

**In The Matter Of:**  
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
CHARTER AUTHORIZING PANEL*

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*December 14, 2016*

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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
CHARTER AUTHORIZING PANEL

DECEMBER 14, 2016  
8:30 A.M.

A P P E A R A N C E S

PANEL MEMBERS:

|                     |  |
|---------------------|--|
| MS. DEBORAH COFFMAN | Chairman/Chief of Staff                                  |
| DR. MARK GOTCHER    | Vice Chairman/Deputy Commissioner                        |
| DR. ERIC SAUNDERS   | Asst. Commissioner - Fiscal &<br>Administrative Services |
| MS. ANNETTE BARNES  | Asst. Commissioner -<br>Public School Accountability     |
| MR. GREG ROGERS     | Asst. Commissioner -<br>Fiscal & Admin. Services         |
| MS. STACY SMITH     | Asst. Commissioner -<br>Learning Services                |
| MR. BOBBY LESTER    | Director of Federal Programs                             |

ALSO APPEARING:

|                      |                                   |
|----------------------|-----------------------------------|
| MS. ALEXANDRA BOYD   | Public School Program Coordinator |
| MS. KELLY McLAUGHLIN | Public School Program Advisor     |
| MR. FREDDIE SCOTT    | Learning Services Operations Mgr. |

ADE LEGAL COUNSEL:

|                    |                    |
|--------------------|--------------------|
| MS. JENNIFER DAVIS | ADE Staff Attorney |
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ARKANSAS DEPARTMENT OF EDUCATION  
#4 CAPITOL MALL  
LITTLE ROCK, AR 72201

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E X H I B I T S

A-2: OSCEOLA STEM ACADEMY

EXHIBIT ONE (1)  
 2016 ACT Aspire Data Breakdown

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P R O C E E D I N G S

CHAIRPERSON COFFMAN: Good morning. The December 14th meeting of the Charter Authorizing Panel is called to order. I'd like to welcome everyone to the Department of Ed. and ask you to please silence all electronic devices. The Charter Authorizing Panel will oversee the authorization, renewal, revision, and revocation of charters. The Panel that sits before you today will facilitate a fair and responsible hearing. We request that each person speaking into the microphone please state your name and title for the record. I'll ask that you continue to speak clearly into the microphone for the benefit of the Panel, the audience, and the viewing audience because the entire meeting is being live-streamed and they can only hear you if you're in the microphone. So if you step away from the microphone or turn your head they can't hear you. The meeting is live-streamed, it is recorded, and there will be a transcript of the meeting posted on the website.

So with that, Ms. Davis, if you will go over the procedures.

MS. DAVIS: Good morning. Jennifer Davis, Staff Attorney for the Department. The procedures that you're going to follow today will be that the

1 applicant or anybody who wants to provide testimony  
2 too today, outside of attorneys, will need to be  
3 sworn in. The applicant will have 20 minutes to make  
4 its presentation to you, followed by a collective 20  
5 minutes for any opposition that there may be. The  
6 applicant will then have an additional 5 minutes to  
7 make any final statements that they'd like to make.  
8 You can ask any questions of the applicant, of the  
9 ADE staff, or anyone that you wish. At that point in  
10 time you can either choose to go ahead and make your  
11 decision today and take a vote or you may delay it to  
12 a future meeting. There is a Google doc that you  
13 should have a link to that you can record all of your  
14 answers in.

15 CHAIRPERSON COFFMAN: Thank you, Ms. Davis.

16 A-1: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
17 RENEWAL: LINCOLN HIGH SCHOOL

18 CHAIRPERSON COFFMAN: Ms. McLaughlin, you're  
19 recognized for Action Item 1.

20 MS. McLAUGHLIN: Thank you. Good morning.  
21 Kelly McLaughlin, ADE Charter Office. The first  
22 action item is Lincoln High School. They are here  
23 for their charter application, renewal application.  
24 First, we will hear from Mary Ann Spears,  
25 superintendent; also, Courtney Jones, high school

1 principal, and Jana Claybrook, Federal Programs.

2 CHAIRPERSON COFFMAN: If all representatives  
3 from the Lincoln High School would please stand,  
4 raise your right hand, and anyone speaking in  
5 opposition. Do you swear of affirm that the  
6 testimony you're about to give shall be the truth,  
7 the whole truth, and nothing but the truth?

8 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

9 CHAIRPERSON COFFMAN: Ms. Spears, you're  
10 recognized.

11 SUPT. SPEARS: I'm Mary Ann Spears,  
12 superintendent of Lincoln Schools and I thank you for  
13 having us here today to talk about our charter  
14 renewal for our high school. So just a little  
15 background about Lincoln Schools: we're a small rural  
16 school in northwest Arkansas. Our poverty rate is  
17 about 71%. We have just under 1200 students K-12.  
18 Our high school is grades 8-12 with roughly about 480  
19 students currently. We're looking to renew our  
20 charter mainly to focus on personalized learning for  
21 our students. Our goal/mission for those students is  
22 that everyone, every student graduates with a plan,  
23 no matter what that plan is, and we want to start  
24 that planning definitely by 8th grade. We're even  
25 kind of in the works with some innovative things with

1 our middle school to even start some of those career  
2 planning and ideas there. So I noticed last year  
3 when we had our graduation ceremony and our  
4 scholarship night we had about 104 graduates, and the  
5 night we did scholarships and recognitions we had 30  
6 -- about 31 kids on the floor. So I wanted to know  
7 what were the other -- what the other 73 -- what  
8 their plan was. So that's kind of been our focus and  
9 where we are. We have a great advisory program, a  
10 new flexible schedule that our principal will talk to  
11 you about, some great things going on in our high  
12 school that we're trying to meet the individual needs  
13 of our students and work on interventions and a  
14 personalized plan for that child. And no matter --  
15 and we know that those plans change; they change when  
16 you get to college. But if we can get those kids in  
17 8th grade thinking about their plan and moving  
18 forward with that, even though they may change that  
19 plan a number of times, that we've got things in  
20 place to help them succeed.

21 Now I want to turn it over to our high school  
22 principal, Ms. Courtney Jones, to kind of go through  
23 all those pieces. Thank you.

24 MS. JONES: Courtney Jones, Lincoln High School  
25 principal. There is a presentation, and so really

1 the main reason that we have -- or that we, you know,  
2 have the charter, we want to keep the charter, is to  
3 really focus on our kids. Even though the diversity  
4 of the kids, you know, when you look at demographics,  
5 it's not there. But what is there is the fact that  
6 we have a lot of kids going on to, you know, to get  
7 industry certifications and skills, and we also have  
8 kids that are going to college. And so we want to  
9 focus on both sets of kids and make sure that we have  
10 those goals.

11 So our mission is to prepare students with the  
12 personal academic skills needed to be college and  
13 career ready on graduation and to succeed in the 21st  
14 century world. And that really has been our focus,  
15 is making sure that our students, no matter what  
16 they're doing when they graduate from high school,  
17 that they're prepared. And we do have kids that  
18 aren't going to college and we are well aware of that  
19 and we want to make sure that they're okay with that,  
20 because sometimes, you know, they feel like, "Oh, I'm  
21 not going to college." But we want them to know,  
22 "It's okay; there are a lot of skilled positions out  
23 there. You'll probably make, you know, more money  
24 than I'm going to make when you do that." So we're  
25 wanting to give them those opportunities.



1           So one of the things that we implemented -- and  
2 I know this -- you know, this is one of those that  
3 we've seen across the state is the flex-mod schedule,  
4 and we are really using the schedule for a couple of  
5 reasons. Our kids need support from their teachers.  
6 They don't go home and get that support that they  
7 need. Our math scores were weak because Algebra I  
8 scores were weak; our kids were having a difficult  
9 time with Algebra I. And what we noticed is that as  
10 the kids went through if the skills weren't strong in  
11 Algebra I then geometry was difficult and Algebra II  
12 was difficult. So the kids didn't have the support  
13 that they needed at home. And so when we implemented  
14 this flex-mod schedule our teachers are available for  
15 our kids to get support in the school day and in the  
16 school-week, and that has been huge for us. So the  
17 implementation piece itself really focusing on what  
18 our kids need and providing that in the school-week  
19 rather than outside of the school-week or the school  
20 day. So when you go through the building you see  
21 every single teacher has blocks of time that are off  
22 in order to work with kids. So they have -- you know  
23 -- they don't have that designated planning time, but  
24 rather than teaching seven of eight blocks they're  
25 teaching six of eight blocks. So they have more time

1 and if kids need them they're available for that time  
2 and for those students. And the kids have every one  
3 of these schedules so they know when their teachers  
4 are available.

5 These are just pictures of the PLT time. One of  
6 the most used spaces in the high school at this point  
7 is definitely the math office, and that's what you  
8 see in the middle there. That math office, it stays  
9 busy all the time. All day long you can go in there  
10 and there are kids in there working. The teachers  
11 are in there working with them, and it gives the  
12 teachers an opportunity to really support the  
13 students in the school day and to help them,  
14 especially with interventions if they're struggling  
15 with something. Also, the MakerSpaces, that's a big  
16 piece using the S.T.E.A.M. based activities. We have  
17 offices for English, we have offices for science, so  
18 having the opportunity for kids to have access to  
19 certified staff.

20 Once a kid drops below -- once a student drops  
21 below a 70% there are two things that we've  
22 implemented, the first step being the mandatory  
23 personal learning time where a student goes in and  
24 actually is required to meet with a teacher until  
25 they raise their score up above a 70%. And they do

1           that for two weeks and if their score is still below  
2           a 70%, they have to go to structured learning time  
3           which provides them with much more structure  
4           throughout the week, and that again is with a  
5           teacher.

6           This also has allowed us to really develop our  
7           professional learning communities that we have, our  
8           PLCs with our teachers. So our teachers meet weekly  
9           for one hour a week and the schedule allows us to be  
10          able to implement that and not take away from all of  
11          the time that they have, like their prep periods and  
12          things like that, or the time for kids.

13          We are currently in the process of really  
14          pushing our industry certifications and those are  
15          just a list of the industry certifications that we're  
16          currently doing at Lincoln High School. We actually  
17          are doing those during their personal learning time,  
18          rather than in the classroom. And so our students  
19          have the opportunity to do the Forklift, the OSHA 10,  
20          the Microsoft Office; they don't have to be in a  
21          class to do those and we pay for those certifications  
22          for those students so that they have them. Another  
23          positive that we've seen are the kids that are in our  
24          credit recovery courses; they have the time to do  
25          their credit recovery, and so that's good as well.

1 We also have students that go off-campus -- NTI,  
2 NWACC; we have kids that use Tech -- they obviously  
3 don't drive to Tech, they do that on campus; the  
4 University of Arkansas; the Global Campus. So giving  
5 them the opportunity to go off-campus and also our  
6 internship programs that we're trying to expand at  
7 this point.

8 We are one-to-one computers, so -- and we use  
9 Schoology as our management system, so our students  
10 have all of their assignments available to them  
11 digitally. So if they're not there one day they're  
12 able to still get their assignments because they're  
13 all online and then they'll go to class. And our  
14 teachers have been really working with the flip  
15 classrooms and the project-based learning and  
16 allowing students time to do their research outside  
17 of the class time itself. The students really enjoy  
18 this wall; it's just, you know, perseverance, and  
19 it's not necessarily colleges; it's also our  
20 technical schools that our students get enrolled in  
21 after they get finished with high school. And so  
22 putting their acceptance letters up on the walls and  
23 when you first walk into the school that's what you  
24 see is where all of the kids -- what their plans are.  
25 And then we have advisory five days a week for 30

1 minutes a day. So we're really working on their  
2 goals.

