donors to  
25 allow us to bridge any gaps that we have there as we



1 start to -- you know, start to getting up to 400 kids  
2 or 350 kids. So we feel pretty confident that we'll  
3 be able to move forward and be financially sound. So  
4 far, we've had no problems financially. We have a  
5 pretty good track record with our finances at this  
6 point.

7 MR. ROGERS: Okay. How much was the private  
8 donor amount again?

9 SUPT. LOGAN: \$2.4 million.

10 MR. ROGERS: And then the last thing I had saw  
11 on your budget, you had budgeted \$26,000 for online  
12 learning. Have you looked at, given the current  
13 climate we're in, any changes to that budget and how  
14 you would address that going forward?

15 SUPT. LOGAN: So we haven't -- we haven't  
16 changed that at this point. We do some things  
17 Virtual Arkansas just because of the way our staffing  
18 is; we have certain electives that we have to offer  
19 through Virtual Arkansas. Most of our -- with the  
20 online learning right now we're still able to deliver  
21 -- our teachers are delivering most of that content  
22 in a similar way to what we have in the past. We're  
23 a one-to-one Chromebook school. We have a really  
24 heavy advisory program. We do have courses -- like  
25 everybody else, have some kids with technology issues

1 from home, and so we're trying to address those with  
2 the technology equity issues. But at this point we  
3 haven't adjusted that. That budget may be something,  
4 you know, that we need to look at moving forward.  
5 It's pretty -- you know, things are -- when we made  
6 this budget things didn't look exactly like they do  
7 right now. So we definitely -- you know, we're going  
8 to be re-examining things. We're hoping that, you  
9 know, we'll be back to somewhat -- I don't know if  
10 things will ever go back -- exactly back to normal,  
11 but we're hoping by August that we'll at least be  
12 back at school and in the classroom.

13 MR. ROGERS: Okay. Thank you. That's all I  
14 have right now.

15 SUPT. LOGAN: You're welcome. Thank you so  
16 much.

17 CHAIRMAN PFEFFER: Okay. I think my questions  
18 were asked a little bit earlier. So I'll go back and  
19 see if any of the panel members have any additional  
20 questions or questions that they didn't ask while ago  
21 that they've thought of now.

22 DR. KREMERS: I did just -- I know they  
23 mentioned it in the presentation, but I would love to  
24 hear just kind of plans on moving forward with the  
25 student growth plans, any changes or additions with

1 that that will help kind of move up those numbers as  
2 you expand to the 9th grade.

3 SUPT. LOGAN: Are you asking about student  
4 growth as far as performance growth or are you asking  
5 as far as how we're getting our -- how we're going to  
6 get more students?

7 DR. KREMERS: As far as academic performance.

8 SUPT. LOGAN: Oh, sure. Okay. Yeah. So one  
9 thing, we've applied once again -- we applied last  
10 year for the PLC cohort that the State is offering.  
11 We applied last year for that; we did not get that  
12 last year. We've applied again this year, so we hope  
13 to get that. Regardless, we've set up PLCs at our  
14 school. We would love to have the State's support on  
15 that and to get some of the -- all the resources that  
16 that would bring to bear and expertise that we'd be  
17 able to draw on from the State to really make those  
18 successful. But we did go ahead and move forward  
19 with PLCs at our school last year. We appointed or  
20 hired a learning coach to come in and help students,  
21 help those grade level teams really work on common  
22 assessments, and also to help those -- to help us  
23 with our vertical alignment of curriculum. We've  
24 also started a robust RTI program. We have a period  
25 in the day that's every other -- that's twice a week

1 where we can use for both academic intervention and  
2 enrichment, and so we've started to really identify  
3 kids in need of that. We're seeing a lot of -- and  
4 one thing with that is also we've seen -- you know,  
5 we're trying to find an effective program that works  
6 well; we've found one that works really well for  
7 English at this point. We're seeing really good --  
8 the needle move on that with the Reading Plus  
9 software that we're using, in conjunction with  
10 teachers working with those students. And we're also  
11 -- with math we're actually moving to IXL this next  
12 year because we've had -- no, I'm sorry -- we're  
13 moving to Star math this year; we used IXL last year.  
14 We're using Star math this coming year, because we're  
15 seeing it evidently is more effective.

16 So that's -- those are a few of the things that  
17 we're doing. And really it's -- you know, there's --  
18 we're also -- our ELL population is -- we're --  
19 that's one of our areas that we've identified as an  
20 area of weakness as far as test performance for those  
21 students.

22 So we're really trying to implement some  
23 effective strategies in the classroom. One of our  
24 learning specialists is working with teachers to  
25 implement more effective practices of working with

1 those ELL students to help them.

2 DR. KREMERS: Thank you.

3 CHAIRMAN PFEFFER: Okay. Any additional  
4 questions from panel members?

5 MR. ROGERS: Yeah, I have one more.

6 So you were talking about doing some  
7 construction or adding another building. Is that a  
8 debt request you're going to be sending to the  
9 Charter Unit or are you going to -- how is that going  
10 to work?

11 SUPT. LOGAN: Trish, do you want to address  
12 that?

13 MS. FLANAGAN: Sure. Yeah. As Boyd mentioned,  
14 we've raised private investments from supporters  
15 locally, as well as foundation -- you know,  
16 philanthropic foundation money. So we will be -- you  
17 will be seeing us again in the next few months, once  
18 all of the loan processing goes through and we're --  
19 we've got that approved, for your approval. But  
20 we're right now setting it up, structuring it as  
21 other construction loans have been approved, such  
22 that the Department doesn't -- obviously can't --  
23 because the Department cannot carry any debt. That  
24 should be in front of the Panel I would say June,  
25 July.

1 MR. ROGERS: Okay. All right. Thank you.

2 That was all the questions I had.

3 CHAIRMAN PFEFFER: Ms. Hyatt, are there any  
4 legal concerns or questions? It sounds like that a  
5 debt request will be coming and those things will be  
6 taken care of.

7 MS. HYATT: Yeah. Just the debt request will  
8 come to the Charter Office; it doesn't come before  
9 the Panel. So that's kind of done in coordination  
10 with the Legal Unit and the Charter Unit, and that's  
11 any financial obligation that will not be paid back  
12 within 365 days. So just make sure -- you have to  
13 submit it 30 days prior to the day you're going to  
14 incur the debt. So if you've got questions about  
15 that, you can reach out to me. Otherwise, there were  
16 no legal concerns with this.

17 MR. WALTER: Oh, Dr. Pfeffer, may I be  
18 recognized please?

19 CHAIRMAN PFEFFER: Yes, Mr. Walter, you're  
20 recognized.

21 MR. WALTER: All right. Thank you.

22 My name is Tripp Walter, Staff Attorney for the  
23 Arkansas Public School Resource Center.

24 In response to recent questions, I just wanted  
25 to make you know that there was also some

1 information, as I understand it, that was transmitted  
2 to Secretary Key earlier this morning on this matter.

3 CHAIRMAN PFEFFER: Is this information that was  
4 transmitted to Secretary Key information that needs  
5 to be given to Charter Panel members before we take a  
6 vote?

7 MR. WALTER: I don't believe so. It has to do  
8 with the finances, the matters that Ms. Flanagan  
9 raised a little bit ago.

10 CHAIRMAN PFEFFER: Okay, you cut out. We didn't  
11 hear you. It has to do with --

12 MR. WALTER: I said I think it refers to the  
13 matters that Ms. Flanagan was mentioning a little bit  
14 ago.

15 CHAIRMAN PFEFFER: Ms. Hyatt, do you have any  
16 questions?

17 MS. HYATT: I don't know -- I haven't seen it.  
18 I don't know what he's talking about, so I have no  
19 idea.

20 DR. KREMERS: I have a question.

21 CHAIRMAN PFEFFER: Yes.

22 DR. KREMERS: Would -- are we voting today just  
23 on the expansion to 9th grade or are we voting on the  
24 construction -- approval of construction?

25 MS. HYATT: The amendment request is just for

1 the addition of the 9th grade. The construction  
2 project, the debt approval process is done through  
3 the Division's Charter Unit and Legal together. It  
4 won't come before the charter authorizer. I think  
5 it's just important to ask those questions when  
6 people are talking about construction to make sure  
7 they're aware they have to have the proper approvals.

8 DR. KREMERS: Okay. Thank you.

9 MR. WALTER: And that's -- I'm sorry, I didn't  
10 mean to muddy the waters. I just wanted to give the  
11 Panel the most up-to-date information I have. I  
12 guess a better way I could've phrased it was that we  
13 have started working with Future School, starting on  
14 that process.

15 CHAIRMAN PFEFFER: Okay. So let's just go back  
16 to then what the Charter Panel needs to focus on  
17 today. We are -- yes, we're voting on the addition  
18 of the 9th grade. So from -- to just recap, the  
19 addition of 9th grade would not necessitate any type  
20 of increase to the cap. Is that correct?

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

22 CHAIRMAN PFEFFER: Okay. So, Ms. Hyatt, based  
23 on what has been presented to us you're not -- you  
24 don't have any legal concerns?

25 MS. HYATT: No, ma'am.



1                   CHAIRMAN PFEFFER: Okay. And, Mr. Rogers, I  
2 know your questions -- you know, you had the finance  
3 related questions. Is there -- but it sounds like  
4 that they understand that -- what they have to do for  
5 next steps. Would you have any remaining concerns  
6 that need to be discussed?

7                   MR. ROGERS: No.

8                   CHAIRMAN PFEFFER: I'm sorry?

9                   MR. ROGERS: No, not right now.

10                  CHAIRMAN PFEFFER: Okay. Okay. So are there  
11 any remaining questions?

12                  MR. ROGERS: I don't have any.

13                  CHAIRMAN PFEFFER: All right. Panel, if there  
14 are no remaining questions and no remaining  
15 information that needs to be presented to the Panel,  
16 then we can entertain a motion.

17                  MS. NEWTON: I have a motion, Madam Chair.

18                  CHAIRMAN PFEFFER: Okay, Ms. Newton.

19                  MS. NEWTON: I move that we approve adding 9th  
20 grade to the Future School -- the 9th grade class to  
21 the Future School's present structure.

22                  CHAIRMAN PFEFFER: Okay.

23                  DR. WILLIAMS: Second.

24                  CHAIRMAN PFEFFER: I have a motion by Ms. Newton  
25 and a second by Dr. Williams.

1 Is there any discussion on the motion?

2 Okay. All in favor say "aye."

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRMAN PFEFFER: Any opposed?

5 Okay. The motion passes, and congratulations on  
6 your addition of 9th grade. And we will see you -- I  
7 believe you said you were coming back later for a  
8 renewal. Is that correct?

9 SUPT. LOGAN: Correct. It will be in December.  
10 Yes, ma'am.

11 CHAIRMAN PFEFFER: In December. Okay.  
12 Timelines run together; it's hard to keep up.

13 SUPT. LOGAN: I know.

14 CHAIRMAN PFEFFER: Okay. Thank you. Thank you  
15 all very much.

16 Panel, I'm not going to -- we're not going in  
17 and recording anything, are we? I'm going to suggest  
18 that we don't with the technology challenges. This  
19 is being recorded. I think everything was pretty  
20 straightforward in the conversation -- unless Legal  
21 or someone comes back and says we have to go in and  
22 record our votes somewhere.

23 MS. WEBB: I think Ms. McLaughlin was taking  
24 notes and she was going to put them in the document  
25 anyway.

1                   CHAIRMAN PFEFFER: Okay. All right. So I think  
2 if there's anything that any Panel Member wants  
3 included, if they would send those notes to Ms.  
4 McLaughlin, I'd rather us do it that way.

5                   Okay. All right. Panel Members, does anybody  
6 need to take a brief break before we move to the  
7 second item?

8                   All right.

9 A-2: REQUEST FOR OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT:  
10 LISA ACADEMY

11                   CHAIRMAN PFEFFER: Well, we're going to move on  
12 to Item Number 2, which is an amendment request for  
13 Lisa Academy. Ms. McLaughlin, you're recognized.

14                   MS. McLAUGHLIN: On January 12, 2004, the  
15 Charter Authorizing Panel approved the application  
16 for Lisa Academy. The charter is approved to serve  
17 students in grades K-12 with a maximum enrollment of  
18 3,432. Representatives of Lisa Academy are appearing  
19 before the Panel to request an amendment to their  
20 current charter. And they have quite a few speakers  
21 available: Dr. Fatih Bogrek, superintendent, and  
22 Luanne Baroni, assistant superintendent; Necati  
23 Sahin; Hasan Sazci, assistant superintendent; and --  
24 I am not going to attempt to read all of these, but  
25 you will want to swear them in, of course, Dr.

1 Pfeffer.

2 CHAIRMAN PFEFFER: Okay. So if all of you will  
3 raise your right hand and I will scroll through my  
4 screen. It does -- we've got several people who will  
5 be speaking on this charter. If there's anyone  
6 speaking in opposition, we'd ask you to be sworn in  
7 also. Do you swear or affirm that the testimony  
8 you're about to give shall be the truth, the whole  
9 truth, and nothing but the truth?

10 (SEVERAL SPEAKERS ANSWERED AFFIRMATIVELY)

11 CHAIRMAN PFEFFER: Okay. I'm seeing yeses and  
12 nods in confirmation.

13 Okay. So we will go ahead and move to the  
14 presentation phase of this.

15 MS. HYATT: Sorry, Dr. Pfeffer, I hate to  
16 interrupt, but I only heard a verbal "I do" from two  
17 people. I think we need to actually hear it. And so  
18 if those that didn't speak can un-mute themselves and  
19 say "I do," that would be great.

20 DR. BOGREK: Dr. Fatih. I do.

21 MR. ADALAR: Mehmet Adalar. I do.

22 MR. SAZCI: Hasan Sazci. I do.

23 MR. SAHIN: Necati Sahin. I do.

24 MR. GUVEN: Muammer Guven. I do.

25 MS. HUMANN: Cheryl Humann. I do.

1 MS. BARONI: I do.

2 MR. BEE: Yagmur Bee. I do.

3 MS. HYATT: Thank you.

4 MS. WEBB: Dr. Pfeffer, they should also be able  
5 to share their presentation now from their screen.

6 CHAIRMAN PFEFFER: Okay. Who's going to be  
7 sharing the screen and leading the presentation?

8 DR. BOGREK: Assistant Superintendent Luanne  
9 Baroni, she's going to present.

10 CHAIRMAN PFEFFER: Okay. All right. Well, we  
11 will go ahead and get -- let you get -- are you  
12 having trouble sharing your screen? It won't let you  
13 --

14 MS. BARONI: It's not working.

15 CHAIRMAN PFEFFER: Okay. Can we go ahead and  
16 just do like we did before? That may be easiest  
17 with, Ms. Webb, sharing.