3 Career paths, we have two major career days  
4 where the kids go to multiple guest speakers and hear  
5 about specific careers and what are those educational  
6 requirements that are there. They're 45-minute  
7 sessions, and we pull them from all over northwest  
8 Arkansas to come in and talk to our kids.

9 Some of the ways we want to assess this program  
10 is college remediation rates, students earning  
11 college credit in high school, students who graduate  
12 with industry certifications, their career plans,  
13 surveys, and then the open communication for  
14 continual improvement. So we had some students that  
15 were having to go to college and pay for college  
16 classes that they weren't getting any credit for, and  
17 so we really want to -- we want that to be gone; we  
18 want to eliminate that, so really working on those  
19 remediation rates and ACT prep.

20 And those are just some of the partners that we  
21 currently are with. And I know some of the questions  
22 that we've had have to do with, "Okay, if you're  
23 focusing on industry certifications what about your  
24 college-bound kids?" What you'll notice up there is  
25 the Arkansas AIMS. We're also a partner with them,

1 so we are focusing on our college-bound kids and we  
2 are focusing on our skilled professions as well at  
3 the same time.

4 The waivers that we have are really there for  
5 flexibility, flexibility in courses and seat time  
6 requirements that are there, allowing students to go  
7 to internships and to have other opportunities. The  
8 teacher certification piece for us is for the  
9 industry certifications and the skilled professions,  
10 not so much for the core -- I mean, if we have to,  
11 but really it's for our skilled professions. And so  
12 just having people like a police officer be able to  
13 come in and teach criminal justice courses; computer  
14 programming has been a big one for us, bringing a  
15 computer programmer in to teach the computer  
16 programming classes -- and they're really not, you  
17 know, certified teachers per se; construction  
18 technology; electricians; plumbers; HVAC; all of  
19 those pieces that are there.

20 Our goals are still meeting AYP and making sure  
21 that we have student growth each year for the next  
22 five years and then keeping a high graduation rate.  
23 We have maintained above a 90% graduation rate,  
24 really trying to make sure that we graduate our kids.

25 The new -- one of the new goals is making sure

1 that all of our kids have a goal that is a true goal  
2 beyond high school and then us being able to track  
3 that after they leave high school. So, are you going  
4 into the workforce? Did you get an industry  
5 certification? Has that helped you get a job? So  
6 making sure that 100% of our students have a plan  
7 beyond high school, and we use our advisory in order  
8 to do that. 75% of all students enrolled in  
9 certification or concurrent credit courses on October  
10 1, so making sure that we have all of the  
11 opportunities that we need for certification and for  
12 our concurrent credit courses. And then increasing  
13 AP tests as well as increasing the number in the AP  
14 courses. So we want to do that and we have increased  
15 our pre-AP courses this year and will continue to do  
16 that as a part of the AIMS initiative.

17 And then I talked -- you know -- I'm constantly  
18 talking to students and I just went to a student and  
19 said, "Give me your perspective; you know, what are  
20 you thinking." And so some of the students said, you  
21 know, "I really enjoy having the flexibility to work  
22 on what I want to work on in the school day when I  
23 have some time." "If I've got a big test in a  
24 concurrent class, I like to have the time to be able  
25 to work on that and not stress out about something

1 and have to spend" -- especially our athletes, after  
2 they get finished with ball games at 10:00 at night  
3 they're studying for an exam; they've got some time  
4 built-in in their school day. The off-campus  
5 options, we have several kids that go off-campus and  
6 so that's a big piece. The availability of teachers  
7 during the school day, they've never had that; you  
8 know, they've never had teachers be available for  
9 them to go get help so much, you know, on a daily  
10 basis. We do have some kids in iSchool, and  
11 especially I've got two mothers that I can think of  
12 that are on iSchool and that helps tremendously for  
13 them because it's hard to get childcare for them.  
14 And then the credit recovery piece, having time in  
15 the school day to do that and they're not doing it  
16 outside of the school day.

17 I don't know what's next. Jana, do you have  
18 anything?

19 MS. CLAYBROOK: No.

20 MS. JONES: Okay. I think that's our  
21 presentation. Thank you.

22 CHAIRPERSON COFFMAN: Ms. McLaughlin, is there  
23 anyone here to speak in opposition?

24 MS. McLAUGHLIN: No, there is not.

25 CHAIRPERSON COFFMAN: Thank you. Dr. Spears, do



1 you have any final words?

2 SUPT. SPEARS: We've kind of covered it. Do you  
3 have any questions for us? We just kind of want to  
4 continue and continue with our charter and keep  
5 serving kids.

6 CHAIRMAN COFFMAN: Thank you.

7 SUPT. SPEARS: Uh-huh. Thank you.

8 CHAIRPERSON COFFMAN: Panel Members, who would  
9 like to begin?

10 DR. SAUNDERS: I can. I have questions on the  
11 waivers. I don't know if we want to wait on those.  
12 I have a lot of questions --

13 CHAIRPERSON COFFMAN: Okay.

14 DR. SAUNDERS: -- that's not clear.

15 CHAIRPERSON COFFMAN: Ms. Barnes, do you want to  
16 start?

17 MS. BARNES: Yes. Good morning and thank you  
18 all for coming. Thank you for the presentation. I  
19 think my question may be just a personal question.  
20 We're approaching the fifth year --

21 MS. JONES: Uh-huh.

22 MS. BARNES: -- and many of the things that I've  
23 been listening to and of course looking at data, I'm  
24 trying to determine what we did in the first four  
25 years that we are approaching the -- well, we're in

1 the fifth year, so we're jumping into the sixth year,  
2 looking toward the sixth year, but I'm feeling like  
3 we are at the second year --

4 MS. JONES: Uh-huh.

5 MS. BARNES: -- based -- can you help me with  
6 that just a little bit?

7 MS. JONES: So I can speak to at least the last  
8 -- this is my fourth year with the district, and I  
9 know Ms. Spears can speak to prior to that. When I  
10 came on we were a New Tech school, so very project-  
11 based learning, and we still maintain the project-  
12 based learning that we had. There definitely were  
13 some struggles, I think is a fair word, with going  
14 New Tech whole-school conversion. And so when I came  
15 in it was really kind of a restart and Ms. Spears  
16 went on to superintendent and so we were able to sit  
17 down and decide how do we want to move forward and  
18 what do we want our charter to look like. Does that  
19 answer your question?

20 MS. BARNES: Yeah. And it'll probably help with  
21 the rest of it. I'm fully aware of the New Tech in  
22 the past.

23 MS. JONES: Right.

24 MS. BARNES: So -- and, you know, some of my  
25 colleagues may not be. But I guess what I'm saying

1 is I'm trying to grab hold of where we are today and  
2 how we move forward in viewing the work that you're  
3 going to be doing. I certainly see a difference in  
4 the presentation. So I was just trying to fix my  
5 mind on that, and I may have a question later. Thank  
6 you.

7 MS. JONES: Okay. And just to speak to that,  
8 really, really taking our focus down to individual  
9 kids and trying to take care of our students.

10 MS. BARNES: Thank you.

11 MS. JONES: You're welcome. Thank you.

12 CHAIRPERSON COFFMAN: Ms. Smith.

13 MS. SMITH: So, Ms. Jones, did you write the  
14 renewal application?

15 MS. JONES: Well, yeah.

16 MS. SMITH: I want to say that I could tell  
17 because your presentation matched what was in the  
18 application, and I can't tell you how many times that  
19 that does not occur. So it was evident that you had  
20 a lot of input into the renewal application and that  
21 -- I can see that you kind of have a different  
22 mission going on than maybe what was originally  
23 brought forth.

24 MS. JONES: Yes.

25 MS. SMITH: And so that's noted. A point of

1           encouragement would be: I know Ms. Spears commented  
2           on personalized learning possibly going all the way  
3           down to middle school, and I think that's where you  
4           can get into being innovative and different. We've  
5           had lots of people talking about personalized  
6           learning plans in high school and starting that  
7           conversation, and so I would encourage you guys to  
8           continue to look at the middle school aspect. I  
9           heard one person one time talk about how, you know,  
10          it's kind of like we wait, we do all the liberal arts  
11          stuff first, and then in your senior year then you  
12          get to go out and intern --

13                 MS. JONES: Yes.

14                 MS. SMITH: -- where maybe we need to flip that  
15                 and give kids experiences earlier on, kind of. So, I  
16                 mean, that's an area that you could continue to look  
17                 at and be innovative in. So that's just my only  
18                 comments.

19                 MS. JONES: I agree. Thank you.

20                 CHAIRPERSON COFFMAN: Would you talk a little  
21                 bit more about life beyond New Tech? I know you  
22                 still maintain many of the New Tech strategies, but  
23                 kind of talk about what you're maintaining and how  
24                 you've moved beyond.

25                 MS. JONES: So not focusing so much on their

1 network per se, but really using all of the resources  
2 that are out there. We still -- you know -- I still  
3 occasionally will get an email about "here's a great,  
4 you know, project-based learning opportunity for your  
5 students," so that was there. But I think making it  
6 our own instead of it, you know, being this is New  
7 Tech; making it about our students and fitting our  
8 students and fitting our staff and having that  
9 support in place to do that. So having the project-  
10 based learning that's there -- you know -- there are  
11 a lot of resources out there that are free now, and  
12 so it's difficult to see when you have a whole school  
13 conversion like that and there are resources that are  
14 out there that are free to spend that amount of  
15 money.

16 CHAIRPERSON COFFMAN: Would you say that your  
17 projects are becoming more personalized --

18 MS. JONES: Yes.

19 CHAIRPERSON COFFMAN: -- to your community?

20 MS. JONES: Yes, I would say that. Absolutely.

21 MS. CLAYBROOK: I'm Jana Claybrook, Federal  
22 Programs at Lincoln. We have a couple of projects  
23 out in the community with our EAST program. They're  
24 going out to Cane Hill College and they're re-doing  
25 some -- they've done a brochure for the college and

1 they're also working on making little GPS centers  
2 around on a tour so that they can scan and you'll  
3 have an automated system which will talk you through  
4 the different tours. So we've had some of those  
5 projects going on. Lincoln Lake project, they've  
6 also gone out and the middle school is putting up  
7 markers for -- to mark their trails and stuff like  
8 that. So we do have some projects now that we're  
9 getting out into the community that's going to help  
10 both partner with the school as well.

11 CHAIRPERSON COFFMAN: Do you see that expanding  
12 beyond the EAST classroom to other classrooms?

13 MS. CLAYBROOK: Yes. The middle school has  
14 actually gone deeper into their Adventure Club, going  
15 out to the lake and actually having classes there.  
16 So their science classes are taking water samples  
17 there and doing things like that, so it's more of an  
18 outdoor classroom, moving in that way. And so we're  
19 trying to move that on up with the high school as  
20 well.