18 MS. BARONI: That's fine.

19 MS. WEBB: Can everyone see it?

20 MS. BARONI: Yes.

21 So, Ms. Webb, are you okay with me just saying  
22 "next" when I'm reading for the next one?

23 MS. WEBB: Yes, ma'am.

24 MS. BARONI: Thank you so much.

25 So as Dr. Fatih said, my name is Luanne Baroni

1 and I serve as the Director of Communications and  
2 Assistant Superintendent for Lisa Academy. So, thank  
3 you all for allowing us to present our amendment  
4 request to you today. Next.

5 Lisa Academy has been in existence since 2014,  
6 and our mission has always included providing an  
7 academically rigorous college prep program in  
8 partnership with students and family and community;  
9 to guide all students in gaining knowledge and skills  
10 and attitudes to direct their lives; improve a  
11 diverse society; and excel in a changing world by  
12 providing dynamic and resource rich learning  
13 environments. Our pillars, L-I-S-A, represent Learn,  
14 Innovate, Support, and Achieve. Next.

15 The current structure of Lisa Academy includes  
16 three systems. Currently, we serve over 2800  
17 students in grades K through 12 on both sides of the  
18 river in central Arkansas, as well as a campus in  
19 Springdale. Our west Little Rock system in the fall  
20 will have four buildings serving around 1400 students  
21 in grades K-12. Our Lisa North system has two  
22 buildings, one serving K-5 and one serving 6-12. And  
23 our Lisa Academy Springdale campus currently serves  
24 around 230 students in grades K-8. Our current cap  
25 is 3,432. And as you can see from the map, our

1 locations are indicated there with our three  
2 different systems clustered together. Next slide.

3 What has made us successful over the years is  
4 planning academic success for all of our students,  
5 regardless of how they come to us; embracing the  
6 diversity of our students and our staff; preparing  
7 all of our students for college and careers beyond  
8 college; embedding STEM in everything that we do;  
9 involving our parents and guardians; and of  
10 particular importance is collaborating with other  
11 schools and community organizations. Next.

12 As you can see, we have a pretty good track  
13 record of student achievement and growth, as  
14 represented by our most recent school letter grades.  
15 And there's a comparison there of our performance as  
16 it stands up against Pulaski County, which is where  
17 most of our campuses are, and the state of Arkansas.  
18 And if you'll note the little note at the bottom of  
19 the screen, but we can't see there, Lisa Academy  
20 North High School has actually had the highest growth  
21 in the state for three years in a row. Next.

22 Our student engagement goes beyond just the  
23 classroom. Our students are involved in science  
24 fairs, multiple academic competitions, sports, and a  
25 lot of other extracurricular programs beyond just the

1 academic. Next.

2 The diversity at Lisa Academy has steadily  
3 increased. We've increased both our low-income and  
4 our minority student populations each year since our  
5 inception. Our current minority enrollment is around  
6 80% and our current free-and-reduced lunch population  
7 is at about 64%. We have been recognized as the most  
8 diverse school district in the state of Arkansas.

9 Next.

10 College and career preparation is at the heart  
11 of what we do. We've had 95% or more college  
12 acceptance rate in both our high schools every year.  
13 We've been recognized by US News as two of the best  
14 schools in the state of Arkansas. Washington Post  
15 has also recognized our high schools among the most  
16 challenging high schools in the state. Next.

17 Parental involvement has been very important to  
18 us because we know that teamwork between families and  
19 school is crucial for a student's success. We have  
20 multiple programs to engage our families with our  
21 campus, with our teachers, and other folks on campus.  
22 Of particular note is our home visit program. We've  
23 logged over 500 home visits this school year already.  
24 Next.

25 STEM exploration has been an important part of



1 what we do. We participate in a lot of programs,  
2 including The Learning Blade STEM exploration  
3 program. We've had students involved in the Girls of  
4 Promise coding summit. Project Lead the Way is a  
5 program that we've been developing and growing, and  
6 now offer that elementary through high school. We're  
7 adding even more of those programs next year. We  
8 have a space camp trip for elementary students each  
9 year. Our science fair is mandatory for all of our  
10 middle school students. And we host a STEM festival,  
11 an annual event, for statewide participation. Next.

12 The Arkansas STEM festival was initiated in 2018  
13 with UA-Little Rock and Lisa Academy. We held the  
14 fifth annual STEM festival last year, on March 8th,  
15 and we're scheduled to hold the sixth one on March  
16 13th. Unfortunately, that was the day schools closed  
17 and we chose not to hold that in an abundance of  
18 caution, but we hope to reschedule that and get back  
19 on track with that. We had over 2,000 folks  
20 registered to attend that again this year. Next.

21 Another STEAM -- STEM initiative that's been  
22 very important to us in the last few years is our  
23 solar car team. They won fifth place last year in  
24 the national solar car challenge race hosted at the  
25 Motor Speedway in Dallas, Texas. That was hosted

1 over several days in July of 2019. You can see the  
2 team there, and even Governor Hutchinson did a test  
3 drive on the car when we first got it ready. Next.

4 Another really important component to what we  
5 feel like we're charged with doing as a charter  
6 school is collaborating and sharing our best  
7 practices. We've participated in multiple ways in  
8 doing this; one of particular interest is our pilot  
9 program with Arkansas Circles, with special education  
10 services. We've also hosted a conference for  
11 educators from across the state. We have worked  
12 together with Little Rock School District sharing  
13 some of our best practices with the superintendent  
14 there. We've met with Springdale School District as  
15 we opened our campus in Springdale. And we've had  
16 multiple schools come to visit us from across the  
17 state, and even from other states, to observe some of  
18 the things that we're doing effectively. Next.

19 A recent collaborative effort, as you -- some of  
20 you have already heard about, is our collaboration  
21 with Ozark Montessori Academy in Springdale. We had  
22 a partnership in the 2018-2019 school year and Lisa  
23 Academy provided consulting and support services for  
24 their academic program, and you can see the results  
25 represented here. After working with them for one

1 semester, the improvement on their ACT Aspire was  
2 very encouraging to us. By providing some of our  
3 supports and systems the students were able to see  
4 some real significant growth as a result of that. A  
5 lot of that we contribute to the groundwork we did in  
6 the beginning.

7 You can go to the next slide.

8 We worked very hard to connect with the staff  
9 there, with the parents, and the community, providing  
10 information nights for the current parents and  
11 meeting the Latino and Marshallese community leaders.  
12 Next slide.

13 We provided information nights for families in  
14 the Hispanic and Marshallese communities and provided  
15 translation to help them and support them, and even  
16 to help them with applications if they were  
17 interested in applying. Next.

18 As a result of that, we met, as I said, in  
19 Springdale. We hosted the OMA students at our STEM  
20 festival last year. And we took our robotics  
21 students up to the OMA campus; some of our high  
22 school students did a robotics demonstration for the  
23 kids there at OMA. Next slide.

24 And as a result of that, we successfully were  
25 able to open Lisa Academy Springdale in August of

1 2019 with around 230 K-8 students. That included  
2 over 100 students who were previously enrolled in OMA  
3 at the time of the transfer of the charter. Next.

4 And while we were also doing that, we  
5 successfully opened a new building for Lisa North  
6 system. We opened a 6th through 12th grade smart  
7 campus, complete with a large gym which our students  
8 were very happy about. We had our grand opening of  
9 that on October 3, 2019. That's been a real boost to  
10 that population there. Next slide.

11 We're currently involved in another partnership  
12 with Little Rock Preparatory Academy. We agreed to a  
13 partnership for the 2019-2020 school year. We've  
14 provided a project manager and some other staff to  
15 provide some consulting services to them. They  
16 currently are serving around 255 K-8 students in two  
17 buildings, one on Spring Street and one on West  
18 Markham. They are a CEP school, meaning that all of  
19 their students are qualified for the free lunch  
20 program. Next.

21 After approval of the merger of Little Rock Prep  
22 and Lisa Academy, both schools have been working  
23 together through this transition. We have offered  
24 priority consideration for employment to current LRPA  
25 staff for next school year, as well as offering

1 priority enrollment for the current students of  
2 Little Rock Prep. In the fall of 2020, we plan to  
3 open a new high school campus in the building that  
4 was previously the middle school for Little Rock  
5 Prep. It's located at 6711 West Markham. This has  
6 allowed us to reconfigure our west campus schools and  
7 will allow us to add a maker space at the current  
8 middle school campus and will provide seat space for  
9 all the Little Rock Prep students who have chosen to  
10 enroll at Lisa Academy. Next.

11 As we looked at expansion, to investigate the  
12 feasibility of expanding we formed an exploratory  
13 committee and took a look at some important criteria  
14 that we felt would give us an indication if an area  
15 could handle expansion. The important criteria we  
16 looked at are student population of 10,000 or more,  
17 limited school choice, population growth, proximity  
18 to college and university, diversity in the  
19 community, and industry that demands a STEM-trained  
20 workforce. Next.

21 When looking at the Rogers and Bentonville area,  
22 Benton and Washington Counties have grown steadily  
23 since 2014 and have current student enrollment of  
24 almost 89,000, compared to Pulaski County of 60,582.  
25 Next.

1                   There is relatively limited school choice in  
2                   that area when compared to central Arkansas. Next.

3                   Washington and Benton Counties have both  
4                   projected population growth over the next 10 to 15  
5                   years, and with that continued population growth the  
6                   demand for more capacity and choice for students also  
7                   increases. Next.

8                   Northwest Arkansas offers a unique opportunity  
9                   to be near Arkansas's largest university, the  
10                  University of Arkansas. In addition, there are other  
11                  colleges and higher ed. institutions there, including  
12                  John Brown and Northwest Community College. Next.

13                  With a history and culture of appreciating and  
14                  embracing other cultures, Lisa Academy schools are a  
15                  perfect fit for an area like northwest Arkansas,  
16                  which is home to many cultures and languages. Next.

17                  There's industry that demands a STEM-trained  
18                  workforce with organizations like Wal-Mart, Tyson,  
19                  J.B. Hunt, and other local ones like Superior and  
20                  Washington Regional. Lisa Academy schools in  
21                  northwest Arkansas will help prepare students to  
22                  enter that workforce, qualified and ready for the  
23                  next step.

24                  Our rationale for the Rogers campus -- we  
25                  believe that Rogers clearly meets the criteria for

1 our expansion, while the specific location that we're  
2 looking at also provides an additional opportunity to  
3 reach an underserved population in the area. Lisa  
4 Academy has provided a highly successful college prep  
5 STEM-focused educational option for families in  
6 central Arkansas for over 15 years. And based on  
7 data collected from our families over multiple years,  
8 LISA Academy is a preferred choice for many because  
9 of the following unique qualities: our small safe  
10 environment; personalized student-focused approach to  
11 learning; strong family engagement; accessibility of  
12 school leadership to respond to needs; and close  
13 physical proximity of all of our grade bands which  
14 provides convenience for families. Offering a  
15 different model to families in the Rogers and  
16 surrounding community will provide a choice for  
17 families who prefer a free public education in a  
18 smaller, more specialized environment. Adding a  
19 second campus in the northwest Arkansas area will  
20 also allow Lisa Academy to better support our already  
21 successful Lisa Academy Springdale campus. Next.

22 Our plans for the Rogers campus include the  
23 development of a campus in Rogers located on  
24 Horsebarn Road. The property is centrally located to  
25 both Rogers and Bentonville and is easily accessible

1 to residential areas of both communities. We're  
2 working with a third-party who would purchase the  
3 property, build to our specifications, and then allow  
4 us to lease the facilities once they're completed.  
5 The location would house a K-12 campus. We would  
6 begin with the lower band building and then,  
7 depending on demand, we would request the flexibility  
8 to begin with a grade band that has the greatest  
9 demand and add grades each year until a full K-12  
10 system is in place. The eventual campus would house  
11 three different schools in two buildings, similar to  
12 what we have at our Lisa North campus now with a K-5  
13 building that we would start with and then add a 6-12  
14 building adjacent to that on the same property as our  
15 school grows there. Next.

16 You can see that our enrollment projections are  
17 tentatively projected to reach a full enrollment by  
18 the year 2033. Next.

19 As you'll note on the map of the campus, the  
20 location allows accessibility from both Bentonville  
21 and Rogers, as well as the other smaller communities  
22 in that area.

23 To summarize our amendment request -- and to  
24 wrap up my voice apparently, we're requesting to add  
25 a new K-12 campus in Rogers, opening in the fall of



1           2022, with flexible grade configurations; increasing  
2           our enrollment cap by 950 to be implemented in  
3           phases, reaching our cap in 2033. And we also  
4           request keeping existing waivers in place.

5           Thank you and that concludes our presentation.

6           [cough] Allergies.

7           MR. GUVEN: Good job.

8           CHAIRMAN PFEFFER: Okay. There's still a little  
9           bit of time left. Is there anybody else that you  
10          would like to speak? You've got about three-and-a-  
11          half minutes left.

12          SUPT. BOGREK: We have sent a document to Ms.  
13          Webb. We would like to show our last three years ACT  
14          Aspire data.

15          Ms. Webb, could you please open that email?

16          And we have the Director of Academics, Mr. Bee,  
17          who's going to present that data.

18          We have just sent that email to you, Ms. Webb.

19          MS. WEBB: Okay, one second. Is that the one?

20          SUPT. BOGREK: Yes.

21          Mr. Bee.

22          MR. BEE: I am Yagmur Bee, Director of Academics  
23          for Lisa Academy.

24          So I got this data from My School Info for all  
25          the districts. And this is showing --

1 Can you make the screen bigger?

2 Yes. This shows all the schools -- all the  
3 districts around Lisa Academy for their growth  
4 percentile. This includes data for ACT Aspire 2017  
5 to 2019, which is the last three years, and it shows  
6 how the ranking has been done for all the districts.  
7 If you look at Lisa Academy, it shows -- the blue one  
8 is for ELA on the graph and the red one is in math --  
9 for math. For Lisa Academy that growth ranking has  
10 been increasing year by year, as you can see. Three  
11 years ago we started at 78th percentile, in '17, and  
12 now we're at 91st percentile in ELA. And for math it  
13 was 96th percentile in '17, 98th percentile last  
14 three years.

15 I also looked at other districts. Achieving  
16 growth every single year is not easy. There are only  
17 a few districts that achieved that, and Lisa Academy  
18 is one of them.

19 So from this you can easily see that there is  
20 only one school district -- one school district that  
21 grew in ELA every single year; that was only Lisa  
22 Academy. In math, there were two districts that  
23 grew, which is Fayetteville and Lisa Academy. You  
24 can easily compare them. The test information on  
25 this is available on the computer, on Excel file, but

1 you can also get this data from My School Info for  
2 the districts.

3 SUPT. BOGREK: Thank you, Mr. Bee.

4 CHAIRMAN PFEFFER: Okay. If there's not anymore  
5 that you would like to present, are you all ready for  
6 us to ask you questions?

7 SUPT. BOGREK: We are ready for the questions.

8 CHAIRMAN PFEFFER: Okay. Well, we will do like  
9 we did before and I'll just go down our list and that  
10 way we make sure everyone gets to ask a question.  
11 I'll start with Mr. Rogers this time.