21 CHAIRPERSON COFFMAN: Thank you. Dr. Gotcher.

22 DR. GOTCHER: Thank you. Great presentation,  
23 Ms. Jones, and just to compliment Ms. Spears. I know  
24 that -- what's the matter?

25 CHAIRPERSON COFFMAN: It's not Friday.

1 DR. GOTCHER: No, it's Wednesday.

2 CHAIRPERSON COFFMAN: Bow-tie.

3 DR. GOTCHER: I'm not here on Friday, so I wore  
4 it on Wednesday. Is that a problem with anyone?

5 CHAIRPERSON COFFMAN: Caught us off-guard when  
6 we looked at you.

7 DR. GOTCHER: I know. Somebody said -- yeah --  
8 Ms. Jones, forgive my panel members for distracting  
9 me. First of all, I want to compliment many of the  
10 things I've heard in your presentation. I know Ms.  
11 Spears and I have visited before, even before I took  
12 this position, and some of the fiscal challenges.  
13 And so I'm encouraged to see the legal balance  
14 improving and I know she's worked closely with the  
15 board. So I'm impressed that we're seeing the needle  
16 move in that area, which always benefits kids at the  
17 end of the day.

18 I'm also impressed with the partnerships as I  
19 begin to look at the wonderful different brands up  
20 there and just seeing the partnerships and the  
21 different technical certifications. So many things  
22 that I'm seeing I'm very encouraged by. But to trail  
23 off just a bit on Ms. Smith's question or comment,  
24 tell me a little bit about the goal-setting process  
25 moving forward. One that just caused me to ask the

1 question: why can't we have 100% goal-planning  
2 starting in May, you know, so instead of a  
3 progressive growth for five years? So give me an  
4 idea of the goal-setting process and your engagement  
5 with patrons, et cetera.

6 MS. JONES: Okay.

7 DR. GOTCHER: Go ahead.

8 MS. JONES: Okay. So one of the things that we  
9 often do is we say we're going to do something and we  
10 truly don't follow through with it, and so we want to  
11 make sure, because we want a part of this goal  
12 process to also include after high school. And so in  
13 order for us to do that really properly we have to be  
14 able to have a tracking system in place prior to  
15 that. You know, do we think we'll have most of our  
16 students with goals already set by the end of next  
17 year? Absolutely. But will I have that real  
18 tracking process afterwards? I'm not sure and I want  
19 to be certain that I'm not just saying something but  
20 that we're actually doing it, and so meeting with  
21 those kids and starting as early as the 8th grade.  
22 Because we have an advisor that's there, we have all  
23 the CAPS conferences, and so really setting that  
24 goal, being able to go back to that goal, make  
25 changes to the goal, and then know that once they



1 graduate they'll come back and tell us what are you  
2 actually doing. Because we would like to track for  
3 at least five years what our kids did and whether or  
4 not we're doing what we need to do to meet the true  
5 needs of our students.

6 DR. GOTCHER: So, for example, if you had 90% of  
7 your seniors have a solid plan you would adjust those  
8 goals to maybe --

9 MS. JONES: Yes.

10 DR. GOTCHER: -- 90, 92, 95, et cetera?

11 MS. JONES: Absolutely.

12 DR. GOTCHER: Okay. Gotcha.

13 MS. JONES: Absolutely.

14 DR. GOTCHER: Yeah, that makes sense. And it's  
15 better to have -- it's better to set a range of goals  
16 that are achievable --

17 MS. JONES: Right.

18 DR. GOTCHER: -- than set everything at 100% in  
19 year-one. I get that. So, and I appreciate that. I  
20 was just curious. Who all was involved in the goal-  
21 setting process overall? Talk about a little bit of  
22 what did that look like as you began to prepare for  
23 these goals and then for the next five?

24 MS. JONES: So we talked to students; that was a  
25 piece of this. Also, our leadership teams; I have a

1 leadership team at the high school that includes  
2 myself, assistant principal, master teachers, and the  
3 high school counselor. So that was a piece that we  
4 talked about the career piece. And then we brought  
5 teachers in on what do we want these to look like,  
6 and then there are steps that -- because every  
7 teacher is an advisor in my building. No one -- no  
8 one doesn't have a group of kids. So having them  
9 also involved in what are the things that you need to  
10 be able to know what the goals are of our kids and  
11 whether or not we're meeting those goals. And so  
12 it's really a step-by-step process and, you know, it  
13 seemed something, you know, small at the time but  
14 going out and buying folders that have five-year  
15 plans on them so when they get them at 8th grade  
16 we're actually adding to them and they're seeing them  
17 more than just at CAPS conferences; they're seeing  
18 them multiple times throughout the school year.

19 DR. GOTCHER: Good. And I have a follow-up but  
20 I'll defer for now. So thank you, Madam Chair.  
21 Thank you, Ms. Jones.

22 MS. JONES: Thank you.

23 CHAIRPERSON COFFMAN: Ms. Jones, you talked  
24 about tracking your graduates or following up with  
25 them after graduation. What's your plan for that?

1 MS. JONES: We're hoping to use social media.  
2 That's where the majority -- what we've seen so far,  
3 that's where the majority of schools that are having  
4 success with trying to track students after high  
5 school is through social media. We're putting a  
6 survey actually on the high school website that says  
7 "will you go and do this once a year?" Most of our  
8 kids, because we are in a small community, the ones  
9 that go off we know where they're at and so we're  
10 pretty good at being able to see them; you know, they  
11 still come to community events. So there will  
12 probably be, especially at first, a little bit of  
13 going out and saying, "Will you please do this? Can  
14 you fill this out for us?" But we're able to do it  
15 that way. But social media I think will be a big  
16 piece of the tracking afterwards.

17 CHAIRPERSON COFFMAN: Thank you. It's also one  
18 of the goals of the Department to follow-up with  
19 students after graduation because then we truly know  
20 if we've graduated a student that's ready for  
21 college, career, community. And so we're interested  
22 in how schools are doing that.

23 MS. JONES: Yeah.

24 CHAIRPERSON COFFMAN: Thank you. Ms. Smith, did  
25 you have a follow-up?

1 MS. SMITH: Huh-uh.

2 CHAIRPERSON COFFMAN: Okay. Dr. Saunders, let  
3 'er roll.

4 DR. SAUNDERS: All right. I'm looking at the  
5 waivers; so I'm focused on the new waivers, in  
6 particular. So if I could just go through the list.  
7 I tried to look -- but first is under Educator  
8 Licensure, multiple laws within that, and Standard  
9 5.03. Can you explain?

10 MS. JONES: So these were waivers that were  
11 granted to the district; these were district waivers.  
12 We actually already have them in place. These are  
13 waivers that we just would like to go ahead and put  
14 under the umbrella of the charter instead of having  
15 two sets of waivers at both the high school and then  
16 at the district level. So the qualified teachers --  
17 the 6-15-1004, the 6-17-201, the 6-17-401, 6-17-902,  
18 and the 6-17-919, along with the 10.01.4 and the --  
19 no, sorry -- the 15.03 are all waivers that are  
20 currently granted at the district level and we are  
21 using those for our career courses -- if we have to  
22 have a computer programmer, for instance, come and  
23 teach. So that was the purpose. But really just to  
24 put the waivers that we currently have at the  
25 district level also in the charter.

1 DR. SAUNDERS: Counselor, did you have  
2 something?

3 MS. DAVIS: Yeah. I'm sorry. I just want to  
4 say on the chart that I gave you guys it should be  
5 15.03, not 5.03. That was my error. Sorry.

6 DR. SAUNDERS: And can you explain on the waiver  
7 on the Written Personnel Policies why would a waiver  
8 from that law be needed?

9 MS. JONES: Could you give me the number?

10 DR. SAUNDERS: 6-17-201.

11 MS. JONES: Hang on just a second.

12 DR. GOTCHER: Written Personnel -- there it is.

13 MS. JONES: Yeah, the employment of certified  
14 personnel. So when we were at the district level  
15 applying for waivers those were specific waivers that  
16 were asked for. We have a personnel policy in place;  
17 it's written in place. But because we were asking  
18 for the waivers that had to do with licensing that  
19 was one of the requests that went in at the district  
20 level.

21 DR. SAUNDERS: So is it needed?

22 MS. JONES: From what I understand, it is,  
23 because it was one that was recommended to go along  
24 with the licensing waivers that we requested.

25 MS. DAVIS: And I'll just point out that these

1 additional waivers came in after their initial  
2 application and review. So we had already gone back  
3 to the applicant so they didn't get a chance to  
4 respond. If their intent is to have non-licensed  
5 people come in, like she just spoke, to teach a  
6 class, then 201 is not needed. It's just the other  
7 set, plus there's some additional ones that they were  
8 missing. But 201 does not affect whether or not they  
9 can have somebody from industry come in and teach.

10 DR. GOTCHER: So, Ms. Davis, may I ask a  
11 question? The Section 3 of 4 policies are regarding  
12 licensed personnel. So does 6-17-201 address  
13 licensed personnel? So it wouldn't be -- a waiver  
14 request would not be necessary if you brought in a  
15 technical --

16 MS. DAVIS: That is correct.

17 DR. GOTCHER: Okay.

18 MS. DAVIS: Because they would still need the  
19 written personnel policies for all their other  
20 licensed personnel. Yes.

21 DR. GOTCHER: That's what I understood. Okay.

22 MS. DAVIS: And just to go ahead and put this  
23 out there -- and like I say, because the applicant  
24 had come in afterwards, the initial review, if they  
25 intend to waive licensure they also need a waiver of

1           6-17-309 and the ADE Rules Governing Educator  
2           Licensure in order to effectuate the waivers.  
3           Without those two, then they still have to have all  
4           fully licensed personnel.

5           CHAIRPERSON COFFMAN: Ms. Jones, would you like  
6           to respond for the record?

7           DR. GOTCHER: No pressure.

8           MS. JONES: So we didn't originally ask to add  
9           the waivers that were at the district level. When we  
10          went back -- because we asked to remove that 10.02.05  
11          in the removal piece, that was after a conversation  
12          -- and I think Alex can speak to this -- after a  
13          conversation with her that said because there are  
14          subsections that are there. And then they were  
15          trying to clean up all of the waivers that we have  
16          and make sure that they're more streamlined. Since  
17          we already had these waivers at the district level to  
18          just add them to the charter; that was really the  
19          intent.

20          MS. DAVIS: I think if you want to waive  
21          licensure you need to say yes, you would like to add  
22          those two.

23          MS. JONES: Yes, I would like to add those two,  
24          6-17-309 --

25          MS. DAVIS: And the ADE Rules --

1 MS. JONES: -- and the ADE Rules Governing  
2 Educator Licensure.

3 CHAIRPERSON COFFMAN: Okay.

4 MS. DAVIS: They just need that to affirmatively  
5 --

6 CHAIRPERSON COFFMAN: And what is the decision  
7 on 6-17-201?

8 MS. DAVIS: Like I say, it's not needed but --  
9 for this intended purpose. But I don't know if they  
10 have another intended purpose in which it's needed.  
11 She'll have to make that --

12 MS. JONES: I really -- I mean, really, at the  
13 high school level I don't need the licensed personnel  
14 one, as far as I'm aware. That was just one that I  
15 think was a district level request and so putting all  
16 of our waivers in one place or having all one set of  
17 waivers.