12 Do you want to start with any questions?

13 MR. ROGERS: Okay. I guess I'm -- how many  
14 expansions has Lisa had in the past two, three years?

15 SUPT. BOGREK: Last three years we have Little  
16 Rock Prep, Ozark Montessori, and I think we got in  
17 2016 or '17 our Lisa North expansion; maybe three  
18 expansions maybe in the last four years.

19 MR. ROGERS: Okay. And so given the three  
20 expansions that you've had in the last three or four  
21 years, and then looking to expand here, I guess I'm  
22 just wondering about the timeline now. Because  
23 there's no denying that your growth has been  
24 impressive when you go, but how do you keep from  
25 getting too big to where the students aren't being

1 served as well as they are right now?

2 SUPT. BOGREK: Again, this new expansion is  
3 requested for -- after two years. It's going to be  
4 2022; this is not for next year or the following  
5 year. Just right now we want to get approved. The  
6 construction is going to begin and the school is  
7 planning to be open in 2022, after two years. And  
8 our expansions are mostly not more than one at a  
9 time. And then we grow all our own leaders and then  
10 we transfer some teachers to go to those schools.

11 So we support the new expanded location. So we  
12 are carefully making our decisions. We want to keep  
13 our current success and we would like to expand this  
14 success to a new unit of families and new  
15 neighborhoods. So we are very careful about the  
16 expansion. And Lisa North was kind of an expansion,  
17 but was kind of moving our middle and high school to  
18 a new location. You know, they were already in a  
19 building, K-12 building, so we just added another  
20 building; so we moved our current high school. Maybe  
21 not kind of an expansion, it was just maybe adding a  
22 building. But Little Rock Prep and Ozark Montessori,  
23 those are maybe an expansion, but they were already  
24 having, you know, assistance; just we transferred  
25 them, just to improve their education there, and we

1 used our education model. So we are very careful  
2 about our expansions and this is going to be after  
3 two years we will be definitely ready for this new  
4 expansion.

5 MS. NEWTON: Could I add, Mr. Rogers, to that?  
6 Because what I'd like to know -- if that's okay, Ms.  
7 Pfeffer?

8 CHAIRMAN PFEFFER: Yes.

9 MS. NEWTON: What are the lessons learned? You  
10 know, I would assume since the expansions have been  
11 ongoing and we're looking at, you know, a pretty high  
12 cap -- what are your lessons learned from the past  
13 expansions, the things that will not be happening  
14 this time that maybe you did in the past?

15 MS. BARONI: I think that one of the lessons we  
16 learned with our Springdale expansion was how  
17 important it is to look into the community where  
18 we're expanding and make those connections with the  
19 community so that we can best serve the needs of that  
20 area. I don't know that we ran into any glaring  
21 problems. We foresaw that growing was going to mean  
22 that we needed to strengthen our infrastructure --  
23 and, fortunately, we have done that so that we have  
24 built our infrastructure to provide services to those  
25 new expansions. And we haven't, you know, seen any

1 real negative impact as a result in building that  
2 infrastructure prior to expanding; so I think we had  
3 some foresight in doing that. And we've seen that  
4 that paid off, because if we didn't have that support  
5 in place with some staff with experience from our  
6 district and with growing our own leadership and  
7 planting those amongst a new plant I think we would  
8 be seeing more challenges than we have seen.

9 MS. NEWTON: So your -- in addition to that,  
10 your challenges you don't anticipate will be around  
11 finding qualified personnel? It's a big district and  
12 I don't know if the workforce as far as teachers are  
13 at a premium or what. But do you generally not have  
14 a problem attracting the staff that you're looking  
15 for?

16 MS. BARONI: To date, we have not. And I know  
17 that -- we know that northwest Arkansas is different  
18 than central Arkansas, but I think we've been able to  
19 use some of our unique approaches to recruiting staff  
20 to find the folks that are a good fit for us. With  
21 our waiver we've been able to bring in folks who are  
22 interested in -- with our waiver of certification  
23 we're able to bring in folks who are highly qualified  
24 otherwise, bring them into teaching. Unfortunately,  
25 sometimes they jump ship on us after a few years, but

1 most of them don't. Most of them buy into what we're  
2 doing and see what we're doing that's quality  
3 education for students. So in the past that hasn't  
4 been a problem. We know that there are different  
5 challenges in northwest Arkansas, but we're looking  
6 at those now and developing ways to address that as  
7 we grow in that area.

8 CHAIRMAN PFEFFER: Okay. Mr. Rogers or Ms.  
9 Newton, do you have any additional questions?

10 MS. NEWTON: I don't.

11 MR. ROGERS: I do.

12 CHAIRMAN PFEFFER: Okay.

13 MR. ROGERS: So what communication has been  
14 going back and forth between y'all and the Rogers and  
15 Bentonville School Districts?

16 SUPT. BOGREK: We invited those superintendents  
17 and also assistant superintendents to our schools.  
18 We are still waiting for their answer. But I had an  
19 opportunity to talk to Bentonville superintendent,  
20 but we couldn't reach Rogers superintendent. But we  
21 showed our efforts we tried to reach them. We  
22 invited them to our Springdale campus. Maybe they  
23 are busy, maybe they couldn't make this, but we will  
24 continue. We've already scheduled a visit with the  
25 Fayetteville superintendent and will invite

1 Springdale School District. So we are collaborating  
2 with them. We will continue. But we tried to reach  
3 them many times.

4 MR. ROGERS: So how did they feel about this  
5 expansion? And was there -- their districts -- I  
6 mean has that been --

7 SUPT. BOGREK: Yeah. Again, I talked to Dr.  
8 Jones, Bentonville superintendent, you know, a few  
9 months ago. I explained our, you know, plan. Again,  
10 since, you know, northwest Arkansas is growing very  
11 fast I think in 12 years they will double their  
12 population. I know that they're also adding new  
13 buildings. I think this, you know, expansion is not  
14 going to impact them negatively at all because the  
15 population is already growing and the diversity is  
16 there, 36%, in that region in these academic grades,  
17 you know, with a diverse population. I think -- I'm  
18 hoping that we will have collaboration between them  
19 and then we will share our best practices, as we do  
20 in Little Rock. I think it will be also an advantage  
21 for them, and sometimes at least they're looking for  
22 a small environment and then this can be a great fit  
23 for them. But I'm sure, you know, they're adding  
24 more buildings, so they don't have any enrollment  
25 concerns. And as you see today, you know, no one is



1 objecting from both districts. So I think they're  
2 positive, but we will continue collaborating and  
3 reaching out to them.

4 MR. ROGERS: Then I just have one more question,  
5 if I can?

6 CHAIRMAN PFEFFER: (Nodding head up and down.)

7 MR. ROGERS: On the enrollment cap, so what's  
8 your current -- your current enrollment for all your  
9 schools right now?

10 SUPT. BOGREK: Around 2,800 as of now.

11 MR. ROGERS: And you're already at a cap of  
12 3,432. So that's still a little over 1000, 1200 kids  
13 -- students that you could add. So, I'm just  
14 wondering why you're asking for the increased cap, to  
15 go up on that? And --

16 SUPT. BOGREK: So --

17 MR. ROGERS: And, you know, I know Bentonville  
18 is the one growing, but overall as a state the total  
19 population of students isn't growing at as fast a  
20 pace as it traditionally has in the past. So I would  
21 just -- if you could speak about why you're asking  
22 for another 950 right now?

23 SUPT. BOGREK: So 950 we're asking is only for  
24 the Rogers location. And the other -- you know,  
25 around 400 we transferred, that came from Little Rock

1 Prep. So we will use -- we will, you know, bump up  
2 our enrollment, you know, to 3,400, including Little  
3 Rock Prep transfers, this summer and maybe next  
4 summer. So, just 950. We will start with 216 the  
5 first year, in 2022. This is for only the Rogers  
6 location. And I think we showed our projection; so  
7 we will reach 950 in 12 years, by 2033. So we are  
8 not going to use this cap, you know, in two or three  
9 years. We will use this cap in 12, 13 years. But we  
10 need this cap because right now a third-party is  
11 investing in building, you know, facilities and  
12 leasing it to us. So they will buy the 20 acres of  
13 land. So they need to see that cap, you know,  
14 increase, so by this way they will invest in that and  
15 we will use that cap. So we are not going to use  
16 this cap right away, but we need that cap to be able  
17 to, you know, construct the building, make our  
18 facilities ready in 10 years to accommodate those 950  
19 students.

20 CHAIRMAN PFEFFER: Dr. Fatih, so can I clarify  
21 the 950 enrollment cap, are you planning to use that  
22 exclusively for the growth in northwest Arkansas?

23 SUPT. BOGREK: Yeah, in Rogers. Yeah, dedicated  
24 to the Rogers campus.

25 CHAIRMAN PFEFFER: Okay. All right. Mr.

1 Baldwin, do you have questions?

2 MR. BALDWIN: Yes, thank you, I do have one  
3 question. And I saw in your application that you're  
4 going to look at underserved students in the Rogers/  
5 Bentonville area. And I guess my question was how do  
6 you identify those students and what is your targeted  
7 goal to reach out to those students? And then,  
8 finally, what do you think your cap's demographics  
9 will look like as you matriculate through that  
10 process?

11 MS. BARONI: I'd like to ask Mr. Hasan, who's  
12 our Springdale campus leader, to address that. He's  
13 been -- he's taken a look at some of the demographics  
14 and where particular communities are located. He's  
15 also been working with the Hispanic and Marshallese  
16 population in that area.

17 So, Mr. Hasan, would you like to address that  
18 regarding our outreach to those communities?

19 MR. SAZCI: Yes. Hi. This is Hasan Sazci. I  
20 am the assistant superintendent and academic  
21 principal in Springdale. Thank you for being here  
22 and giving us a chance to answer questions.

23 Let me start with our experience in Springdale  
24 so we can, you know, show you what we are doing. We  
25 are working with the communities. We tried to reach

1 every single family in neighborhoods that they may be  
2 interested in coming to our campus. So we are  
3 starting to send mail to all the neighborhoods and  
4 the Zip Codes that's surrounding us and in multiple  
5 languages. And also we are working with the  
6 community members and groups and partners, such as  
7 (inaudible) or Marshallese Coalition. And so we are  
8 reaching them and we are asking them to support us,  
9 to translate our message to their communities. And  
10 for that last year and this year we've had special  
11 open-houses for each individual group, like the  
12 Hispanic populations and Marshallese populations.  
13 And also we have translators for them to come to help  
14 translate the message to them and answer their  
15 questions in their native language. In addition to  
16 that, we also provide registration support and  
17 application support with the technology, and we are  
18 letting them come to school and visit the school  
19 environment with translation available to answer  
20 their questions. In addition to that, we are making,  
21 you know, like radio ads in Spanish to, you know,  
22 reach those communities. And in this effort we have  
23 very positive feedback from all of our communities so  
24 far coming and completing applications and, you know,  
25 wanting to be part of our school system in northwest

1 Arkansas, especially in Springdale. Our goal is the  
2 same to go to Rogers; we are going to invite like all  
3 the Zip Codes with bulk mails and then we will host  
4 open houses. And also we will reach the community  
5 members and use our connections to reach the  
6 communities, to translate our message in their  
7 languages and answer their questions. And also we  
8 are recruiting, you know, staff members on our  
9 campuses to support those members in their languages  
10 to eliminate language barriers.

11 And so this is our plan to reach the community  
12 and to make sure they know what we are trying to do  
13 and what they can expect and learn from our programs.

14 DR. BOGREK: So we are working with a  
15 professional advertising company. So we have made  
16 out our postcards to all the families. And also  
17 social media and other advertising, like billboards.  
18 So we try to reach everyone to make sure that  
19 everyone knows we are opening a school there.

20 MR. BALDWIN: Okay. Thank you.

21 SUPT. BOGREK: Thank you.

22 CHAIRMAN PFEFFER: Okay. Dr. Williams?

23 DR. WILLIAMS: Yes. And most of my questions  
24 have been covered. But what general area are you all  
25 looking to build in Bentonville/Rogers? What I mean

1 by "general area," I live here in northwest Arkansas,  
2 so very familiar with the demographics and where  
3 they're located at. Springdale demographics is just  
4 a little different than what Rogers is, because most  
5 of our Marshallese population is over in east  
6 Springdale here, along with the Latino population.  
7 So if you're going to be locating in the Bentonville/  
8 Rogers area, are you -- any idea on whether you're  
9 going to be on the west side or east side of I-49 and  
10 whether you'd be in the -- I'd just say the southeast  
11 part or the southwest part or the northeast/northwest  
12 part of those two -- one of those two cities?

13 SUPT. BOGREK: Mr. Hasan can address this  
14 question.

15 Mr. Hasan.

16 MR. HASAN SAZCI: Yes. You know, I believe it's  
17 on the presentation the address of our campus. It's  
18 going to be in Rogers, like on the west side of the  
19 I-49. It's very close to I-49. So we are going to  
20 go on the Rogers side, not in Bentonville, but we're  
21 close to the border so we can serve both communities.  
22 And when we are looking for a location we want to  
23 make sure it's easy access to the major interstate  
24 for the community use, and also 71 and Walnut. So  
25 when we are looking for a location we want to make

1           sure anyone using those major arteries in northwest  
2           Arkansas can use those to reach our location. So  
3           that was the reason why we are looking for property  
4           close to I-49. And then we are looking for a  
5           location -- if they are coming from the north they  
6           can take the 71 and get to our campus. And if they  
7           are going to 71 to go back, they can go south and  
8           take the next exit to go back to 49 and vice-versa  
9           for the south or each direction. Walnut and Walton  
10          Streets, they're all really easily accessible. And  
11          we are not building on the major roads, to eliminate  
12          the traffic problems. So it's not a major road, but  
13          real close. So with this location and the traffic  
14          for the communities it's going to be easy. And, you  
15          know, the people work on both sides of the 49 -- you  
16          know, like, the Rogers side or the Bentonville side.  
17          So with our location that we are proposing it's going  
18          to serve both of those communities' needs. And also,  
19          you know, there are lots of businesses around for the  
20          people who want to have convenience and they're going  
21          back to like their work and to drop off. So there's  
22          that medical center close to there; you know, it's a  
23          big place. So I believe the location is going to be  
24          really convenient for northwest Arkansas.

25                   DR. WILLIAMS: Okay. And will you all have --

1 are you looking to provide transportation, run a bus  
2 or something? In northwest Arkansas, you have  
3 pockets where communities live and a lot of it is  
4 based on socioeconomic status. So if you're looking  
5 to bring in lower income, you're not going to have a  
6 lot of two-car families and the vehicle usually would  
7 have to go to work with the family member that's  
8 working. So if you don't have a neighborhood type  
9 school, then you're going to have to have some type  
10 of transportation to get low-income kids to your  
11 building.

12 SUPT. BOGREK: We don't make any plan for  
13 transportation for Rogers. But for our Little Rock  
14 Prep Academy transfer, you know, expansion, we are  
15 going to provide transportation from downtown to our  
16 elementary. So I think we will have our first  
17 experience next year, and we are going to open the  
18 school in two years, and then maybe after this  
19 experience we will definitely consider your  
20 recommendation, you know, for this. We'll look at  
21 the area, we'll look at their applications; if  
22 there's a demand for transportation we will  
23 definitely consider the needs of the community.

24 DR. WILLIAMS: Okay. That's good, because we  
25 have pockets here. We kind of have the haves and



1 have-nots into the growing area. So housing patterns  
2 are -- you know, like, for example, you know, the  
3 downtown areas are becoming so gentrified now that  
4 it's forcing others to kind of move on the outer  
5 parts of the downtown area. So if you're located in  
6 a place where there are not low-income families  
7 there, they may have trouble getting to your school.

8 SUPT. BOGREK: I think our location is great  
9 because it's minutes away from Rogers downtown and  
10 also Bentonville downtown. I think it's the best  
11 location to be on the border. So it's a great, you  
12 know, location. But definitely we'll consider  
13 transportation based on the need.

14 DR. WILLIAMS: Yeah. And I like your marketing  
15 plan that y'all talked about. That's going to be  
16 very helpful.

17 SUPT. BOGREK: Thank you, Mr. Williams. Thank  
18 you.

19 CHAIRMAN PFEFFER: Dr. Kremers, do you have  
20 questions?

21 DR. KREMERS: Yes. I was just going to ask --  
22 part of the presentation mentioned that you wanted  
23 flexibility to add grade bands where there's highest  
24 demand. And I just wondered what your projections  
25 look like for -- what your plan is based on those

1 projections on how you will add the different grade  
2 bands?

3 SUPT. BOGREK: Our projection was starting K  
4 through 6 and then adding one grade level each school  
5 year. This is our projection. But based on the  
6 demand or maybe if we won't have enough, you know,  
7 students for maybe some grade levels, this is why we  
8 asked for the flexibility. But our projection is in  
9 2022-23 starting K through 6 and adding one more  
10 grade level each year, and then maybe a whole K-12  
11 system we will reach in 2028, so we will have all  
12 grade levels. That's the projection. But based on  
13 the demand we can reach this goal early or late.  
14 This is why we ask the flexibility based on the  
15 application numbers.

16 DR. KREMERS: Okay. I guess just there wouldn't  
17 be an instance where you would have starting with the  
18 lower grades and then there's a high demand for high  
19 school and then there's nothing in between, like  
20 there wouldn't be any --

21 SUPT. BOGREK: We don't want to open high school  
22 before opening our middle school. First of all we  
23 need to establish our middle school and then we can  
24 open the high school. For the high school, when  
25 you're starting with small numbers you need to make

1           sure you offer the required courses. So we prefer to  
2           start as a 9th grade, not, you know, having 10th  
3           graders, you know, earlier. So, first of all, we  
4           want to establish our middle school and then  
5           establish our high school.

6           DR. KREMERS: Okay. Thank you.

7           And then my other question would be would it be  
8           possible just to go through, Mary Claire, just what  
9           waivers are in place? Because I know they're asking  
10          just to keep the existing waivers in place. Can we  
11          just run through the waivers they have?

12          MS. HYATT: Sure. Give me just a second to pull  
13          them up. Okay?

14          SUPT. BOGREK: I can email you, if you need our  
15          waivers.

16          MS. HYATT: So they have waivers for alternative  
17          learning environments, board of directors, class size  
18          and teaching load, counseling licensure, 120 clock  
19          hour requirement, some discipline statutes, teacher  
20          fair dismissal, employee fair dismissal, the TESS  
21          system (Teacher Excellence and Support System), the  
22          evaluation system. They have some waivers that apply  
23          to facilities, like flag display and things like  
24          that. Guidance counseling, library media specialist,  
25          instructional materials, non-instructional duty time,

1 personnel policies, duties of the principal,  
2 principal licensure, salary schedules, minimum  
3 compensation, school elections, the position of the  
4 superintendent, superintendent licensure, teacher  
5 licensure, transportation -- [clearing throat] excuse  
6 me. I think that's mostly it.

7 DR. KREMERS: Can you -- what is the  
8 transportation waiver?

9 MS. HYATT: I believe they just have a waiver so  
10 that they do not have to provide transportation -- or  
11 that if they provide transportation it's not  
12 necessarily done as it's stated in the law, with  
13 school buses.

14 DR. KREMERS: Okay.

15 MS. HYATT: And I wasn't around, I don't think,  
16 when they originally got those waivers; so they might  
17 have a different rationale for having those. But  
18 that's the -- they have a waiver from the law. The  
19 law does not necessarily require that you provide  
20 transportation, but it does require that if you  
21 provide transportation you do it in a certain way.

22 DR. KREMERS: Okay. Thank you so much.

23 MS. HYATT: Sure.

24 CHAIRMAN PFEFFER: Okay. I think everyone has  
25 gone through and asked a question. So I'll open it

1 up now to see if there are any remaining concerns or  
2 questions that need to be discussed.

3 MR. ROGERS: I have just one.

4 CHAIRMAN PFEFFER: Okay, Mr. Rogers.

5 MR. ROGERS: So in looking over the finances and  
6 everything, I mean there's a big balance in your  
7 activities fund. I noticed that last year you ended  
8 with \$450,000 and then this year at the end of  
9 February it was around \$730,000. So I was just kind  
10 of wondering how that's getting to be so big and do  
11 y'all have plans to spend it elsewhere or what's the  
12 need for that activity fund? I've seen that you  
13 spend it on clubs, uniforms, field trips, and other  
14 activities, but just wondering about that balance  
15 continuing to grow.

16 SUPT. BOGREK: Yeah. Usually our source for our  
17 activity fund is our aftercare and clubs. So we are  
18 offering all the clubs, you know, in elementary  
19 schools and also aftercare; we provide aftercare  
20 service until 5:30. That is also an advantage of  
21 this, so if parents are working they can leave their  
22 kids until 5:30, 6:00. So most of it, you know,  
23 aftercare or activity fund is coming from aftercare  
24 or clubs. And we use those, you know, funds for  
25 school activities and each school might have

1 different -- usually elementary schools they have  
2 more than middle and high school. So if you have a  
3 specific question about how we use this, you know,  
4 fund or --

5 MR. ROGERS: Well, I guess I just continue to  
6 see the fund grow. So I was just wondering in your  
7 clubs, given the population and trying to get the  
8 lower income, is there going to be reduction of that?  
9 Are y'all expanding the services you give? How are  
10 you planning on using those funds -- or you just  
11 continue to see the balance grow? What's the --

12 SUPT. BOGREK: Especially -- you know, we use it  
13 as much as we can and usually, you know, we have  
14 extracurricular activities as, you know, we are very  
15 strong in math, science fairs, robotics -- sometimes  
16 large science fair teams -- or science -- our team is  
17 going to other states. So we have a STEM festival;  
18 mostly it's funded by also our activity fund too.  
19 But we have a high demand for our aftercare and  
20 clubs, so this is why our funding is growing more  
21 than what we are spending. But I think we don't have  
22 any limits, so we can't (inaudible) for our activity  
23 fund the following years; so (inaudible) to spend all  
24 the money right away. But as much as needed we  
25 spend. And mostly right now one of our schools we

1 are piloting an off-site, you know, institution to  
2 come and provide aftercare. We will see how it's  
3 going to work. But as of now, just we are doing our  
4 activities. We are not asking any teacher to cancel  
5 an activity because of funding; so we provide  
6 whatever they need. But we have a high demand for  
7 our afterschool programs and that's how they pay.  
8 And (inaudible) too, so it's -- we are not charging  
9 for that. But because of the students that are  
10 attending after school events, so this is why our  
11 funding is growing in the activity fund.

12 MR. ROGERS: Okay. Thank you.

13 SUPT. BOGREK: You are welcome, Mr. Rogers.

14 CHAIRMAN PFEFFER: Okay. Ms. Hyatt, are there  
15 any issues that you see that we need to be talking  
16 about?

17 MS. HYATT: No, ma'am.

18 CHAIRMAN PFEFFER: Okay. Panel Members, unless  
19 you have anything else, I think that they've answered  
20 most of the questions. And it looks like our  
21 decision would be to grant their request to add a new  
22 K-12 campus and increasing the enrollment cap by 950.

23 Since they've indicated that they want that 950  
24 enrollment cap to be for the campus, can we -- can  
25 that all be one motion, Ms. Hyatt?

1 MS. HYATT: Yes, ma'am.

2 CHAIRMAN PFEFFER: Okay. So if there aren't any  
3 questions, we can entertain a motion.

4 DR. WILLIAMS: So moved.

5 MR. BALDWIN: Second.

6 CHAIRMAN PFEFFER: Okay. I have the motion by  
7 -- I believe it was Dr. Williams?

8 DR. WILLIAMS: Yes.

9 CHAIRMAN PFEFFER: And second by Mr. Baldwin; is  
10 that correct?

11 MR. BALDWIN: Yes.

12 CHAIRMAN PFEFFER: Okay. Any discussion?

13 MR. ROGERS: I would just like to say that I am  
14 concerned that -- not anything with the performance  
15 or anything thus far with Lisa, but just as fast as  
16 we're growing this district and how it can spread  
17 out, what we're all trying to cover. And then  
18 increasing that cap to the amount that we are right  
19 now, even though I know the 950 is for what they  
20 project to be in Rogers, I still just -- I just have  
21 concerns about how to -- I don't guess -- for lack of  
22 a better way to say it, it's just going too fast --  
23 and to make sure that the schools that they currently  
24 have are still being served, as well as expanding to  
25 make sure that all their students are being served as



1 well as they are right now. That's just my concern  
2 that I have going forward.

3 CHAIRMAN PFEFFER: And in the presentation they  
4 talked about the initial -- it would not start until  
5 2022, and the enrollment would be staggered with K-6  
6 initially, and then growing one grade per year after.  
7 Is that the plan?

8 SUPT. BOGREK: Yes.

9 CHAIRMAN PFEFFER: Okay. So is it -- would my  
10 assumption be correct that there would be time to  
11 monitor the charter as a whole to make sure that  
12 there aren't any questions over the next couple of  
13 years? And then as they add grades there would be  
14 time to kind of address any concerns there with the  
15 growth?

16 MS. WEBB: We can certainly monitor the school,  
17 yes.

18 CHAIRMAN PFEFFER: Ms. Webb, would you repeat  
19 that?

20 MS. WEBB: We can certainly do any monitoring  
21 that we need to.

22 CHAIRMAN PFEFFER: Okay. Mr. Rogers, does that  
23 help alleviate some of your concerns?

24 MR. ROGERS: Yeah. I mean I know that we can  
25 monitor, and I just feel like there's been -- you

1 know, I think growing too fast, while it's good, it  
2 has its disadvantages too. And that's just -- that's  
3 just my concern right now.

4 (FEW MOMENTS OF SILENCE)

5 CHAIRMAN PFEFFER: Sorry. Any more discussion?  
6 Okay.

7 DR. WILLIAMS: Let me just add that I think Mr.  
8 Rogers has a -- his comments are valid. And I just  
9 think that we just need to -- they haven't given us  
10 any reason to be concerned as of yet, but we do need  
11 to monitor them and just make sure that they -- they  
12 are not neglecting what they're already doing.  
13 That's all I have.

14 CHAIRMAN PFEFFER: Okay. So let's go ahead and  
15 do a roll-call vote on this just to be sure. So, I'm  
16 going to start -- the motion is to approve the  
17 amendment request and the -- to open the new campus  
18 and increase the enrollment by 950.

19 So, Mr. Baldwin.

20 MR. BALDWIN: I vote yes.

21 CHAIRMAN PFEFFER: Ms. Newton.

22 (MOMENT OF SILENCE)

23 CHAIRMAN PFEFFER: Ms. Newton, you may need to  
24 un-mute.

25 (MOMENT OF SILENCE)

1 CHAIRMAN PFEFFER: Okay. We'll move to Dr.  
2 Williams.

3 DR. WILLIAMS: I vote yes.

4 CHAIRMAN PFEFFER: Dr. Kremers.

5 DR. KREMERS: I vote yes to approve the request.

6 CHAIRMAN PFEFFER: Mr. Rogers.

7 MR. ROGERS: Yes.

8 CHAIRMAN PFEFFER: Okay. Let's go back. Ms.  
9 Newton, can you hear us?

10 (MOMENT OF SILENCE)

11 CHAIRMAN PFEFFER: Okay. We have four yes  
12 votes. Are we good?

13 MS. HYATT: That's a majority.

14 CHAIRMAN PFEFFER: Okay. All right. Well, the  
15 motion does pass, and congratulations. We'll  
16 continue to work with you and you can move forward on  
17 your plans.

18 MS. BARONI: Thank you.

19 SUPT. BOGREK: Thank you for the opportunity.  
20 We appreciate your consideration and approval. Thank  
21 you so much.

22 MS. BARONI: Thank you.

23 CHAIRMAN PFEFFER: Okay. Panel, we have another  
24 request. Are we good to continue on to the third  
25 request?

1 DR. WILLIAMS: I'd like a 5-minute break.

2 DR. KREMERS: Yes, I agree.

3 CHAIRMAN PFEFFER: Okay. Let's do a 5-minute  
4 break and we will reconvene. It's almost noon, so  
5 let's try to be back at about 12:05.

6 DR. KREMERS: Thank you.

7 DR. WILLIAMS: Thank you.

8 (BREAK: 11:59 A.M. - 12:07 P.M.)

9 CHAIRMAN PFEFFER: Okay. So we've got -- let me  
10 find my list here. All right. So Dr. Williams,  
11 you're here.

12 DR. WILLIAMS: Yes.

13 CHAIRMAN PFEFFER: Ms. Newton -- Toyce, are you  
14 with us?

15 (MOMENT OF SILENCE)

16 MS. WEBB: She had put something in the chat  
17 box. Did you see that? She said her call  
18 disconnected when you were taking the vote, I think,  
19 earlier. But she said she's dialed back in.

20 CHAIRMAN PFEFFER: She's back with us. Okay.

21 MS. WEBB: That's what she says in the chat.

22 CHAIRMAN PFEFFER: All right. I'm not seeing a  
23 chat from her right now in my chat.

24 MS. WEBB: Oh, she sent it to me privately, I  
25 guess.

1 DR. WILLIAMS: Ms. Newton just called me. She  
2 can hear us, but we can't hear her. She can't un-  
3 mute her screen.

4 CHAIRMAN PFEFFER: Okay.

5 DR. WILLIAMS: So she can hear us.

6 CHAIRMAN PFEFFER: Okay. All right. And so,  
7 Ms. Newton, if you're in the chat box you can do a  
8 chat to everyone or you can just to Ms. Webb; so  
9 however you need to communicate. I know it's hard.  
10 Dr. Kremers is back with us.