18 DR. GOTCHER: So remove it?

19 MS. JONES: Yeah, the district already has all  
20 of these.

21 MS. SMITH: They have 6-17-201 from Act 1240  
22 when they came --

23 MS. JONES: Yes.

24 MS. SMITH: -- before the State Board. They  
25 already have that.



1 MS. JONES: Yes. Yeah, there's no waivers -- no  
2 additional waivers on this form that we do not  
3 already have.

4 MS. SMITH: And they've already been approved by  
5 the State Board.

6 MS. JONES: Yeah.

7 DR. GOTCHER: Oh, so there's no need to --

8 MS. JONES: Yeah, there's no --

9 MS. BOYD: For clarification, it's my  
10 understanding in working with Act 1240 and the State  
11 Board that the State Board encourages school  
12 districts to come forward and ask for Act 1240  
13 waivers to incorporate them either through a district  
14 conversion or a school of innovation. That's why I  
15 advised the applicant -- I'm sorry, I can't remember  
16 your name --

17 MS. DAVIS: It's the baby brain.

18 MS. BOYD: Yeah.

19 MS. SMITH: And I completely understand why  
20 we're trying to fold it in. But even if we voted no  
21 on that today it doesn't change the fact that they  
22 have the waiver.

23 MS. BOYD: That's correct.

24 DR. GOTCHER: It's approved by the State Board.

25 MS. SMITH: It's approved by the State Board. I

1 mean, am I correct, Jennifer?

2 MS. DAVIS: It is. But keep in mind though that  
3 those waivers were probably time-limited. And so if  
4 -- you know -- and because the charter is a contract,  
5 even though they technically have the waivers and  
6 they're eligible to use them, if they lose the  
7 waivers or they don't renew the waivers or something  
8 of that nature, they stated in a different manner in  
9 which they were going to use the waivers, which is  
10 different than the conversion school, then that could  
11 put the conversion school in some trouble. So that's  
12 why we are encouraging them to bring it into the  
13 conversion school so that way, regardless of what  
14 happens to 1240 or how they're using them at the  
15 district level, then the charter agreement that they  
16 have with you guys and with the State Board is still  
17 in alignment. Does that make sense?

18 MS. SMITH: That makes perfect sense. Thank  
19 you.

20 MS. DAVIS: Okay.

21 CHAIRPERSON COFFMAN: That clarification is  
22 helpful. Dr. Saunders.

23 DR. SAUNDERS: So I guess in summary of what you  
24 were just saying, if they lost the 1240 waivers they  
25 could still be in effect if they were approved under

1 this?

2 MS. DAVIS: Yes, that would be correct.

3 Whereas, you know, like I say, the district may  
4 choose not to renew for whatever reason or their  
5 needs change, but the conversion charter may still  
6 want to continue to utilize those for their needs for  
7 whatever innovations that they are doing.

8 DR. SAUNDERS: Okay. Yeah. And I can see the  
9 alignment with these new waivers and those under the  
10 1240 that's listed on your document. But you made me  
11 think of another question that we may not be able to  
12 address here but I just wanted for clarification. If  
13 they were seeking the licensure waivers under 1240  
14 and those were granted under the ones that were given  
15 to them, but they did not include the 6-17-309 and  
16 the ADE Rules Governing -- was that the licensure? --  
17 then essentially they could not actuate some of the  
18 licensure waivers that they had requested under 1240  
19 outside of this school?

20 MS. DAVIS: That would be correct.

21 DR. SAUNDERS: Okay.

22 MS. DAVIS: Right. And that would be -- I mean,  
23 if you're going to get the entire set of licensure,  
24 even if the district has them -- like I say, if they  
25 didn't get their request, the additional ones, then

1 they would not be able to utilize them.

2 DR. SAUNDERS: Okay.

3 MS. DAVIS: So, and that is the same thing on --  
4 we'll just go ahead and talk about that -- the  
5 licensed library/media specialist. They requested  
6 6-25-103 and Section 16 of the Standards, or 16.02.  
7 I am uncertain of how the district is utilizing that,  
8 if there was only a particular part that they  
9 actually needed or if they're doing something -- how  
10 they're doing it, because if they need to waive the  
11 entire requirements then they also need 6-25-104,  
12 which the district does not have under Act 1240. And  
13 this is the -- this is where we get into requesting  
14 them simply because the district has them, without  
15 any use or knowledge of how the district is using  
16 them versus a charter. So we just -- I don't know  
17 how they're going to use this to know if they need  
18 104 or not, so the applicant will have to tell us  
19 that one.

20 CHAIRPERSON COFFMAN: Ms. Jones, could you speak  
21 to that?

22 MS. JONES: So we are using them in order to --  
23 free up is not the best word, but allow our media  
24 specialists to be able to actually work with kids  
25 through intervention and acceleration and also take

1 on some duties like testing coordinator. So they  
2 actually have kids and they can also co-teach; that's  
3 how we're using them.

4 MS. DAVIS: Okay. So, and there are some vague  
5 recollections in my brain right now, but I wouldn't  
6 count on those. But is this because in 6-25-103 it  
7 has it "no less than one-third of the time shall be  
8 spent," and that's really your intent of just waiving  
9 that so they can do other things?

10 MS. JONES: Yes.

11 MS. DAVIS: Okay. So in that case they do not  
12 need 6-25-104. And I'm fine with 16.02 as well  
13 instead of the particular subsection.

14 DR. SAUNDERS: On 6-25-104, on the -- under the  
15 Section B, would they still need that?

16 MS. DAVIS: I don't think so, only because as  
17 long as that would be -- I don't think that they  
18 would. I mean, granted, it says "that duties that  
19 interfere may not be assigned outside the library  
20 time," but those would not necessarily be an  
21 interference because it would not be with the one-  
22 third. So if they have the waiver of really having  
23 more than one-third time, then they will be okay.

24 DR. SAUNDERS: Okay.

25 MS. DAVIS: The other one I think encompasses

1 it. Is everybody clear now?

2 CHAIRPERSON COFFMAN: Ms. Barnes, I know you  
3 need clarification.

4 MS. BARNES: Thank you, Ms. Coffman; I need a  
5 lot of things this morning. I'd like to hear from  
6 the superintendent with respect to all the  
7 conversation and the fact that the district has the  
8 waivers. I'm interested in how the district is  
9 utilizing this media specialist waiver in absence of  
10 what has been discussed for the high school.

11 SUPT. SPEARS: Right. Well, we are using our  
12 other two media specialists in our other two  
13 buildings to do some interventions, but certainly not  
14 more than one-third of their time. But both  
15 elementary and middle school media specialists have  
16 some additional duties that they're able to do. And  
17 those are very small buildings, less -- you know --  
18 less than 400 kids in each of those buildings. So it  
19 has definitely helped us serve kids better to kind of  
20 have those people freed up a little bit to help us  
21 there. But we're not looking to waive and eliminate  
22 the media specialists in any one building. That's  
23 certainly not our intent, but just to have some  
24 flexibility to use their time.

25 MS. BARNES: Okay. And so you have three?

1 SUPT. SPEARS: We have three media specialists  
2 for 1,185 kids. Yes.

3 MS. BARNES: Okay. Thank you.

4 SUPT. SPEARS: Uh-huh. Thank you.

5 CHAIRPERSON COFFMAN: Dr. Gotcher, are you ready  
6 for your follow-up question?

7 DR. GOTCHER: Yeah. Ms. Spears, that was my  
8 follow-up, was on -- I just needed more info on how  
9 you're repurposing the media specialists and I think  
10 you answered that. So if I heard correctly, for the  
11 high school that's going to look differently than the  
12 other two that are still getting a third of their  
13 time?

14 SUPT. SPEARS: Yes.

15 DR. GOTCHER: Okay.

16 SUPT. SPEARS: Yes.

17 DR. GOTCHER: Yeah, I'm satisfied. Thank you.

18 SUPT. SPEARS: Okay.

19 CHAIRPERSON COFFMAN: All right. Other  
20 questions or comments or concerns? Ms. Barnes.

21 MS. BARNES: And I know this one may sound like  
22 a curveball but I just need --

23 SUPT. SPEARS: Okay.

24 MS. BARNES: And either can answer.

25 SUPT. SPEARS: Okay.

1 MS. BARNES: My question is simply this: in  
2 absence of success today, do you already have  
3 sustainability of -- for the momentum to carry  
4 forward with your plan, since the district already  
5 has a number of waivers and since you've redirected  
6 your focus in this particular conversion charter?  
7 Have you had any conversations about how to move  
8 forward? What would you do should you not have  
9 success, a successful approval today? I'm not saying  
10 that it's not --

11 SUPT. SPEARS: Right.

12 MS. BARNES: I'm simply asking --

13 SUPT. SPEARS: So without a charter we do still  
14 have those waivers that we were granted back in the  
15 spring. So, I mean, definitely, we could operate  
16 under -- I mean, we're going to serve our kids; we're  
17 going to work on personalized learning. We were --  
18 we are working on a school of innovation for our  
19 middle school and doing some things differently there  
20 in serving kids. So, I mean -- I mean, definitely,  
21 the waivers that we have in place we would like to  
22 keep in the charter to kind of have some structure  
23 there and all moving forward. But we're going to  
24 serve our kids no matter what happens here today.

25 MS. BARNES: Okay. Thank you. And my final



1 question has to do with -- I'm a student at the  
2 conversion charter currently; my family moves. How  
3 are you able to continue with maintaining equitable  
4 access so that that student is possibly -- or has the  
5 best chances of being successful in whatever district  
6 the parents --

7 SUPT. SPEARS: So you're saying they move from  
8 our district?

9 MS. BARNES: Yes.

10 SUPT. SPEARS: I mean, they're still getting  
11 semester credit and all of -- you know -- we're not  
12 on a block or anything like that. So, I mean,  
13 they're able -- I mean, they're able to withdraw from  
14 us and take a viable withdrawal grade with them to go  
15 to another school. And the same with students coming  
16 into our district with, of course, our flexible  
17 schedule. I mean, we're able to acclimate them and  
18 serve them.

19 MS. BARNES: Okay. Thank you.

20 SUPT. SPEARS: Yes, absolutely.

21 CHAIRPERSON COFFMAN: Additional comments or  
22 questions, Dr. Saunders?

23 DR. SAUNDERS: Yeah. In looking at your  
24 original waivers, there are four of those that deal  
25 with grades 5 through 8 fine arts, 5 through 8 health

1 and safety, tools for learning, career and technical  
2 ed., waivers of that. And so as those are integrated  
3 into other --

4 SUPT. SPEARS: Right.

5 DR. SAUNDERS: -- curriculum --

6 SUPT. SPEARS: Yes.

7 DR. SAUNDERS: -- what's being done with that  
8 time, I guess would be a question, where they  
9 otherwise would have been in that individual course?  
10 You know, how are you utilizing that, I guess?

11 SUPT. SPEARS: Well, definitely 5 through 7  
12 they're utilizing that to -- for interventions and  
13 for extra time on reading and writing and math; you  
14 know, having extended time in those classes and some  
15 additional electives that they're doing.

16 DR. SAUNDERS: Okay. So does that apply to  
17 grades 5 through 7?

18 SUPT. SPEARS: We -- I mean, we do have a waiver  
19 to embed some of those. Yes. They're not utilizing  
20 all of those right now. I mean, they're working on  
21 an innovation plan as we speak to kind of take  
22 advantage of more of that.