11 DR. KREMERS: Yes.

12 CHAIRMAN PFEFFER: Mr. Rogers, are you back with  
13 us?

14 MR. ROGERS: Yes, ma'am.

15 CHAIRMAN PFEFFER: Okay. And Mr. Baldwin?

16 MR. BALDWIN: Yes, I'm here.

17 A-3: REQUEST FOR OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENT: THE  
18 EXCEL CENTER

19 CHAIRMAN PFEFFER: Okay. All right. Well, we  
20 will go ahead and move on with our third item on our  
21 action agenda, which is a waiver consideration for  
22 The Excel Center.

23 MS. WEBB: When The Excel Center charter  
24 application was initially approved, in October of  
25 2016, they were granted a waiver for school board

1 training hours. However, within that request somehow  
2 the Standard for Accreditation that matches that law  
3 was left out, and so this is really a clean-up. They  
4 continue to flag in SFA because they do not have the  
5 Standard for Accreditation, and so that's why they're  
6 interested in adding that standard to go along with  
7 the law so that's fully effectuated here.

8 And today we do have Superintendent Cindy Varner  
9 and the school director, Greg Wertenberger, here to  
10 answer any questions.

11 CHAIRMAN PFEFFER: Okay. So we just want to go  
12 ahead and go straight to questions then?

13 MS. WEBB: I don't think they necessarily have a  
14 presentation just because --

15 CHAIRMAN PFEFFER: Right.

16 MS. WEBB: -- it's just to effectuate their  
17 waiver.

18 CHAIRMAN PFEFFER: Okay.

19 Ms. Hyatt, do you want -- I guess do we need to  
20 swear in though?

21 MS. HYATT: Yes, please.

22 And just to add a little bit of context to what  
23 Tracy is saying, I think this is one of the standards  
24 that accidentally got dropped during the standards  
25 transition that we did in early 2019. So I'm sure

1 you remember having to review all of those. So this  
2 is just kind of a continuation of that.

3 But, yes, please swear them.

4 CHAIRMAN PFEFFER: Okay. Okay. Yeah, let's do  
5 that.

6 So it's Ms. Varner -- and who else is swearing  
7 in?

8 SUPT. VARNER: Mr. Wertenberger.

9 CHAIRMAN PFEFFER: Mr. Wertenberger. Okay. Oh,  
10 okay, I see you both. All right.

11 Do you swear or affirm that the testimony you're  
12 about to give shall be the truth, the whole truth,  
13 and nothing but the truth?

14 SUPT. VARNER: I do.

15 MR. WERTENBERGER: I do.

16 CHAIRMAN PFEFFER: Okay. Thank you very much.

17 And so let's just go back, just for clarity, and  
18 update us again. This is a waiver of the Standards  
19 for Accreditation with regards to school board  
20 training; is that correct?

21 MS. WEBB: Yes.

22 CHAIRMAN PFEFFER: Okay.

23 MS. WEBB: Standard 3(a)(6).

24 CHAIRMAN PFEFFER: Okay. Do you all want to  
25 give -- do you all want to share any information or

1 do you want us to go ahead and start with questions?

2 SUPT. VARNER: I think start with questions. We  
3 don't have anything more to offer than what Ms. Webb  
4 and Ms. Hyatt have stated.

5 CHAIRMAN PFEFFER: Okay. All right. Well,  
6 let's go -- we'll go back through the list.

7 Mr. Baldwin.

8 MR. BALDWIN: I have no questions.

9 CHAIRMAN PFEFFER: Okay. Ms. Newton, if you  
10 need to and you want to put your question in the  
11 chat, then I'll read it out-loud.

12 We'll go ahead and go to Dr. Williams. Did you  
13 have any questions on the waiver?

14 DR. WILLIAMS: Yes. Please restate the waiver  
15 again. I just wasn't quite clear exactly what's  
16 being requested.

17 CHAIRMAN PFEFFER: Okay. Ms. Hyatt, do you want  
18 to talk through this waiver and kind of give us some  
19 context? Is this a waiver that is typical or -- give  
20 us a little information.

21 MS. HYATT: Sure. So they already have a waiver  
22 of the pertinent sections of the law. The law says  
23 that every year school board members have to get a  
24 particular number of hours of training. They have a  
25 waiver of the law; it's just during that standards



1 transition to the new version of the standards their  
2 waiver of the standards got dropped somehow. So they  
3 need a waiver from the standard that is the school  
4 board training. It is really common. All of the  
5 school board waivers are really common for open-  
6 enrollments because they don't have elected school  
7 boards; they have appointed school boards. And they  
8 usually have some sort of bylaws that have  
9 information about how they fill vacancies and how  
10 they get training and what the requirements to sit on  
11 the board are, and that's how the board is governed,  
12 rather than by those laws. But this is just the  
13 required training piece.

14 DR. WILLIAMS: Thank you. That's very helpful.  
15 No additional questions from me.

16 CHAIRMAN PFEFFER: Dr. Kremers.

17 DR. WILLIAMS: And --

18 CHAIRMAN PFEFFER: Oh, go ahead.

19 DR. WILLIAMS: And Ms. Newton doesn't have any  
20 questions either.

21 CHAIRMAN PFEFFER: Okay. Thank you for sharing  
22 that.

23 Dr. Kremers.

24 DR. KREMERS: I have no questions.

25 CHAIRMAN PFEFFER: Mr. Rogers.

1 MR. ROGERS: So basically this is just clean-up;  
2 right?

3 MS. HYATT: (Nodding head up and down.)

4 MR. ROGERS: Okay. Then, I'm good.

5 CHAIRMAN PFEFFER: Ms. Hyatt is confirming yes.  
6 Okay. All right. So it looks like everybody  
7 has their questions answered.

8 And if there aren't any more questions, Ms.  
9 Hyatt, are we ready for a motion from everything you  
10 would see?

11 MS. HYATT: Yes, ma'am.

12 CHAIRMAN PFEFFER: Okay. Does anyone have a  
13 motion?

14 DR. KREMERS: I move to approve the request for  
15 the waiver.

16 MR. ROGERS: Second.

17 CHAIRMAN PFEFFER: Okay. I have a motion by Dr.  
18 Kremers, second by Mr. Rogers.

19 All those in favor say "aye."

20 MR. ROGERS: Aye.

21 MR. BALDWIN: Aye.

22 DR. KREMERS: Aye.

23 DR. WILLIAMS: Aye.

24 And Ms. Newton says aye, also.

25 CHAIRMAN PFEFFER: Okay. Anybody opposed?

1 MS. HYATT: Could we have Ms. Newton type that  
2 in the chat box, please?

3 DR. WILLIAMS: She was trying to type it in the  
4 chat box and it wasn't working for her.

5 MS. HYATT: Okay. The motion would pass either  
6 way, so I think it's fine.

7 DR. WILLIAMS: And you can probably wrap up and  
8 verify with her, you know, after the meeting. But --

9 (COURT REPORTER'S NOTE: Dr. Williams holds up  
10 his phone to show Ms. Newton's response.)

11 CHAIRMAN PFEFFER: Okay. Yeah. Do we see it,  
12 that she says aye?

13 Okay. All right. The motion passes.

14 Thank you for working with us on this continued  
15 clean-up on the waivers.

16 SUPT. VARNER: Thank you all very much. We  
17 appreciate you.

18 MR. WERTENBERGER: Thank you.

19 A-4: BLYTHEVILLE HIGH SCHOOL REPORT TO THE PANEL

20 CHAIRMAN PFEFFER: Okay. So we will move on to  
21 item number 4, and this is Blytheville High School  
22 and we had asked them to do an annual report. So I  
23 know that that was emailed to us recently; so give me  
24 just a minute, I want to go pull this up.

25 And while we're doing this, either Ms. Webb or

1 Ms. McLaughlin, will you kind of go back and just  
2 remind us? Because it just seems like time has gone  
3 by so fast since, you know, we had a conversation  
4 with Blytheville. So, but would you remind us a  
5 little bit about what we had asked them to do and  
6 what they've put together for us today?

7 MS. McLAUGHLIN: So at their last renewal the  
8 Panel had asked that they report on their academics  
9 and various other topics on a yearly basis, and they  
10 confirmed that they would be happy to do so.

11 So today we do have representatives of the  
12 Blytheville New Tech High School charter appearing to  
13 provide this annual report. We do have Bobby Ashley,  
14 superintendent; Sally Cooke, the curriculum  
15 coordinator; Jennifer Blankenship, high school  
16 principal; Robin Sneed, literacy instructional  
17 facilitator; and Angela Parsons, who's the math  
18 instructional facilitator.

19 And just to go back a little bit, at the time  
20 there had been some turnover with a new principal.  
21 And since then that principal left; they now have  
22 Jennifer Blankenship as the high school principal.  
23 So I think that the original request was based on the  
24 changes in personnel and also the continued academic  
25 progress.

1           CHAIRMAN PFEFFER: Okay. Well, since this is a  
2 report to us is this something where we swear in  
3 those who are providing the report or is this just --  
4 this is an update to us? And will we be taking -- we  
5 won't be taking any kind of action -- or will we?

6           MS. HYATT: So it's not a hearing, so you're not  
7 required to swear in. You are welcome to take action  
8 on the charter after the report; you can take any  
9 lawful action on the charter. But since this is not  
10 a hearing you're not required to swear them in.

11           CHAIRMAN PFEFFER: Okay. So I think I see Mr.  
12 Ashley there. How are you all doing? I know that in  
13 addition to providing this report you've got a lot of  
14 other things going on, and we do realize that. So we  
15 appreciate you being here. And we'll open it up to  
16 you to talk with us about your report. And if you  
17 have anything else to share regarding your experience  
18 right now I think -- I'm sure our panel members would  
19 be interested in hearing that.

20           SUPT. ASHLEY: Okay. Well, thank you -- and, of  
21 course, good afternoon now. My name is Bobby Ashley  
22 and I am the superintendent of the Blytheville  
23 Schools. I hope you and your families are doing  
24 well, as we're trying to stay here from the pandemic  
25 that has changed the way that we live the last four

1 or five weeks. And so I hope everybody is staying  
2 safe and this thing will pass very soon.

3 What I'm going to do -- of course, we're going  
4 to be having our program, but I did want to enlighten  
5 you on a couple of things since the last time we  
6 spoke, is that there's been a little bit of change  
7 here at Blytheville. Of course, the usual change,  
8 we're having a lot of turnover. But we have just in  
9 the last couple of weeks announced -- or three weeks  
10 -- that we were having a RIF going through our school  
11 this next year. We're RIFing like 25 teachers,  
12 absorbing 7, and having about -- partial RIFs on  
13 about 50-something people. So because of the fiscal  
14 issues that we were dealing with we're also trying to  
15 continue -- and I think we're doing a marvelous job  
16 of educating our students.

17 What I'd like to do at this time is introduce  
18 Ms. Jennifer Blankenship. She is the new high school  
19 principal for us this year, and she has been a long-  
20 time educator of about 25 years, all in Blytheville,  
21 and she has moved up through the ranks. After one  
22 year our other -- our previous principal was here for  
23 one year -- and we'll touch base on that here in a  
24 few minutes. But what I'd like to do at this time is  
25 just introduce Ms. Jennifer Blankenship who is the

1 new Blytheville High School New Tech principal.

2 Ms. Blankenship.

3 MS. BLANKENSHIP: Good afternoon. I am Jennifer  
4 Blankenship, first year principal at Blytheville High  
5 School. I am the third principal that the students  
6 and staff that BHS have had in the last three years.

7 Although this has been a year of transition, a  
8 year to rebuild and readjust programs and schedules,  
9 I still believe that the vision of BHS is relevant  
10 and needed. Our vision is to develop learners who  
11 show agency, demonstrate the ability to communicate,  
12 collaborate, think critically, and transition into  
13 the college or career of their choice. Our vision is  
14 indeed for all students. We are focused as one  
15 school, one staff, one purpose, which is educating  
16 the whole child with excellence. This is how we  
17 intend to carry on the vision of Blytheville High  
18 School.

19 With our core beliefs, we believe that project-  
20 based learning is important because it forces  
21 teachers to get to DLK Level 3 and 4 questions where  
22 there's an emphasis on written and oral communication  
23 in every subject and has a student-centered focus  
24 which engages our students. They are collaborative  
25 in the classroom and with others outside of the

1 classroom. This year we have implemented advisory  
2 with the purpose of connecting students with a staff  
3 member who will establish relationships, check on  
4 their grades, their behavior, and their emotional  
5 well-being, which contributes to their overall  
6 success as a student. We realize that our students  
7 need positive relationships with adults in the school  
8 to be successful and productive citizens after they  
9 leave our building. Every teacher is connected to  
10 others in collaboration, providing a wide variety of  
11 viewpoints and skill-sets to our process. Evidence  
12 tells us that we work better together than in  
13 isolation. We practice this as educators and  
14 encourage it with our students as well. This  
15 provides them a more real-world experience of working  
16 with others, which the industries in our area have  
17 shared with us.

18 Finally, our community depends on us to be  
19 successful with our students in order for the  
20 community itself to survive and thrive. We send our  
21 students out to the community to do service through  
22 clubs and organizations, and we also bring the  
23 community into our schools to visit and speak to our  
24 students. The local Rotary Club sponsors an internet  
25 -- interact club at our school. Sororities provide



1 mentors through our young -- to our young ladies  
2 through our mentorship program called GRACE, Girls  
3 Reaching and Achieving Concepts of Excellence.  
4 Organizations like (inaudible) Food come in and work  
5 with our at-risk students, and we have a great  
6 partnership with Arkansas Northeastern College. We  
7 send students to take courses on campus at their tech  
8 center. ANC provides us with a career coach; they  
9 encourage our JAG students to attend, and they also  
10 offer support once they get accepted into ANC, and  
11 prepares our students for college.

12 MS. COOKE: Good afternoon. I'm Sally Cooke,  
13 and I've been providing school support for BHS along  
14 with the rest of the District.

15 As you can see from this slide, on our 2018-19  
16 report card we did have another F. After working so  
17 hard that school year, you can imagine our dismay  
18 when we found out that we were still one-tenth of a  
19 point from that D rating. That rating has been  
20 extremely tough on our school and our community as we  
21 try to showcase all of the good things that we know  
22 are happening and that our school is doing in order  
23 to keep our students here, to keep our students  
24 engaged, to keep our students from choicing out to  
25 area districts and the KIPP school which is also in

1 our district. We have kept our focus this school  
2 year on improving our teaching and learning. We will  
3 not be satisfied until we see more results and  
4 success in that process. We also realize now with  
5 school being interrupted that we will keep that  
6 rating for another year, so we're going to work  
7 double-diligently to move forward. In order to move  
8 forward we also know that we do have to face our  
9 barriers and find ways to overcome those barriers.  
10 They aren't excuses; they're just challenges in front  
11 of us. It's not uncommon for us to have teachers to  
12 leave during the school year, for a variety of  
13 reasons, and we're oftentimes forced to find long-  
14 term subs, combine classes, or assign courses to  
15 teachers that don't have very much experience. For  
16 example, in that 2018-19 school year our critical  
17 reading teacher left us during the second semester  
18 and it was quite an adjustment for the students who  
19 needed that extra support. But we know as we  
20 continue to work on our culture and provide stronger  
21 support to novice teachers that we can slow this  
22 occurrence. Forty-three percent of the BHS staff  
23 this last year has had three or less years of  
24 experience and/or are on a waiver for licensure.

25 Statistically, we are one of those schools that

1 falls into the achievement gap trap in which we have  
2 some of the most at-risk students and we have most of  
3 our teachers -- or many of our teachers who are  
4 either not experienced or not licensed, because it's  
5 very difficult to get teachers to stay in our area.  
6 Our instructional facilitators have both stayed in  
7 the classroom teaching courses because we want to  
8 keep their expertise in that classroom with the  
9 students. Mr. Ashley and I also attended a workshop  
10 on how to overcome the achievement gap trap, with Dr.  
11 Anthony Muhammad, and we'll be sharing what we  
12 learned with the building teams.

13 We also recognize that that transition from 8th  
14 grade to 9th grade is very difficult, so we've  
15 reinstated a freshman academy which has led this  
16 school year to a 42% decrease in behavior infractions  
17 in that grade alone. Students are getting much more  
18 support because the team is focused on consistency  
19 across all subjects and there are stronger  
20 relationships being built from day-one at BHS.

21 Finally, we've had a lot of transition for  
22 students and teachers, having three principals in the  
23 last three years. When Mr. Ashley left BHS to become  
24 superintendent we hired a principal who was very  
25 skilled in New Tech, with the idea that he would be

1 committed to making the needed changes -- but he left  
2 suddenly in May to take a job with New Tech. He had  
3 been given latitude to make a lot of changes, but  
4 many of the things that he began needed his presence  
5 in order to be implemented successfully. So we've  
6 had to change course again.

7 Our new principal, Mrs. Blankenship, does have  
8 roots, as Mr. Ashley told you, in our town and our  
9 school and was a teacher, a counselor, and an  
10 assistant principal here, which provides much needed  
11 stability for both staff, students, and our  
12 community. She has used this year to transition, to  
13 rebuild the culture of trust, and to readjust  
14 programs and schedules that were begun but not able  
15 to be carried through with the move from the previous  
16 principal.

17 MS. SNEED: Good afternoon. I am Robin Sneed,  
18 instructional facilitator at Blytheville High School.

19 So literacy -- me along with Angela Parsons will  
20 be reporting on our goals and progress for 2019-2020.

21 So our reading goal, our 2017-2018 baseline for  
22 9th grade based on the ACT Aspire data was 13.6. We  
23 set a goal of increasing this by 3 percentage points  
24 each year until we met the state average; therefore,  
25 last year's goal was 16.6. Last year's 9th graders

1 scored 15%, so we fell short of this goal. One  
2 barrier in meeting this goal, as Ms. Cooke said, was  
3 that our 9th grade critical reading teacher did  
4 leave. She resigned over Christmas break, causing  
5 many students anxiety and distress as they were  
6 placed in other classes or with other teachers  
7 without the opportunity to even say goodbye to their  
8 teacher. This year's goal is 19.6. As you can see,  
9 our current 9th graders have improved throughout the  
10 year on their interim assessment; however, they are  
11 still falling slightly short of our goal. We believe  
12 that even though they scored 15%, if we had been able  
13 to test all of our 9th graders before our testing  
14 window was disrupted due to school outage because of  
15 the Coronavirus that it would be even higher than  
16 that however.

17 So our 10th grade, our baseline was 6.9%;  
18 therefore, our goal for last year was 9.9%. At 9% we  
19 fell just shy of this goal. This year's goal is  
20 12.9. According to the NWEA data, our sophomores  
21 were on track to meet this goal and even score above  
22 this goal at 21.1%, meeting the cut-score for  
23 proficiency. According to the NWEA data for last  
24 year, we were on track to meet both of our goals.  
25 When I asked students why they scored higher on the

1 NWEA than they did on the ACT Aspire last year, they  
2 told me, "Ms. Sneed, the NWEA isn't timed," and so  
3 they're struggling with that timed part of the  
4 assessment. Therefore, we have been working hard  
5 this year in our English department to provide  
6 students with the opportunity to practice timed  
7 assessments.

8 For language, our 2017-2018 baseline score was  
9 31.2%. We set a goal of 3% improvement each year  
10 until we met the state average; therefore, last  
11 year's goal was 34.2%. At 31%, we fell short of this  
12 goal. This year's goal is 37.2%. According to the  
13 NWEA, we are projected to meet this goal this year.  
14 Even though the testing window for the interim -- for  
15 interim was interrupted due to the Coronavirus, we  
16 showed improvement between the three interims.  
17 However, we are not quite at our goal of 37.2% for  
18 9th grade.

19 For 10th grade, our 2017-2018 baseline was  
20 27.6%. Last year's 10th graders fell short of this  
21 goal by 1.6%. This year's goal is 33.6% and our  
22 students are on track to meet this goal with 41.9% on  
23 the last interim. This number is impressive,  
24 considering that many students who have made the cut-  
25 score on previous assessments were not able to take

1 the third NWEA assessment due to the basketball  
2 tournament and our window for make-ups being cut  
3 short due to school closures.

4 At this time Ms. Parsons will report on math and  
5 science goals.

6 MS. PARSONS: Good afternoon. I'm Angela  
7 Parsons. I am the math instructional facilitator and  
8 I'm also a math teacher.

9 For math, our 2017-2018 baseline score for the  
10 9th grade was 12.7%. We set a goal of 3% improvement  
11 each year until we meet the state average; therefore,  
12 last year's goal was 15.7%. At 10%, we did not meet  
13 this goal. This year's goal is 18.7%. According to  
14 the NWEA data, we were projected to meet the goal  
15 this year with our interim scores increasing each  
16 time, with the third interim having 19.8% of our  
17 students meeting the ready score.

18 For 10th grade, our 2017-2018 baseline score was  
19 4.3%. We again set a goal of 3% improvement each  
20 year until we met the state average, making our goal  
21 last year 7.3% and this year 10.3%. We met our goal  
22 last year and were on track to meet it again this  
23 year, with our interim NWEA scores increasing each  
24 time to a final interim score of 15.6%. And as Ms.  
25 Sneed said, we did have several who were proficient

1 on the second interim who were unable to test for the  
2 third, so I think that would have been higher.

3 For science, our 2017-2018 baseline score for  
4 the 9th grade was 10.6%. Our goal for this year was  
5 15.6%. Our 9th grade scores increased each interim  
6 from 11% to 16.5%, and finally to 19.7% of our  
7 students receiving a proficient score.

8 Our 10th grade scores were slightly different.  
9 Our baseline score was 4.9% and our goal for this  
10 year was 9.9%. We actually met this year's goal on  
11 last year's summative assessment, but obviously  
12 wanted to continue to improve even more. Our scores  
13 did improve slightly from interim one to interim two,  
14 but they dropped significantly on interim three.  
15 However, this is not representative of what our  
16 students are capable of. We were only able to test  
17 40 students total due to the state basketball  
18 tournament, of which our primary 10th grade science  
19 teacher is a coach; so he was out that first part of  
20 testing and then he wasn't able to complete hardly  
21 any of his make-up tests due to the Covid-19  
22 interruption. Also, we had a science teacher leave  
23 our district just a few weeks before the third  
24 interim test. She taught two sections of both 9th  
25 grade and 10th grade science. And we believe that



1 her sudden departure and the adjustments that needed  
2 to be made because of that in the school, as well as  
3 those students in her class, caused the lack of  
4 growth on that third interim test.

5 I'm going to turn it back over to Ms. Sneed.

6 MS. SNEED: We feel strongly that our 10th  
7 graders if they had been able to take the ACT Aspire  
8 this year would've met their goals in, if not every  
9 area, in almost every area. So we're actually really  
10 sad that the ACT Aspire is not happening this year  
11 for that reason.

12 Our fourth goal was our graduation rate. Our  
13 2014 cohort, which is the Class of 2018, their  
14 baseline graduation rate was 77.59%. We wanted to  
15 increase this goal by at least 1 percentage point  
16 each year until we reached the state average. Last  
17 year's goal, therefore, was 78.59% for the 2015  
18 cohort, graduating in 2019. Our actual was 87.67, so  
19 we did meet this goal. And we believe that we were  
20 on track to meet our goal this year as well.

21 At this time we want to talk about improving  
22 instruction in 2019-2020. The four areas that we've  
23 really been focused on is sustaining our learning  
24 culture, implementing and improving Science of  
25 Reading, insuring teachers understand project-based

1 learning, and including the PLC process.

2 One tool that we have used for building and  
3 sustained our learning culture is the New Tech  
4 network's learning organization framework, which has  
5 at its core the Cycle of Inquiry. The triangle  
6 surrounding the Cycle of Inquiry has a focus on  
7 structure, which includes time for teachers to  
8 collaborate around the data and around best  
9 practices; leadership with a focus on shared  
10 responsibility and cultivating leadership within and  
11 among the PLC teams; and, finally, you'll notice that  
12 the culture piece is the base of the learning  
13 organization framework. This includes setting norms  
14 to promote psychological safety, risk taking, naming  
15 elephants rather than having a culture of nice,  
16 encouraging new ideas, and giving space for both  
17 individual and group reflection.

18 Our embedded collaboration time is invaluable in  
19 supporting new teachers and giving teachers -- all  
20 teacher frequent reflection of their TESS goals and  
21 in modeling data conferences.

22 The school-wide learning outcomes that we have  
23 adopted upon becoming a New Tech school are still  
24 extremely important to us. We believe that all  
25 students need to not only master the content

1 knowledge, but our ideal graduates can also think  
2 critically, show agency, collaborate, and communicate  
3 with others. In our mission to educate the whole  
4 child we want our students to develop and reflect on  
5 a growth mindset and demonstrate ownership or be  
6 agents of their own learning. The PPL instructional  
7 process focuses on all of these skills.

8 This graph shows the percentage of teachers who  
9 -- at BHS who have completed the Science of Reading  
10 lessons that are available through the Arkansas IDEA  
11 website as of April 6th. We've actually had more  
12 teachers to complete since then as they continue to  
13 work from home. We do want to point out, however,  
14 that we are not just focused on teachers completing  
15 these modules. Through our embedded weekly  
16 collaboration time we have frequently asked teachers  
17 to reflect on their learning of the Science of  
18 Reading and to share ideas on how they can have or  
19 will use this valuable information in their  
20 classrooms to support struggling readers. This  
21 learning is of particular importance in our critical  
22 reading, transitional literacy, and ACT prep courses.  
23 But we have also been inspired by how our core  
24 content and elective teachers have switched to an  
25 ongoing focus of academic vocabulary word-study,

1 Greek and Latin roots, prefixes and suffixes, all  
2 embedded within their curriculum as a result of this  
3 learning. As more teachers advance through the  
4 modules, we know that they will adopt and share more  
5 reading strategies including sentence combining and  
6 understanding syntax to improve student achievement.

7 At this point our curriculum director, Ms. Sally  
8 Cook, will discuss our PLC current process and goals  
9 for 2020-2021 school year.

10 MS. COOKE: I realize that we are right at our  
11 time. Is it okay if I go ahead and share the goals  
12 for this coming school year and what they plan to do  
13 with this PLC process?

14 CHAIRMAN PFEFFER: So if you can go through in  
15 like the next four or five minutes -- we've got  
16 several who are going to have to drop off at 1:00.

17 MS. COOKE: Okay.

18 CHAIRMAN PFEFFER: And so I would like to be  
19 able to give people time to answer questions. We do  
20 have the presentation. It was part of the packet.

21 MS. COOKE: Okay.

22 CHAIRMAN PFEFFER: So if you could kind of just  
23 summarize quickly and that'll give time for questions  
24 and we can see what next steps the Panel would like  
25 to take.

1 MS. COOKE: Yes, ma'am, I can do that.

2 CHAIRMAN PFEFFER: Thank you.

3 MS. COOKE: Basically I want you to know that  
4 we've had the benefit of having a Solution Tree  
5 cohort grant school in our district. And because of  
6 that I've had the ability to look at what they're  
7 doing and learn from those associates, and that has  
8 been shared throughout our entire district. So  
9 Blytheville High School is planning to implement and  
10 in fact has already started that. So as you can see,  
11 the collaboration in the content area is focusing on  
12 the right work. This is a game-changer for them. We  
13 know that having every teacher take ownership of the  
14 work of all students, and not just the students that  
15 they teach, is going to make a difference. That  
16 collaboration time that these ladies have already  
17 talked about is going to be key to impacting that.

18 The second thing is that the PLC question asks  
19 what do we want students to know and be able to do.  
20 This group has already begun very intensive work on  
21 power standards or essential standards to create and  
22 guarantee a viable curriculum, which again we see the  
23 research tells us is going to have a .75 effect size.  
24 We realize that a .4 effect size is significant.  
25 They're already on track doing great things,

1 translating good teacher knowledge for brand-new  
2 people into better teaching and learning.

3 Next, we have to ask what is it -- or how is it  
4 that we will know when students have learned it. To  
5 do this the NWEA that they have mentioned, along with  
6 teacher created common formative assessments, will be  
7 used to monitor their student progress and then give  
8 the students specific help where they need, breaking  
9 that down into learning targets rather than just  
10 overall large learning standards. They're going to  
11 be able to check for understanding, attack the exact  
12 thing that students need, and then provide that  
13 support. Again, John Hattie's research tells us this  
14 would be a .9 effect size.

15 The third PLC question that they've been  
16 focusing on this year, and we'll dig in again on next  
17 year, is about how will we respond when the students  
18 do not learn. This is a very, very strong piece  
19 around feedback. Having the workshops built in  
20 already in Blytheville High School is the perfect  
21 opportunity to give us small group or individual  
22 support for students. When they can look at the NWEA  
23 or the common formative assessments they can  
24 individualize that feedback, re-teach learning,  
25 provide very, very individual support and intervene

1 as needed, and, again, appoint 3.73 effect size.

2 The final PLC question is how will we extend  
3 learning for those who already have it. And we know  
4 at BHS that we can't forget those students who are  
5 already ready to move ahead, because we have a number  
6 of kids who are pushing forward and doing great  
7 things. Project-based learning is that great way for  
8 students to extend and deepen their learning on grade  
9 level standards and produce real world products so  
10 they can go deeper through their standards, extend  
11 their learning, instead of just getting beneath the  
12 surface and then pushing on from there.

13 And looking forward we will -- these are the  
14 things that we've talked about finalizing. Ms.  
15 Blankenship was going to just hit this slide but  
16 since we're out of time we'll answer questions around  
17 that. But these again are the things that we know  
18 we're already doing that are working. We know with  
19 deeper implementation, stronger support, all of these  
20 pieces will come together to move us forward as a  
21 school. There's a great future ahead at BHS. Thank  
22 you.