23 DR. SAUNDERS: And that's not a district-wide;  
24 that's just for the charter. Correct?

25 SUPT. SPEARS: Those are district-wide. We have

1 -- yeah.

2 DR. SAUNDERS: Okay.

3 SUPT. SPEARS: Yeah, those are district-wide  
4 waivers.

5 MS. JONES: So we already had those in the  
6 charter and then they went and asked for those at the  
7 district level. So they were already a part of our  
8 charter.

9 DR. SAUNDERS: Counselor, can you help me on  
10 that one? I'm just not seeing it.

11 MS. DAVIS: Can you repeat the question?

12 DR. SAUNDERS: I think the question is  
13 concerning the waiver --

14 MS. DAVIS: Right.

15 DR. SAUNDERS: -- on standards --

16 MS. DAVIS: Right.

17 DR. SAUNDERS: -- 9.03 as applying to the  
18 district.

19 MS. DAVIS: I have that they are applying to the  
20 charter, that they do apply directly to the charter.  
21 The district may have them. Yeah, they have  
22 9.03.3.9. But the charter itself has 9.03.3.6, 7, 8  
23 and 9.

24 DR. SAUNDERS: And that would apply to those  
25 grades served within the charter --

1 MS. DAVIS: Yes.

2 DR. SAUNDERS: -- 8 through 12.

3 MS. DAVIS: Exactly.

4 DR. SAUNDERS: And so there are additional  
5 waivers beyond the Standards of Accreditation. I  
6 have 10.01, 15.03, and 16.02 listed in this document  
7 as the only district-wide waivers.

8 MS. DAVIS: Now hang on. You have what listed?

9 DR. SAUNDERS: I have 10.01, 15.03, and 16.02.

10 MS. DAVIS: Yeah, would be the new ones that  
11 they are requesting.

12 MS. BOYD: Dr. Saunders, does that make -- I  
13 think I can help.

14 DR. SAUNDERS: Okay.

15 MS. BOYD: The ones that you're looking at in  
16 that document are the ones that were not overlapping.  
17 So the district requested waivers -- some waivers  
18 that the school already had. And then the list  
19 that's there that you're looking at are the waivers  
20 that --

21 DR. SAUNDERS: Okay.

22 MS. BOYD: -- the district had but the school  
23 didn't have.

24 DR. SAUNDERS: Gotcha. So that's not all the  
25 ones that were asked for at the district level?

1 MS. BOYD: Right.

2 DR. SAUNDERS: Okay. I understand.

3 MS. DAVIS: Okay.

4 DR. SAUNDERS: Okay. I apologize for that.

5 MS. DAVIS: It takes a village.

6 DR. SAUNDERS: And I do -- I had the opportunity  
7 to go there and I appreciate you having me. It was  
8 very exciting and lots of -- there were some very  
9 innovative things going on there. Good approach.  
10 And I think it's safe to be mentioned that, you know,  
11 since the beginning of the charter you've adapted and  
12 changed a lot of things and possibly -- I know you  
13 came before us last year --

14 SUPT. SPEARS: Yes.

15 DR. SAUNDERS: -- trying to adapt and trying to  
16 make those adjustments to get that success. And I  
17 think one thing that I would really like to see in  
18 the future would be the ACT scores in comparison to  
19 state averages. I would like to see that improved.

20 SUPT. SPEARS: Yes, absolutely.

21 DR. SAUNDERS: But I did enjoy the visit.

22 SUPT. SPEARS: Thank you.

23 DR. SAUNDERS: It was very enlightening.

24 SUPT. SPEARS: We enjoyed having you.

25 DR. SAUNDERS: Yeah.

1 SUPT. SPEARS: Thank you. We like to show off  
2 any time.

3 MS. JONES: I will say the ACT scores, that was  
4 one of the sole purposes for becoming a part of the  
5 AIMS initiative because that's one of their pieces  
6 besides AP. And to speak to the media specialists,  
7 our media specialist does run our ACT prep courses  
8 for our juniors and for our sophomores and freshmen  
9 that take the test right before the Saturday exams.  
10 So she has the opportunity to do that for our kids as  
11 well.

12 DR. SAUNDERS: Great.

13 CHAIRPERSON COFFMAN: It sounds like your media  
14 specialist is a super-person.

15 SUPT. SPEARS: They all three are.

16 MS. JONES: They are.

17 SUPT. SPEARS: Yeah. Yeah, they're rock stars  
18 and we like them.

19 DR. SAUNDERS: Wears a cape.

20 CHAIRPERSON COFFMAN: Just know other schools  
21 are looking for superstars like that, so --

22 SUPT. SPEARS: We are quite aware of that. We  
23 replaced 18 teachers this year, you know, out of 90.  
24 So, yes, the big schools -- we train them up and they  
25 love to take them from us. So it's all good; it's

1 all good.

2 CHAIRPERSON COFFMAN: Mr. Lester.

3 MR. LESTER: No, I was just saying I'm sure she  
4 thanks you for making it public, so --

5 SUPT. SPEARS: Yeah, it's okay.

6 CHAIRPERSON COFFMAN: Well, I think we've  
7 already made it public.

8 SUPT. SPEARS: It's all right. I live it every  
9 year. It's okay.

10 CHAIRPERSON COFFMAN: Any questions or  
11 additional concerns? Ms. Davis?

12 MS. DAVIS: Okay. I'm unclear on whether or not  
13 you need 6-17-201. I understand the district has it  
14 but are y'all wanting to keep that request -- just so  
15 I can make sure my notes are correct?

16 MS. JONES: So it was from -- it was my  
17 understanding that in order to streamline it that's  
18 why it was over there. But are we going to use 201  
19 at the high school specifically? Probably not. But  
20 to make sure that we had all of the district waivers  
21 over in the charter was why it was requested.

22 CHAIRPERSON COFFMAN: So I think she wants a  
23 year or a no.

24 SUPT. SPEARS: Let's say yes.

25 MS. JONES: Yes.

1 MS. DAVIS: And then --

2 SUPT. SPEARS: There may be a circumstance.

3 MS. DAVIS: And then the only other question I  
4 had is, I was unclear on your response in regards to  
5 the removal of the waiver for 10.02, which is class  
6 size. Because you have 10.02.5, which deals with  
7 grades 7 to 12, so 10.02 is not needed because it  
8 doesn't deal with your students. So I just needed a  
9 yes or no that you are going to rescind that.

10 MS. JONES: The 10.02.05?

11 MS. DAVIS: No. Just the 10.02. You have the  
12 specific subsection that deals with your students,  
13 but this section deals with all grades which you  
14 don't have in your --

15 MS. JONES: Okay. Yes.

16 MS. DAVIS: Okay.

17 MS. JONES: Yes.

18 CHAIRPERSON COFFMAN: Yes, you're rescinding?

19 MS. JONES: The 10.02 -- and, see, I'm sorry, I  
20 was told actually I needed to remove the subsection,  
21 not the other one.

22 MS. DAVIS: No.

23 MS. JONES: So, okay. So we'll be rescinding  
24 the 10.02 instead of the 10.02.05.

25 MS. DAVIS: Right. And you'll maintain that one



1 so you'll be fine --

2 MS. JONES: Yes.

3 MS. DAVIS: -- in your class size --

4 MS. JONES: Yes.

5 MS. DAVIS: -- for grades 7 through 12.

6 MS. JONES: Yes.

7 MS. DAVIS: Okay. Thank you. That was all.

8 CHAIRPERSON COFFMAN: Now does anyone have any  
9 concerns or questions?

10 DR. SAUNDERS: I do. I'm going to come back on  
11 6-17-201. If you can -- I look at 201 and I just  
12 need to know what would be a case where you would not  
13 have personnel policies that include those components  
14 and post to the website?

15 CHAIRPERSON COFFMAN: That's the one that's  
16 already been approved under Act 1240.

17 SUPT. SPEARS: Is that in reference to if we  
18 have, say, a master plumber come in and teach a  
19 course? So they're not going to be a certified  
20 licensed teacher, so they're not going to fall under  
21 that particular set of personnel policies. So I  
22 think that's what that's speaking to, if we contract  
23 with them and they're a contracted employee. Is that  
24 what that is speaking to?

25 DR. GOTCHER: But, Dr. Saunders, to me --

1 SUPT. SPEARS: And I thought we had to -- I  
2 mean, I thought we were instructed we wouldn't need  
3 that piece in there.

4 DR. GOTCHER: But a personnel policy, Section 3  
5 of BoardBook, only applies to licensed.

6 SUPT. SPEARS: Licensed. Yeah.

7 DR. SAUNDERS: Right.

8 DR. GOTCHER: So technically a certified  
9 individual coming in wouldn't -- that wouldn't apply  
10 to them anyway, as long as they have the background  
11 check and they're skilled in their field. But to  
12 your question, what do we see five years down the  
13 road or four years down the road that that would  
14 apply? I'm not sure.

15 CHAIRPERSON COFFMAN: I think the conversation  
16 previous was that that was already approved under an  
17 Act 1240 waiver --

18 DR. GOTCHER: That's true.

19 CHAIRPERSON COFFMAN: -- and so they were just  
20 trying to clean it all up.

21 SUPT. SPEARS: We're just trying to pull it into  
22 the charter.

23 CHAIRPERSON COFFMAN: Right. Is that correct,  
24 Miss --

25 SUPT. SPEARS: Yes, that's correct.

1 CHAIRPERSON COFFMAN: -- Ms. Davis?

2 MS. DAVIS: Well, I mean, yeah, that's correct.  
3 But keep in mind, I think one of the things that we  
4 usually caution both applicants under 1240 as well as  
5 charter waivers -- and one of the reasons that, you  
6 know, we are trying to specifically look at waivers  
7 and do they need them and move them to the  
8 subsections is that they don't just get waivers,  
9 well, because somebody else has it.

10 CHAIRPERSON COFFMAN: Right.

11 MS. DAVIS: I mean, that they're actually going  
12 to be using them. And if they're not using them then  
13 they don't need them. Or if they don't need them  
14 then they don't get them. I mean, that kind of  
15 thing. If they need it, then they should have it.  
16 But if they don't need it, then there's no reason  
17 they should have it, if that makes sense. I mean,  
18 because --

19 CHAIRPERSON COFFMAN: Actually, it does.

20 MS. DAVIS: Yeah. "Because" is not a reason.

21 MS. BARNES: Okay. So -- I mean, that's all  
22 right. I just need to make sure that I'm clear.  
23 We're revisiting the renewal of a district conversion  
24 charter, so it's a part of the district. And there  
25 are waivers that are granted to the district already

1 and they're asking here to simply streamline and move  
2 some of those waivers over -- under the specific  
3 charter that is a part of the district. So I'm a  
4 little -- I think I might be getting a little tangled  
5 up in the particulars. I mean, it's a district  
6 conversion, so they already have the waivers. Okay.

7 SUPT. SPEARS: Yes.

8 MS. BARNES: Whether they use the waivers or  
9 not, or whether they need the waivers or not -- I'm  
10 looking at Legal and the superintendent.

11 SUPT. SPEARS: Right. Right.

12 MS. BARNES: And I had heard -- I heard Ms. Boyd  
13 as to the intent, but I think I've gotten bogged down  
14 just because I'm still stuck on the fact that we're  
15 talking about a district conversion charter that's a  
16 part of the district.