23 CHAIRMAN PFEFFER: So thank you all for that,  
24 that report. It was -- it's very comprehensive and I  
25 think it does help us to see changes that are

1 starting to -- or that have taken place since we last  
2 met with you. I think the connection to the PLC work  
3 and the research for effect size, that's always very  
4 helpful to see.

5 I want to see if Panel Members have some  
6 questions or thoughts based on what was shared. And  
7 so I will start with Mr. Baldwin.

8 (MOMENT OF SILENCE)

9 CHAIRMAN PFEFFER: Are you muted, Mr. Baldwin?

10 MR. BALDWIN: Yes, I was. I'm sorry.

11 CHAIRMAN PFEFFER: Okay.

12 MR. BALDWIN: I've got to adjust my phone; it  
13 seems to mute on me without me doing it. So I  
14 apologize. Can you hear me now?

15 CHAIRMAN PFEFFER: Yes, sir.

16 MR. BALDWIN: Okay. Thank you.

17 I enjoyed your report and I can tell you put a  
18 lot of thought and effort into it, and I'm encouraged  
19 by the comprehensive nature that it has. My one  
20 thought that I had though as you were going through  
21 that report is the importance of retaining your  
22 leadership and the three principals in three years.  
23 That's debilitating to any organization and no amount  
24 of effort will overcome that. And I hope that that's  
25 part of -- it may not have been a stated part of your



1 plan, because your plan is really geared towards  
2 students. But I think a leadership retention plan to  
3 specifically make sure you accomplish that really is  
4 critical.

5 So that's my -- that's not a question, but that  
6 was my thought.

7 MS. COOKE: Yes, sir. And we are actually  
8 trying to do a wraparound support in our district  
9 with all of our principals meeting once a month, K-  
10 12, along with those of us at the administration  
11 building, to provide that ongoing sharing of ideas,  
12 sharing of support, the collaboration around the work  
13 so that we learn best practices together and support  
14 one another. And I think that's going to be a big  
15 piece in helping retain Ms. Blankenship. And also  
16 the fact that she is a local person who is already  
17 invested in our community is, I think, going to also  
18 make a very strong impact.

19 MR. BALDWIN: Okay. Thank you.

20 CHAIRMAN PFEFFER: Mr. Rogers, I know you are  
21 going to have to be one of the first ones who jump  
22 off of here. Any questions?

23 MR. ROGERS: Yeah, I want to know -- earlier,  
24 you spoke about a RIF. And I was wanting to know how  
25 that's going to impact your high school and what are

1           you going to do to continue to make sure those  
2           services are being met for those students?

3           MS. COOKE: We have seven teachers who were  
4           impacted by the RIF at our high school. With that  
5           school, as we are with all of the schools in our  
6           district, we are going to continue to provide that  
7           wraparound support. The collaborative time is  
8           extremely essential. We have two instructional  
9           facilitators who are mentoring not only the newer  
10          teachers but all teachers in each building, including  
11          the high school, the ladies that you just met, so  
12          that we can provide a culture-building time; also  
13          building professional skills, building essential  
14          things for teachers so that we can keep them.

15          We are working within our community even to  
16          support and continue to hold teachers that are  
17          quality teachers in our district. It is a challenge  
18          in the area in which we live in the Delta. But the  
19          RIF itself, we've already begun the new schedule.  
20          We're going to be able to accommodate our schedule  
21          with the loss of those seven teachers from the high  
22          school. So as you can see, we were a little bit  
23          over-staffed and have flexibility that we're going to  
24          have to do without this next year. But I trust this  
25          group and this team. They're putting the right

1 people in the right place to make sure that the  
2 students get what they need.

3 MR. ROGERS: Okay. And then the last question I  
4 had was just when I was looking at the presentation  
5 and it was looking at the interim school test, the  
6 number of students at least in the 9th grade seemed  
7 to go down -- the number you were testing was going  
8 down, and that was indicating the scores going up as  
9 well. So I just want to know how you're addressing  
10 that to make sure that all your students are being  
11 tested and none of them are getting left behind,  
12 because reporting on those tests looks a little odd.

13 MS. COOKE: Yes. I'm going to let Ms. Sneed  
14 speak to that.

15 MS. SNEED: Hi. So we had quite a few students  
16 who were not promoted to the 10th grade at the end of  
17 last year as 9th graders, who were reported on the  
18 first -- was it the first and second as 9th graders  
19 -- first as 9th graders, second they were tested as  
20 10th graders. So you'll see that between the first  
21 and second interim some of them were promoted at  
22 Christmas break. When we tested our Interim 2 in  
23 January, then they were then tested along with the  
24 10th graders; so those numbers that we tested in 10th  
25 grade went up as well.

1                   And the last interim, Interim 3, was interrupted  
2 by the school outage due to Covid-19 --

3                   MR. ROGERS: So the --

4                   MS. SNEED: -- so I wasn't able to get all the  
5 testing in.

6                   MR. ROGERS: The population changes of what  
7 you're testing as you went on through the year, so  
8 the growth really -- I guess that's what I'm having a  
9 hard time correlating; you don't know how much all  
10 the students were really growing because some went  
11 from 9th grade to 10th grade and you were testing  
12 them up there. So that growth seems a little weird  
13 to me, but I'll look at it more.

14                   The only other thing that I have is that this  
15 school district is in early intervention and so  
16 anything that -- I'll have to go, but anything the  
17 Panel does they are in early intervention right now;  
18 so I just want to let everyone know that. And the  
19 superintendent and bookkeeper are working with our  
20 Fiscal Services and Support group, so that's being  
21 done as well.

22                   SUPT. ASHLEY: Yes, sir. If I could speak to  
23 that, Mr. Rogers -- we are working very close with  
24 Cindy Smith as far as moving forward, and she's been  
25 on-board for I guess close to a year now about

1 knowing where we were headed with this thing. It is  
2 a situation that can be fixed, and that's what we're  
3 in the process of doing, to where we can -- our  
4 finances are truer each year moving forward. And I  
5 think we've made a big step in that this year, of  
6 course with Cindy Smith and her department's help.  
7 So I've been very pleased with the help we're getting  
8 there. We've absorbed going into next year \$1.6  
9 million at this time. It could go up. If we have a  
10 teacher to leave we will do a deep-dive and see if  
11 that position can be absorbed also.

12 CHAIRMAN PFEFFER: Dr. Kremers, do you have any  
13 questions?

14 DR. KREMERS: I kind of have the same thoughts  
15 that I had the last time they presented on the New  
16 Tech model in a small rural school where they have a  
17 lot of turnover, a lot of inexperienced teachers, a  
18 lot of academic issues. And I'm kind of back to that  
19 same thought that, you know, the inexperienced  
20 teachers -- that the New Tech model really does  
21 require strength of your teachers because so much of  
22 it is, you know, the co-teaching, the teacher led PD.  
23 I mean there's such a strong demand on the experience  
24 of the teachers with that type of a model. So it  
25 kind of makes me still think, you know, does the

1 District -- does it still need to be a charter  
2 because, of course, the purpose of a charter is that  
3 you're going to offer opportunities to students over  
4 and above what would have been available in that  
5 public school district as it is.

6 SUPT. ASHLEY: Yes, ma'am. We thank you for  
7 that question. And Ms. Angela Parsons will speak to  
8 that.

9 MS. PARSONS: Yeah, for sure that is a major  
10 concern because a lot of our teachers are very  
11 inexperienced. But in our building we've been very  
12 intentional to build up the New Tech certified  
13 trainers over the years. We're now up to five that  
14 are completely certified -- and there are several  
15 that have gone through the process; they just haven't  
16 quite finished yet -- and these are teachers that are  
17 hoping to mentor those inexperienced teachers. We've  
18 got experienced teachers that we team teach; we pair  
19 up with those inexperienced teachers so they get that  
20 in-classroom real-time experience right there, as  
21 well as the model teaching.

22 Also something we forgot to mention earlier Ms.  
23 Sneed and I, we both teach classes throughout the day  
24 and that gives an opportunity for teachers to come  
25 and watch us teach; so we're able to model lessons

1 and model practices and model strategies throughout  
2 that time.

3 DR. KREMERS: It's hard because I know you guys  
4 are working so hard to try to do many, you know,  
5 different interventions and, you know, the student  
6 achievement is still -- you know, it's so hard to  
7 look to see that you have, you know, such a low  
8 percent -- student percent hitting certain academic  
9 achievement parts. And it's just really -- I like  
10 that you've added the freshman academy; I think that  
11 that was a good strategy. I think there's good  
12 strategies in place. But overall I still have  
13 serious concerns about the academic performance and  
14 what -- you know, still for the charter itself, the  
15 benefit of what the charter is doing.

16 MS. COOKE: One thing that I can address as far  
17 as that goes is I believe that the PLC process --  
18 that they are already working in their building.  
19 It's going to take -- lift some of that pressure off,  
20 because New Tech is not -- it's not just a strategy;  
21 it's just good teaching, it's just good organization.  
22 And so it's not -- and the way we're ending it, this  
23 will be our last year with the network. We will use  
24 -- this coming year will be our last year with the  
25 network, and we have those six coaches in the

1 classrooms on campus that will help support around  
2 project-based learning. For our kids the project-  
3 based learning provides the engagement that keeps  
4 them in the classroom every day and that's one reason  
5 we've stuck with this, because our kids need to be  
6 engaged; they need to have real-world projects; they  
7 need to have experiences that they can relate to in  
8 the work that they do. If you add those things  
9 together with the intense deep dive that the PLC  
10 process is providing for teacher learning and teacher  
11 knowledge around essential standards, which they've  
12 begun that work, I think those two things combined  
13 together are a really good thing.

14 We want to keep the charter because of the  
15 things that we're able to do through our  
16 collaborative time, through our partner teaching and  
17 some of those things that we might not be able to do  
18 otherwise. We prefer to have that flexibility to do  
19 that.

20 I will say also we did apply for the PLC grant  
21 for this school, along with two of the other  
22 buildings in our district. We're very hopeful that  
23 one of the three buildings will get that grant. But  
24 regardless of that, we're going to continue to move  
25 forward and learn together about what it takes to



1 have strong teaching and learning. And this is a  
2 district-wide initiative, so they're not on their own  
3 working on this; they have support up and down the  
4 line from K-12 in that process so that we hopefully  
5 won't have to worry about that as an issue. It  
6 should not be --

7 CHAIRMAN PFEFFER: So can I go ahead and -- I  
8 want to kind of speak to something here. You know,  
9 so much of what you all shared, you know, with the  
10 interruption of Covid-19 right now that's  
11 interrupting your data. And so the data and the  
12 goals and the targets that you had set, you know,  
13 we're going to have difficulty going forward. You  
14 know, I think we all realize with this that a lot of  
15 things are going to have to change. And, you know,  
16 while you all have aligned the work with the research  
17 and the approach that we know is what supports  
18 teaching and learning, the reality is right now with  
19 the data we're not going to know things for awhile.

20 So what I would like to do is have the Panel  
21 think and consider, you know, what do you want to see  
22 as next steps.

23 And I would also ask the District to see have  
24 you all been thinking about what the next steps are  
25 going to be in terms of knowing whether the work

1           you're doing is successful, because you're going to  
2           have to establish some different criteria.

3                       So, first of all, just -- Ms. Cooke, real quick  
4           response, what are your thoughts as far as what are  
5           you thinking about in terms of looking at different  
6           measures for success?

7                       MS. COOKE: Well, first of all, as we come back  
8           into the fall our NWEA I think will be a very good  
9           tracking piece and monitoring piece for us. The  
10          other benefit of being a New Tech school is through  
11          our Echo network our teachers are still rolling out  
12          great assignments and visiting one-on-one online with  
13          students in the same way that they would have in  
14          class, except they're doing it through distance  
15          learning. And so that's been a benefit for our  
16          students. And we want to be able to continue to have  
17          an online platform like that, that Echo has provided  
18          for us. That's been a huge thing to help our  
19          students get that face-to-face meetings and work with  
20          the students every day with the teachers.

21                      CHAIRMAN PFEFFER: So, Panel Members, do any of  
22          you have any thoughts in terms of what might give you  
23          comfort or, you know, do you want to -- do you have  
24          some suggestions on some continued follow-up or  
25          monitoring?

1 MS. NEWTON: Can you hear me? Can you hear me  
2 now?

3 CHAIRMAN PFEFFER: Yes, ma'am, we can.

4 MS. NEWTON: Okay. I had to stop and start all  
5 over again. But anyway, what I -- my question or my  
6 concern is given the present obstacles and the past  
7 obstacles, looking at what Dr. Kremers said, is there  
8 a realistic expectation that there can be a  
9 significant enough turnaround to justify the  
10 resources being directed toward the New Tech charter,  
11 or would it be feasible to look at maybe pulling back  
12 and redirecting those? You know, you look at the  
13 staff turnover -- I don't know why; I don't know if  
14 you guys do exit interviews to find out why staff are  
15 leaving. But be that as it may, there are a lot of  
16 things that are just a given in terms of, you know,  
17 looking for a different place to live and looking for  
18 some activities or looking for opportunities. But  
19 given where you are, given where you've been and the  
20 lack of significant movement is there a realistic  
21 expectation that this will turn around enough to  
22 adjust to the situation that we have now,  
23 anticipating that hopefully we will return to school  
24 in the fall? But just -- it's like the treadmill  
25 backwards in terms of what I'm seeing as it relates

1 to students and their achievement. And if everything  
2 goes -- if everything goes as planned, there's still  
3 not enough movement. But here we have a pandemic  
4 which exacerbates the impact. And the expectation  
5 that students who are marginalized in terms of a lot  
6 of different things that happen in their lives that  
7 they're not in control of, that your teachers can  
8 actually implement or continue to implement this New  
9 Tech charter with fidelity to the extent that it  
10 justifies taking any resources from the general  
11 population and directing that toward the New Tech  
12 model.

13 MS. HYATT: Dr. Pfeffer --

14 MS. NEWTON: And that may be vague and nebulous  
15 and may not -- you know, there may not be a question  
16 there enough to answer. But it's just something I'm  
17 thinking about as it relates to shoring up those  
18 areas that will move the letter grade or will move  
19 the school or move students -- student achievement  
20 forward.

21 CHAIRMAN PFEFFER: Yes.

22 Ms. Hyatt, do you have a comment?

23 MS. HYATT: I was just going to say that just  
24 listening, from kind of what everyone is saying, what  
25 you might want to do -- it's just a suggestion, but

1           you can request that they come back for a review  
2           hearing next month or two months from now. And send  
3           Tracy Webb -- each of you individually send the  
4           things that you're looking at from the school,  
5           whether it be updates in goals or funding information  
6           or whatever. And I'll address that at a review  
7           hearing and then take whatever action you want to  
8           take at a review hearing. But it sounds like you all  
9           have concerns but you want additional information as  
10          well, and that would be the way to kind of get both  
11          pieces of that. It's up to you guys to choose what  
12          to do, but that's kind of what I'm hearing everyone  
13          say.

14                 DR. WILLIAMS: You know, and just a thought -- I  
15                 haven't had a chance to ask a question on this one  
16                 yet, but as I was listening I agree with you; that's  
17                 probably a good route to go. But it looks like it's  
18                 bigger than the school to me, as I listen -- you  
19                 know, the turnover rate and so-forth. Do you all  
20                 work with the Chamber of Commerce to address maybe  
21                 quality of life issues in the community? There seems  
22                 like there needs to be some way to not only draw top  
23                 talent but to keep top talent in the area, not only  
24                 for schools but for business in general.

25                 MS. COOKE: Yes, sir, we actually do. We have a

1 Blytheville Leadership Institute and we work -- and  
2 we actually send members through so that we can  
3 partner with and go out into our community to serve  
4 in our community so they can get to know us as a  
5 district and so that we can get to know them and  
6 their needs. We work with businesses, speak with  
7 industries. There are a lot of those things that go  
8 on. We have a unique situation in Blytheville though  
9 as far as keeping talent. With the KIPP school in  
10 our district, with two -- or actually three schools  
11 within 15 miles that are other districts that pay  
12 higher salaries than we do, sometimes that makes it  
13 harder to keep teachers within the district because  
14 they have an easier route with a higher salary very  
15 close-by. So we have some unique challenges with  
16 that. Mr. Ashley, our superintendent, is actually on  
17 the Chamber board so that we can keep in contact and  
18 we've done a lot of work just getting our voice out,  
19 getting our message out in the community. But as you  
20 can imagine with school choice that has -- there's  
21 been a lot of what I would just -- the only way I  
22 could say it is white-flight probably from our  
23 district and into the surrounding school districts.  
24 And we're working as hard as we can to try to show  
25 them that there are great things, that there are

1 great opportunities in our district. In fact, our  
2 voice in our community says, "If we don't succeed as  
3 a district, our town is not going to succeed." And  
4 we have that strong voice through our community,  
5 through our chamber, and through other organizations.  
6 We try to get out in civic organizations and say that  
7 as well. So we have support. Oftentimes, those that  
8 are leaving us though it has -- you know, it's as  
9 much about job opportunities for family members or an  
10 easier workload somewhere else with higher pay.

11 DR. WILLIAMS: Uh-huh. Okay.

12 MS. COOKE: So --

13 CHAIRMAN PFEFFER: Ms. Hyatt --

14 DR. WILLIAMS: Thank you.

15 CHAIRMAN PFEFFER: -- or Ms. Webb, when we last  
16 met with the New Tech High School did we approve an  
17 extension or what was the last meeting?

18 MS. HYATT: I believe the last meeting you had  
19 with them was after the review, which is actually  
20 next on the agenda, of district conversions. You  
21 asked to call in Blytheville New Tech due to some  
22 concerns with their ESSA School Index, their growth,  
23 their letter grade. At that hearing you allowed the  
24 school to continue with this reporting to you, so --  
25 and I think that's the last time.

1 CHAIRMAN PFEFFER: Okay. When is -- like for  
2 how long do they have their charter?

3 MS. WEBB: They're up for renewal -- this will  
4 be their last year on their charter. So they'll go  
5 through the renewal process this fall.

6 CHAIRMAN PFEFFER: Okay. So given that, that  
7 they'll be coming in in the fall to be -- to have a  
8 renewal hearing, Panel Members, we could accept the  
9 report and have them -- and then we'll be hearing  
10 them in a few months.

11 MR. BALDWIN: That sounds good.

12 DR. WILLIAMS: Makes sense.

13 CHAIRMAN PFEFFER: Would we need any kind of a  
14 formal motion then to accept their report or is it  
15 just --

16 MS. HYATT: No motion necessary.

17 CHAIRMAN PFEFFER: Okay. Is there any feedback  
18 on that? And, you know, I know that between now and  
19 the time that the district comes before the Panel  
20 then, you know, they'll have a lot of work to do and,  
21 you know, a lot of things to consider.

22 MS. COOKE: We're fine with that.

23 CHAIRMAN PFEFFER: Okay. I think you've done a  
24 very thorough job and I do think that having the  
25 information it helps us to stay on top of the things



1 that you are doing and the challenges that you face.  
2 And that does help us as we -- you know, over the  
3 next few months we'll be preparing then to hear the  
4 renewal request.

5 MS. COOKE: Okay. I know our official charter  
6 renewal is June 2021. So is that the process, we  
7 start in the fall to get that renewal?

8 MS. WEBB: Yes, ma'am.

9 MS. COOKE: Okay.

10 CHAIRMAN PFEFFER: Okay.

11 MS. WEBB: And you all will send us dates on  
12 what we need to do next?

13 MS. WEBB: We will. Yes.

14 MS. COOKE: Okay. Great. Thank you so much.  
15 We appreciate your time.

16 CHAIRMAN PFEFFER: And we thank you for your  
17 patience today and for presenting the information.  
18 And I did want to say to Ms. Blankenship, you know, I  
19 know -- I remember what it was like being a first  
20 year principal and we want to tell you you did a  
21 great job with your presentation.

22 MS. BLANKENSHIP: Thank you.

23 CHAIRMAN PFEFFER: And I know that your job is a  
24 big job, so don't get discouraged. And let us know  
25 if there are things that we can help you while you're

1 implementing your AMI continued learning. Okay?

2 MS. BLANKENSHIP: Thank you. We appreciate  
3 that. Thank you.

4 CHAIRMAN PFEFFER: All right. Does anybody else  
5 have anything for Blytheville before they leave the  
6 meeting?

7 All right. Thank you all very much.

8 A-5: REVIEW OF DISTRICT CONVERSION CHARTER SCHOOLS

9 CHAIRMAN PFEFFER: Okay. So that takes us to  
10 the last item on our list. And Ms. Webb had sent us  
11 earlier in the week a document that did basically a  
12 summary of all of our district conversion charters.  
13 And as she said, this is what prompted us to have  
14 Blytheville in back a few months ago and then again  
15 today for the regular reporting. I know it's been a  
16 long day so far; so if it's all right with everybody  
17 I'll just see if anyone has any specific questions  
18 about the data or any school for Ms. Webb. And if  
19 there are additional schools that we feel like it  
20 would be worth bringing back at some point in the  
21 future we can discuss that.

22 MR. BALDWIN: Madam Chair, this is Phil. Let me  
23 just ask as a frame of reference for me: is there a  
24 guideline that the Department has when you see  
25 multiple years of continuing D's or continuing F's

1 that you take action or that you expect action to be  
2 taken on the charter?

3 CHAIRMAN PFEFFER: That's a very good question.  
4 I think this is actually probably the third year that  
5 we've looked at the data. It looks like I'm getting  
6 nods. And so, you know, the very first year it was,  
7 you know, kind of a look to see what the -- where was  
8 -- where there was really, really low performance. I  
9 think last year some of the benchmarks we looked at  
10 were the percent of students in the reading -- at the  
11 lowest level of reading. Is that right? I may need  
12 some help. Or if there were districts that had  
13 continual low grades, like multiple years of a letter  
14 grade of F. But I think it was the percent in need  
15 of support we looked at where those percents were not  
16 just above the state average but very, very high, and  
17 those were the ones we kind of highlighted for  
18 concern.

19 And what we could even do today is if there were  
20 two or three that you wanted to discuss at our next  
21 meeting and maybe have some of the Department staff  
22 to provide more information about them before we  
23 actually call in the school that would also be a  
24 possibility.

25 MS. NEWTON: I have a question. So we have a

1 situation where a school that's low performing or  
2 really struggling applies for a charter, and then  
3 they get the charter and they do as bad or worse with  
4 the charter. Now looking at the charter, it's  
5 supposed to be something that's innovative and  
6 different and whatever. So I'm wondering, you know,  
7 when we look at letter grades how do we look at a D  
8 or an F for just a regular school compared to a D or  
9 an F for a charter? I don't -- you know, I think  
10 there needs to be a line of at least expectation or  
11 understanding about what those two -- you know, to  
12 put them in context with whether or not this is  
13 better or worse, you know, if that makes sense. It  
14 just kind of -- to me, I wonder if there should be  
15 some expectation that there be improvement or there  
16 be marked difference or there be a gradual increase  
17 in things getting better, as opposed to -- so if  
18 they're in -- already in a slide and they get into a  
19 bigger slide -- not Blytheville necessarily, just in  
20 general -- so will we look at that or will the  
21 Department, not the Charter Authorizing Committee --  
22 but will the staff at the Department of Ed. look at  
23 that in terms of whether or not even before we look  
24 at a review is it justified to recommend that this  
25 charter not be continued from some administrative

1 Department of Ed. standpoint?

2 CHAIRMAN PFEFFER: So I may need some help here.

3 I think that the majority of these -- the  
4 majority of the district conversion schools are --  
5 have been -- were in existence prior to our most  
6 recent three years of letter grades. I think that --  
7 so for a new charter to start up, to answer your  
8 question there -- for a new charter to start up I  
9 think that what we would be doing is we would be  
10 looking at the goals.

11 I think once the charter is established what we  
12 need to do is continue to look at -- you know, the  
13 letter grade should be a measure we look at, but then  
14 you're also looking at are they meeting the goals  
15 that they established. And if the answer is no to  
16 all of it I think that's when we, you know, as a  
17 panel have to do what we're doing and calling in and  
18 making decisions from that point. I don't know that  
19 the Division staff could take a new request and say  
20 "you're not eligible because of your letter grades  
21 for a charter." And I may be misunderstanding your  
22 question.

23 MS. NEWTON: No, no, and I'm not suggesting  
24 that. And I know -- you know, is there a level of  
25 review, I guess, prior to coming for review? Because

1 if they're not set for review, if we don't know that  
2 something is amiss then, you know, that's -- so, no.

3 CHAIRMAN PFEFFER: Yeah. I think --

4 MS. NEWTON: I understand.

5 CHAIRMAN PFEFFER: -- that's the reason why Ms.  
6 Webb is presenting us the information in the manner  
7 that it's being presented. And I think that's why  
8 it's -- you know, it's there for us to discuss and  
9 look at and to talk about, you know. You know, for  
10 example, if there's a school that is showing a  
11 decline in their letter grades and, you know, in all  
12 of the data across the board, I think that, you know,  
13 it's an indication that -- I think those are  
14 decisions that we make and we discuss.

15 MS. NEWTON: Okay. Okay. Thank you.

16 MS. WEBB: Ivy, I think another important factor  
17 might be with that reading information. So several  
18 of those districts are receiving support because of  
19 the district overall percentage of students in need  
20 of support, but that particular charter school --  
21 their percentage of students might be much higher  
22 than the overall district. The district is what  
23 qualifies them for support. And so, we have several  
24 of those where the school percentage of students in  
25 need of support in reading is much higher than the

1 district. That might be something to consider as  
2 you're looking through to possibly bring them in for  
3 review.

4 CHAIRMAN PFEFFER: Thank you. Yes, that would  
5 be important to know because that could be a measure  
6 of showing that there's progress; it just may not be  
7 that that progress is having an impact right now in  
8 the letter grade. And also knowing that, you know,  
9 we will not be able to issue letter graders for this  
10 upcoming year that's going to change a little bit of  
11 the data that we're going to have in the future.

12 Ms. Webb, from the Charter Unit is there  
13 anything that you would advise that we look at until  
14 your group has a little more direct interaction with  
15 schools?

16 MS. WEBB: Just from a data standpoint, I don't  
17 know that we really have anything that we have --  
18 that we're alarmed by from any type of visit; just  
19 that we have a couple on there that have all D's for  
20 the last three years, as well as, you know, over 50%  
21 of their students in a particular school in the  
22 charter are in need of support in reading. However,  
23 the district level is below 40, so they're not on a  
24 level of support with the state.

25 CHAIRMAN PFEFFER: And it may be that you all

1 want to continue to look at this information and see  
2 if there are some historical data that you might like  
3 to have about one or more of these schools. And this  
4 may be something we want to discuss more about in our  
5 next meeting.

6 MS. HYATT: Just a suggestion, something that  
7 you could do would be to table this agenda item until  
8 the next meeting. And then give the panel members an  
9 opportunity to look at what Tracy has already sent  
10 and send any schools or any districts that they would  
11 like additional information on to Tracy so that she  
12 can present those specific areas more in-depth next  
13 month for you guys to decide if you want to call any  
14 of them in.

15 DR. WILLIAMS: I agree with that. That makes  
16 sense.

17 CHAIRMAN PFEFFER: Do we need to make a motion  
18 to table it or just -- we can -- can we just bring it  
19 back as part of the next meeting?

20 MS. HYATT: Yeah, I think you can just defer it,  
21 if you want, without actually putting it on the  
22 table; just direct us to put it on the agenda next  
23 month.

24 CHAIRMAN PFEFFER: Okay. I think that that  
25 would seem to be the wish of the Panel.



1 CLOSING COMMENTS

2 CHAIRMAN PFEFFER: Okay. So what is our plan  
3 for the next meeting?

4 MS. WEBB: The date of our next meeting is May  
5 19th and we do have -- I know that we have one  
6 amendment request currently that will need to be  
7 heard.

8 CHAIRMAN PFEFFER: Okay. Does anybody have any  
9 questions?

10 All right. Well, I know that this has been a  
11 little bit difficult but I think we've settled in and  
12 everyone has done a good job, and I sure do  
13 appreciate it. I know even if it doesn't seem like  
14 we have a big agenda, every time we have decisions  
15 and we have schools in front of us it's important, so  
16 it's a big agenda. So I really do appreciate it. I  
17 know several of us have other meetings coming up, so  
18 if there are not any other questions, then --  
19 anything else?

20 DR. WILLIAMS: Just what was the -- did we make  
21 a call on the next meeting? Are we just going to  
22 have a regular scheduled meeting in May or are we  
23 going to be contacted about that?

24 CHAIRMAN PFEFFER: So we do have one request,  
25 one amendment request, so we will have a meeting on

1                   May 19th. And we'll have to determine later on  
2                   whether or not it'll be virtual or whether it can be  
3                   on-site.

4                   DR. WILLIAMS: Thank you.

5                   ADJOURNMENT

6                   CHAIRMAN PFEFFER: Okay. All right. Well, if  
7                   there's nothing else I'll entertain a motion to  
8                   adjourn.

9                   DR. WILLIAMS: So moved.

10                  MS. NEWTON: So moved.

11                  CHAIRMAN PFEFFER: All right. We've got a  
12                  motion and a second.

13                  Everyone -- I'm assuming all are in favor?

14                  (UNANIMOUS CHORUS OF AYES)

15                  CHAIRMAN PFEFFER: All right. Take care,  
16                  everyone. Thank you.

17

18

19                  (The meeting was concluded at 4:00 p.m.)

20

21

22

23

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25

C E R T I F I C A T E

STATE OF ARKANSAS )  
 ) ss.  
COUNTY OF SALINE )

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, Charter Authorizing Panel, via Livestream/Zoom (due to Covid-19), on April 14, 2020; that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter to the best of my ability.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: April 19, 2020.

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SHARON K. HILL, CCR  
Certified Court Reporter  
Certificate No. 670

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