17 CHAIRPERSON COFFMAN: Ms. Boyd, what's the  
18 timeline on the Act 1240 waiver for 6-17-201?

19 MS. BOYD: Essentially, it's a five-year sunset  
20 as well. So it'll expire -- if y'all renew their  
21 charter, then the Act 1240 waiver will expire a few  
22 months before the charter does --

23 MS. BARNES: Okay.

24 MS. BOYD: -- if they don't come back and ask  
25 for an extension of the Act 1240.

1 CHAIRPERSON COFFMAN: And at that time all of it  
2 can be considered together?

3 SUPT. SPEARS: Right. Yeah. This would allow  
4 -- I mean, if we're in the middle of a school year,  
5 which would be happening, that those waivers are part  
6 of that charter and that's not interrupted what we're  
7 doing in that particular one school year. So that  
8 was just that intent to just pull those in. We  
9 already have those, just have those in the charter  
10 renewal application.

11 CHAIRPERSON COFFMAN: Exactly.

12 MS. SMITH: Okay. So I really think this goes  
13 to what our working board meeting is going to be then  
14 in January. You know, we started with charter  
15 conversions and then we had our Act 1240 and then  
16 we've had the process of school of innovations. And  
17 so now we're looking at -- we're having this  
18 conversation about a public school who is a charter  
19 school and now there's other avenues for them to get  
20 waivers. So it's really about Arkansas Department of  
21 Education and State Board of Education coming  
22 together and kind of making some definitions with  
23 some input. So I think at this board meeting in  
24 January, the working board meeting, that's been a  
25 requested topic. I think that would be a great place

1 to continue this conversation on -- because right  
2 now, I mean, I'm feeling the same way Ms. Barnes is  
3 feeling. They have it; why are we beating ourselves  
4 over -- you know -- I mean --

5 CHAIRPERSON COFFMAN: For a couple of months.

6 MS. DAVIS: Keep in mind, I don't remember their  
7 application in April for the district but they might  
8 have told the Board that they were only going to be  
9 using it at the elementary school. And in that case,  
10 they wouldn't have it. So, I mean, they might've  
11 limited themselves. I mean, and keep in mind that  
12 they would have it for use regardless of whether a  
13 district had it in a charter. So, I mean, I think  
14 that's what it is. But if they don't need it or just  
15 because a district has it, if they're not using it  
16 that way and they didn't tell the Board on approval  
17 that that's how they were going to use it, then it  
18 wouldn't apply to the high school anyway. So even  
19 though the district has it, the high school doesn't,  
20 if that makes sense.

21 MS. SMITH: Right. And I think as we continue  
22 down this path of districts and schools continuing to  
23 get waivers -- Dr. Saunders, you're going to roll  
24 your eyes at me right now -- but this is, I think,  
25 the whole argument of needing a database, needing

1 something within our system to where we can look to  
2 see this school has this waiver, this high school has  
3 it, and it applies to these concepts. Because I'm  
4 sitting here listening to numbers and points, and I'm  
5 glad that other people know exactly what they're  
6 talking about, but there I'm lost on some of it. So  
7 I think this just kind of goes to that system of we  
8 need something to help organize this. But we're way  
9 off topic and I'm ready for a motion when the group  
10 -- rest of the group is.

11 MR. ROGERS: I'm confused too, because I'm still  
12 trying to figure out if they need it. I understand  
13 the district has it, but does the district even need  
14 it. And so are we just putting --

15 CHAIRPERSON COFFMAN: But we can't change that  
16 one.

17 MS. SMITH: We can't change it.

18 MR. ROGERS: I know we can't change it, but if  
19 they don't need it in the district, they don't need  
20 it in the charter, but we're going to just go ahead  
21 and let them have it just because the district  
22 already has it, is that right too if they don't need  
23 it? That's where I'm confused. I don't know why  
24 we're arguing back and forth whether the district has  
25 it. Do they need it, is what I'm still trying to

1 figure out. That's what I'm confused on.

2 CHAIRPERSON COFFMAN: Help us, Ms. Boyd.

3 MS. BOYD: I agree with Mr. Rogers; that's the  
4 bigger question. I'm not sure where that advice came  
5 from, but I'm sure they were given the advice to get  
6 6-17-201. I don't know if -- that's -- I think  
7 that's the bigger question: do they need it at the  
8 district level. If they do, then it makes sense to  
9 put it in the charter to me. If they don't, then it  
10 makes sense to rescind it all together. But you guys  
11 can't accept that rescinsion from the district, Act  
12 1240 waiver, but --

13 MR. ROGERS: And that's why I'm trying to figure  
14 out if they need it or not because -- I understand we  
15 can't do anything with the district because that's  
16 State Board. But I also don't want to put it into a  
17 charter, if they don't need it, just because it's  
18 already at the district level. That's where I'm  
19 confused at. So if they don't need it, I'd rather us  
20 ask to take it out of the charter right now, if they  
21 don't need it, to show -- because if we're just  
22 picking up stuff and throwing it in there just  
23 because it's already passed somewhere else doesn't  
24 make it right either.

25 CHAIRPERSON COFFMAN: All right, Ms. Spears, you



1 get the final word.

2 SUPT. SPEARS: Okay. I guess I need  
3 clarification on exactly what the language is,  
4 because I'm like Stacy with all the points; they all  
5 run together. So what exactly is that waiver --

6 CHAIRPERSON COFFMAN: Okay. Here's what --

7 SUPT. SPEARS: -- and why do we --

8 CHAIRPERSON COFFMAN: Ms. Davis, help me. But I  
9 think here's what they've asked is under Act 1240 you  
10 have a district waiver for 6-17-201.

11 SUPT. SPEARS: Right.

12 CHAIRPERSON COFFMAN: The question is why we  
13 would -- we're looking to see if it needs to roll  
14 into the charter.

15 SUPT. SPEARS: To the charter. So that's the  
16 waiver for the certified personnel?

17 MS. DAVIS: No.

18 DR. GOTCHER: Personnel policies.

19 SUPT. SPEARS: What?

20 MS. DAVIS: This is personnel policies.

21 SUPT. SPEARS: Oh, the personnel policies.

22 MS. DAVIS: See, that's the thing, this -- okay.  
23 I just --

24 CHAIRPERSON COFFMAN: Will it be applied to this  
25 charter?

1 SUPT. SPEARS: I mean, the only noncertified  
2 folks that we would probably bring in would not go  
3 under certified personnel policies anyway.

4 MS. DAVIS: Right.

5 SUPT. SPEARS: So I guess we don't necessarily  
6 need that. I mean, I don't know.

7 MS. DAVIS: Yeah. This is not part of the  
8 licensure.

9 SUPT. SPEARS: I mean, unless you want to treat  
10 them the same, not part of the licensure.

11 MS. DAVIS: This is not part of licensure to  
12 have that industries have to come in.

13 SUPT. SPEARS: Okay.

14 CHAIRPERSON COFFMAN: So, Ms. Spears, are you  
15 rescinding your request for 6-17-201?

16 SUPT. SPEARS: I could do that. Yes.

17 CHAIRPERSON COFFMAN: Thank you.

18 DR. GOTCHER: And they can always come back at a  
19 later time should a situation arise, right, Ms. Boyd?

20 MS. DAVIS: Sure.

21 MS. BOYD: Correct.

22 CHAIRPERSON COFFMAN: Remember, she has district  
23 access.

24 DR. GOTCHER: Oh, yeah.

25 CHAIRPERSON COFFMAN: Okay. Anyone have a

1 concern or a question before we make a motion? Is  
2 everyone clear? Ms. Barnes.

3 MS. BARNES: Actually, believe it or not, I'm  
4 very clear. I'm just mulling over a couple of things  
5 that I will have to mull over over the course of  
6 these three days. So, okay. Thank you.

7 CHAIRPERSON COFFMAN: Are we ready for a motion?  
8 Okay.

9 DR. GOTCHER: Motion to renew Lincoln High  
10 School for five years.

11 DR. SAUNDERS: Second.

12 CHAIRPERSON COFFMAN: Motion has been made by  
13 Dr. Gotcher, seconded by Dr. Saunders to approve the  
14 renewal for five years. Any questions or comments,  
15 discussion?

16 MS. SMITH: Just a comment that, you know, in  
17 looking at the data and looking at comparable schools  
18 I do think there's still work to be done, especially  
19 in our core academic areas. So I encourage you to  
20 continue to do that. But I did appreciate the  
21 honesty and the knowledge of your application and  
22 what was said I thought matched. I also appreciated  
23 the fact of when asked about a goal and why you  
24 didn't do something you stood your ground and said,  
25 "Because we didn't want to just tell you what we

1 thought you wanted to hear." I'd much rather  
2 somebody say "we're not there yet and we're not  
3 ready" versus "oh, it's all great and good." So I  
4 appreciate the fact that I did feel like there was  
5 some honesty within that. So, thank you -- not that  
6 you wouldn't have been honest; that sounded terrible.  
7 Just a comment.

8 CHAIRPERSON COFFMAN: All those in favor of the  
9 motion to approve?

10 (MAJORITY CHORUS OF AYES)

11 CHAIRPERSON COFFMAN: Any opposed?

12 MS. BARNES: Abstain.

13 CHAIRPERSON COFFMAN: Motion carries.

14 If you'll give us just a moment, we'll have  
15 written comments to read to you.

16 (A FEW MOMENTS OF SILENCE)

17 CHAIRPERSON COFFMAN: So when will that name  
18 change be made in MySchool info? Next year?

19 DR. SAUNDERS: Which name change?

20 CHAIRPERSON COFFMAN: The name change for  
21 Lincoln. It's still coming up as Lincoln New Tech.

22 DR. SAUNDERS: Hold on.

23 CHAIRPERSON COFFMAN: But it was last year's  
24 data, so --

25 DR. SAUNDERS: Right. Let me check here. It

1 may already be in there, but it may be in there under  
2 16-17. That's what I mean. Let me check.

3 MS. BARNES: Ms. Coffman, do I need to write  
4 anything here if I abstain?

5 CHAIRPERSON COFFMAN: We'll have to ask Ms.  
6 Davis. Ms. Davis --

7 MS. DAVIS: Yes.

8 CHAIRPERSON COFFMAN: -- does Ms. Barnes need to  
9 give a written reason for abstaining?

10 MS. DAVIS: No. I mean, she can if she chooses,  
11 but I don't think it's required because at that point  
12 she is abstaining from having an opinion.

13 CHAIRPERSON COFFMAN: Okay. Dr. Gotcher.

14 DR. GOTCHER: Madam Chair, I voted for the  
15 renewal request, recognizing that this can be a  
16 complicated process. I think I'm still looking for  
17 my baseball in the lost weeds earlier. I truly  
18 appreciate the heart and the vision of this district  
19 of keeping students first. I was encouraged by Ms.  
20 Jones as well as Ms. Spears, that they're going to  
21 keep students first no matter what and I truly  
22 appreciate that heart. And I just encourage them to  
23 continue to seek the assistance of the Charter Office  
24 as a resource in the future.

25 CHAIRPERSON COFFMAN: Mr. Lester.

1 MR. LESTER: I voted to approve the renewal.  
2 The charter has adapted their goals to continue to  
3 serve their kids. No concerns.

4 CHAIRPERSON COFFMAN: Mr. Rogers.

5 MR. ROGERS: I voted for. The charter continues  
6 to work towards improving to serve their students.

7 CHAIRPERSON COFFMAN: Dr. Saunders.

8 DR. SAUNDERS: I voted in favor of that. I  
9 thought the school appears to be constantly adapting  
10 and adjusting to the needs of their students.

11 CHAIRPERSON COFFMAN: Ms. Smith.

12 MS. SMITH: Voted for. Lincoln High School has  
13 adjusted their mission and goals, but continues to  
14 look for career pathways and opportunities for their  
15 students. The district still needs to continue to  
16 look for ways to improve in core academic areas.

17 CHAIRPERSON COFFMAN: Ms. Spears, Ms. Jones,  
18 thank you very much for working through these issues  
19 with us. And I think they're just signs of our  
20 growing and learning pains and we appreciate your  
21 working with us to figure out how to best serve our  
22 schools, because schools are changing. And I think  
23 you're certainly a definition and the vision of what  
24 we want in our state for student-focused education,  
25 and so we're going to be asking these kinds of

1 questions. So I do encourage you to continue to  
2 follow the state accountability process through ESSA  
3 because as we're deciding what accountability of  
4 schools looks like. We're not just looking at what  
5 it's going to look like right now, but we're going to  
6 be -- we need to be thinking now what it's going to  
7 look like 5, 10, 15, 20 years down the road. And  
8 you're on that journey, so your voice is critical to  
9 this process. So thank you very much.

10 MS. JONES: Thank you very much.

11 CHAIRPERSON COFFMAN: If the Panel is willing,  
12 we can take a 10-minute break.

13 (BREAK: 9:40 - 9:54 A.M.)

14 A-2: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
15 RENEWAL: OSCEOLA STEM ACADEMY

16 CHAIRPERSON COFFMAN: Ms. McLaughlin, you're  
17 recognized for Action Item 2.

18 MS. McLAUGHLIN: Thank you. Action Item 2 is  
19 Osceola STEM Academy. They are here today for their  
20 renewal application. To begin the presentation we  
21 have Christel Smith, the principal, and also Shantele  
22 Raper, the district CTE Coordinator/Federal Funds and  
23 Special Projects, and they also have two students  
24 present.

25 CHAIRPERSON COFFMAN: If all representatives

1 from Osceola STEM Academy would please stand, raise  
2 your right hand, and anyone speaking in opposition.  
3 Do you swear or affirm that the testimony you're  
4 about to give shall be the truth, the whole truth,  
5 and nothing but the truth?

6 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

7 CHAIRPERSON COFFMAN: Thank you. Ms. Smith,  
8 you're recognized. And if everyone coming to the  
9 microphone will please state your name and your  
10 title, and get as close to the microphone as you can;  
11 so even if you have to take it off of the stand,  
12 please do so.

13 MS. CHRISTEL SMITH: Good morning. Okay, I'll  
14 try it again. Good morning. And I normally speak  
15 loud, so I'd better just speak in my tone. It is a  
16 pleasure to be here today to represent Osceola STEM  
17 Academy. I am Ms. Smith; I'm the principal. This is  
18 my third year as the principal at Osceola STEM  
19 Academy, but I've been in the school district in  
20 leadership -- served as an assistant principal for  
21 three years prior to that. So I'm excited to be  
22 here.

23 I want to start off by just kind of sharing our  
24 mission. The mission at our school is to prepare our  
25 students, all of our students for lifelong education



1 without borders through real world experiences. We  
2 try to do that through our authentic learning, also  
3 our project-based learning style. One of the things  
4 we really focus on is communicating, collaborating,  
5 and utilizing those critical thinking skills that  
6 they experience every day. And also we want to make  
7 sure that they're held accountable for their own  
8 achievement, as well. So that is our overall focus.

9 What we do at our school is we have adopted a  
10 curriculum K-12, and I think I shared that a little  
11 bit when I came back last February. So that has  
12 vertically aligned our district. But what we do on  
13 our campus is we make sure that our curriculum is  
14 STEM focused, so we collaborate across our content  
15 areas with math and science, literacy and social  
16 studies, and also technology is tied throughout the  
17 whole school.

18 When I came in February -- and we came actually  
19 for priority status, but I shared a lot about some of  
20 the things, instructional practices, some of the  
21 instructional strategies that we've changed to try to  
22 address some of the issues we were having in our  
23 school. Looking at the old goals -- and I came in  
24 and inherited those goals; but I came in, and when I  
25 came in I came in two years ago with some very good

1 goals set. But during that time we had some things  
2 change, like state assessment. We had high teacher  
3 turnover. We also reconfigured [sic] the whole  
4 school district the first year of that charter, which  
5 was a perfect time to do that, but we took and we  
6 consolidated three buildings into one. So I'm not  
7 going to go into a lot of information on that. I  
8 just kind of want to share that before I begin all my  
9 other information.

10 But since the last time I was here we have -- we  
11 came back and we amended our goals. So for the next  
12 five years, if this is approved, we are under  
13 different goals. Some of them are very similar. But  
14 we looked at the data and we looked at our culture,  
15 we looked at our community needs, and we looked at  
16 our students. We tried to align our new goals with  
17 not only goals that we thought were achievable, but  
18 was essential for each of our students to be  
19 successful.

20 I want to say -- make a statement before I even  
21 start talking about the academic realm and our goals:  
22 you'll see in my goals -- you'll keep hearing me say  
23 our goals are set in comparison to schools with  
24 similar demographics. Okay. I want to explain that  
25 a little bit because I don't want to send out a

1 perception that I'm saying ethnicity, that we don't  
2 have high expectations of our students. I don't want  
3 to send out a message that I'm saying because we're  
4 in a high poverty area that our students cannot be  
5 successful and perform at state level. But I did  
6 that for a reason, because it is realistic in high  
7 poverty areas, especially us in the Delta, some of  
8 our kids do have some barriers they have to deal with  
9 that are outside of our control, like lack of  
10 stability at home, not having -- a lack of those role  
11 models, not having someone to daily encourage them of  
12 academic success. It doesn't mean that they're not  
13 being taught or nor does it mean that they're not  
14 being encouraged to go to school and make good  
15 grades, but they just don't have those role models in  
16 place. Another thing is we have a few ELL students  
17 that have been identified, have some language  
18 barriers. So I wanted to -- I just felt it would be  
19 really fair if we could look at data and look at some  
20 of the schools that have some of the same  
21 similarities that we have. So I want to clear that  
22 up before I go into it.

23 I want to talk to you today why STEM is  
24 important to Osceola. Our STEM school is important  
25 to us because most of our students that leave my

1 school and feed into high school, they -- a lot of  
2 them don't look at post-secondary. A lot of them go  
3 straight into workforce. It is very important to us  
4 that we encourage our students and give them those  
5 pre-requisition skills to the programs at our high  
6 school, like, for instance, Project Lead the Way.  
7 Those kids leave there, they go into the high school  
8 engineering program. My school -- my students that  
9 have career requisition classes, like career  
10 development, data input, they go into high school and  
11 feed into the career classes there. We're trying to  
12 build -- and you'll hear my students talk a little  
13 bit about what STEM -- how the STEM experience was  
14 for them. But we're trying to encourage students to  
15 leave STEM with some type of goal or some type of  
16 vision of what they might want to do later on in  
17 life. We also -- when we became a charter school, we  
18 had 21% dropout. When you look at my goals you'll  
19 see one of my goals is on not only attendance, but  
20 we're trying to decrease dropout and that is for the  
21 high school. But a lot of them, when we asked the  
22 students, when we polled them and asked them, you  
23 know, a lot of kids that have dropped out -- and we  
24 have an alternative program for that -- but a lot of  
25 them just said lack of interest. They really didn't

1           feel -- when they went to high school there was no  
2           area really they fit in. And a lot of times those  
3           are your students that are not necessarily your A and  
4           B students. So what we did was we tried to make sure  
5           that we build programs at STEM Academy that will  
6           prepare them not only for trade school, but would go  
7           into the industries, like we are very industrial in  
8           Osceola. We have American Greetings, we have Denso,  
9           we have -- also we have Sysco. We have a lot of  
10          industries. We also partner with these industries,  
11          so when they do receive our students they feel  
12          confident they've had some kind of foundation set.  
13          So I wanted to share that with you.

14                 One of my goals that I set, when we look at  
15          students' data we look at not only performance but we  
16          look at growth. It was kind of complicated for me  
17          when I looked at the NWEA MAP assessment, me and my  
18          leadership team, because we all analyze it to try to  
19          set goals. Because what we see on my campus is -- we  
20          don't see a consistent -- they go up and down, up and  
21          down. And we're trying to figure out is it because  
22          they're not taking the test serious, is it because --  
23          so what do we -- when we ran reports with math and  
24          what we found out was -- we looked at our standard  
25          deviation across 6th through 8th grade, and that's

1 three of my grade levels. They were having a  
2 standard deviation of about 16. That's extremely  
3 high. So then what we did was we went in and started  
4 looking at standards and sub-skills or essential  
5 skills to master those standards. We found trends.  
6 So when I set my goal -- and I really hope y'all  
7 understand where I'm coming with this one -- when I  
8 set my goal -- our goal at our school is to make sure  
9 100% of our kids grow. But when you're looking at an  
10 assessment piece like NWEA MAP assessment they set a  
11 projectory [sic] for growth goals. And at this time  
12 -- and we've talked about it -- we're utilizing their  
13 projected growth. Well, what happens is students are  
14 growing but they're not growing at the rate that the  
15 typical child at their grade level should be. Also,  
16 typical child, some of them, level of RIT score that  
17 they should be. So we're seeing incline but we're  
18 still not seeing enough growth. So right now what  
19 we're focusing on is looking at individual students  
20 and we're looking at our students and saying, "What  
21 skills can we work on to help them start to master  
22 standards?" We're seeing that they're missing skills  
23 that they should've learned early on. And they  
24 might've learned it but for some reason they might've  
25 not retained it. You know, I don't know if it wasn't

1           practiced enough, I don't know if it's the  
2           instructional approach, but we're looking at those  
3           type of things.

4           Another one of our new goals that we've put in  
5           here was on our attendance. We have pretty good  
6           attendance. We've seen a slight 2% decrease from  
7           first quarter to last quarter last year. But also  
8           with us being a diversion [sic] charter school we  
9           house all 5-8 and we have quite a bit of competition  
10          around our community. I don't know if y'all are  
11          familiar with Osceola, but we have a lot of -- not  
12          only -- now we have a private school, we also have  
13          KIPP that's right down the road. So we have a lot of  
14          students that go back and forth. So I wanted to  
15          share that with you.

16          But I wanted to share with you why I feel like  
17          also as the leader that STEM is improving our  
18          students, not only develop them socially, as well as  
19          academically. I would like to share a story. When I  
20          first became principal we had a student that had  
21          missed 127 days as a 5th grader. He was retained.  
22          He'd come back -- my first year as a principal we  
23          struggled to get him to come to school. Literally I  
24          had to go out in the parking lot and get this kid and  
25          -- out of the car with his parents and bring him in

1 and give him a long talk to get him there. So we  
2 decided to make -- we said, "Well, you know, let's  
3 put him in the alternative setting and work on self-  
4 esteem." We transitioned him out last year. This  
5 kid this year has missed maybe 4 days. He has  
6 totally bought into our STEM focus. He's one of our  
7 top students in our computer science class. He loves  
8 -- he loves Project Lead the Way. So I feel like the  
9 STEM focus, even though we're integrating it through  
10 our curriculum and through academics, is really  
11 working.

12 I know we have not met state average or  
13 standards, but I would like for y'all -- she passed  
14 out a form. It had STEM Academy 2016 ACT Data  
15 Breakdown.

16 (WHEREUPON, A-2 Exhibit One (1) was marked for  
17 identification and entered into evidence.)

18 MS. CHRISTEL SMITH: I want to share a little  
19 bit of that. Even though we were disappointed as a  
20 staff, we really wanted to at least exceed or meet  
21 the state average. But when you look at that data  
22 you will see even though we didn't meet state  
23 average, when you look at our subgroups -- and our  
24 subgroups -- our TAGG groups are very important to us  
25 because when we look at data we also look at



1 subgroups -- we outperformed the state average in  
2 quite a few -- 3 I think in math, and ELA I think it  
3 was 2. So we do feel like we are closing some gaps  
4 and I think also when we collaborate with math and  
5 science now the interest level is also picking up  
6 among our students. But if you look at that you'll  
7 see that we start looking at numbers, percentages.  
8 And if you look at that we've had quite a few  
9 students that were very close. And we're looking at  
10 that when we're looking at this year because we're  
11 going to have the same state assessment, so it's  
12 going to -- so we've really been digging through this  
13 data and trying to see how we can move kids. But  
14 also we want to make sure we stay focused on our STEM  
15 focus as well throughout our curriculum.

16 And -- okay. Okay. And I'm going to -- I'm  
17 going to step down. I'm sure I can answer some  
18 questions y'all have at the end. But I would like  
19 for y'all to watch this video before Ms. Raper comes  
20 up. So thank y'all for allowing me to speak.

21 (WHEREUPON, a video was played. It may be  
22 viewed on the ADE website.)

23 MS. WHITFIELD: Hello and good morning to all.  
24 My name is Anna Whitfield and right now I am enrolled  
25 in Osceola High School as a freshman. I would like

1 to talk about, first, my transition from STEM to the  
2 Osceola High School. As of right now, it has really  
3 prepared me. With STEM I would like to express the  
4 acronym as S stands for science. With science we --  
5 at STEM we did so much. First -- my first great  
6 experience with science as an 8th grader at STEM was  
7 when we went to A-State for our regional science fair  
8 and I won I believe second place, which was a great  
9 opportunity for me because it reached out to me and  
10 showed me that there's a lot of broad experiences in  
11 life with science. With technology at my old school,  
12 STEM, it was a lot. We had iPads, Chromebooks,  
13 iPods, Kindles -- I want to say Kindles but I'm not  
14 for sure. We had so much, so there was no need to  
15 say that we weren't -- what's the word -- prepared.  
16 We were always learning, experimenting with  
17 everything. E, engineering -- as you can tell, Ms.  
18 Smith, she already kind of gave you a show of Project  
19 Lead the Way. And I was in the video myself. I won  
20 -- I don't know what it was -- first or second place  
21 for my clawbot, which in engineering we were taught  
22 once before by our first teacher, Mr. Landry -- he  
23 taught us how to build -- well, first design, then  
24 build, then program. With that, it's a lot because  
25 first you have to make sure that your design fits the

1 criteria; then you have to make sure that all of your  
2 measurements are correct. If they're not correct,  
3 you will not meet the criteria and you will not get  
4 rewarded what you want to be rewarded. So with that  
5 being said, we -- I met criteria and I got rewarded.  
6 M, mathematics, my favorite -- there's not much I can  
7 say about that because it's just great. What is life  
8 without math? Math is the root of everything. You  
9 cannot do anything without math. With science you  
10 need math. And with that being said, my time is up.  
11 Thank you.

12 MS. WALKER: Hi. My name is Sierra Rucker. I  
13 just turned 12 yesterday. I go to Osceola STEM  
14 Academy. I am on the student leadership team, so I  
15 have got to meet Monty Hodges and David Burnett. It  
16 was a great experience and I wish I could do it all  
17 over again. But then again, STEM, it has taught me a  
18 lot. Ms. Smith and Mr. Crowell, they have taught me  
19 a lot and they are the most amazing principal and  
20 assistant principal that you could ever have. But to  
21 me STEM is science, technology, engineering and math.  
22 Well, we learn in science about the study of  
23 heredity; genetics is the scientific study of  
24 heredity. So basically we learn the same thing in  
25 math, except math and science, they both have a lot

1 in common because in science you have to use numbers.  
2 Because yesterday I was reading about probabilities  
3 and so we have to use numbers, because there were 23  
4 pairs in 46 chromosomes. So we basically learn the  
5 same thing in math; you have to use numbers, you have  
6 to use number percentages to get your answer and a  
7 lot of other things. But science and technology, now  
8 that -- that's a lot because in technology you have  
9 to know the science of it. You have to use science  
10 in technology, but in technology you have to know the  
11 science of it. And they're both compared -- because  
12 science, you use technology; you use it to learn  
13 about certain parts of your body or just studying  
14 about it. So in PE we learn how to be energetic, we  
15 exercise, and my coach, which is -- track is  
16 Donaldson, he is teaching me to play basketball so I  
17 can get better because that's my future goal to play  
18 in the WMBA. But the best thing about STEM is that  
19 they motivate me to do the best I can. I was an all-  
20 A and B student throughout my whole year of school.  
21 I was very talented and I have many goals to achieve  
22 and to be a big role model for my sisters because  
23 they look up to me, because my older sister has  
24 already graduated. But I want them to know that you  
25 can achieve anything if you believe. And STEM, they

1 have taught me a lot about that. I believe in myself  
2 and I've just got somewhere where I have to thank God  
3 only and my family, and STEM too because they're like  
4 family to me when I'm there. And I don't know what  
5 to say about them because STEM, they've helped me a  
6 lot. And STEM, they've helped me improve. And the  
7 best thing about it is that STEM -- when you go to  
8 school there they encourage you to do the best you  
9 can on every test, on every exam that you have to  
10 take. They motivate you no matter what. If you just  
11 lost a family member, they're there for you. They're  
12 like a second family to me when I'm at school. But  
13 the thing I learned in reading is how to use my  
14 strategy to predict or summarize the book I'm reading  
15 about or the chapter or the parts and everything.  
16 I'm learning a lot about China in my social studies  
17 class. And I want to thank Ms. Smith because she is  
18 the most encouraging woman I've ever met in all of my  
19 life.

20 CHAIRPERSON COFFMAN: Thank you. Is there  
21 anyone here to speak in opposition, Ms. Boyd or Ms.  
22 McLaughlin? Is that a no?

23 MS. BOYD: No, ma'am. I'm sorry.

24 CHAIRPERSON COFFMAN: Okay. Thank you. Ms.  
25 Smith, you have 5 additional minutes for closure, if

1           you need it.

2           MS. RAPER: So out of the mouth of babes, that's  
3 hard to follow up. So, you know --

4           CHAIRPERSON COFFMAN: If you'll --

5           MS. RAPER: My name is Shantele Raper. I'm  
6 sorry. My name is Shantele Raper; I'm director of  
7 Federal Programs and Special Projects, and so Special  
8 Projects lends itself to the Osceola STEM Academy.  
9 So upon our initial implementation of the Osceola  
10 STEM Academy it was important to us to make sure that  
11 this middle school component was an integral  
12 transition to high school -- and not only to high  
13 school, but also transitioning to our community. And  
14 so the components of that transition included -- one  
15 thing was instilling a love for learning, which you  
16 can tell is in place with our students; introduction  
17 to the STEM concept -- you know, even five years ago  
18 STEM was still new to people and so to just instill  
19 that STEM concept; applied learning; and  
20 accountability for education.

21           With that, what we saw was that these components  
22 grew in a way that -- in a positive way that we  
23 really did not anticipate and that our students, like  
24 our 9th grade students -- our students in 8th grade  
25 began demanding those same opportunities at the high

1 school. So I had to go to Mr. Cox and say, "We have  
2 Gateway technology for 5th through 8th graders; oh my  
3 goodness, we have a problem. I have 50 students  
4 wanting this now at 9th grade, so we have to expand  
5 this." And so with that, STEM Academy -- now we have  
6 about 50% of our students that want to follow  
7 through. And at the high school we are one of the  
8 only schools in the area to offer manufacturing  
9 programs, which is important to our community because  
10 we are a manufacturing community. So with our  
11 Project Lead the Way we have computerized integrated  
12 manufacturing, so now we have students that, you  
13 know, have a solid five years into that program. And  
14 so we have juniors and seniors now that may have only  
15 been in 7th and 8th grade but that's grown. We also  
16 have Megatronics, which is impressive, and they're  
17 also using those skills.

18 So, you know, this is -- again, it's promising  
19 for our community. You can see the community  
20 involvement in the STEM Academy. Business and  
21 industry absolutely loves being a part of the process  
22 because they see the benefit of what's happening at  
23 STEM Academy. For example, I'm going to go all the  
24 way to a 12th grader, but she was an 8th grader at  
25 the STEM Academy. I just got a call yesterday that

1 as a 12th grader with our JAG program she is  
2 utilizing her technology skills and was given a JAG  
3 internship at American Greetings this week, working  
4 with spreadsheets, databases, those type of things.  
5 So those were all things that were a component of 8th  
6 grade, so that would be a success story.

7 So a lot of times like you're hearing Ms. Lewis,  
8 our Project Lead the Way teacher, talk about we need  
9 the math teacher and science teacher to come in and  
10 help us with this. As a former business teacher, I  
11 always learn -- love to learn with and from my  
12 students. It's nice when you have a problem that you  
13 need your students to help you with and you can sit  
14 around a table and troubleshoot. And I just love it  
15 when we can have a 7th and 8th grader that knows more  
16 than we know and be able to help us with that.  
17 Because in technology, you know, we can't always be  
18 abreast of that information.

19 So I want to talk about a few of the things in  
20 technology that we would consider a success. Our  
21 FBLA instructor just sent us a text message; we've  
22 had two national winners in desktop publishing and  
23 career exploration, and that's not including the  
24 state and regional. So as a former FBLA instructor I  
25 was very proud to know that we had two national



1 winners. Stock market game, I can't even begin to  
2 tell you. I think year after year after year STEM  
3 Academy is -- hits that first, second and third  
4 place. They do a great job. And so the young  
5 ladies, on the way over we kind of woke them up and  
6 said, "Hey, you know, what are you going to talk  
7 about?" And they just started kind of rattling on  
8 back there and they have it, they know what they're  
9 going to say.

10 So I'll be glad to answer any questions. But I  
11 think the video, the students, they speak for  
12 themselves.

13 CHAIRPERSON COFFMAN: Thank you so much.

14 All right. Panel Members, who'd like to lead  
15 off with questions? Dr. Gotcher.

16 DR. GOTCHER: Good morning. I think I want to  
17 begin my discussion, first of all, with just mission  
18 statement alignment. I had that written down in my  
19 notes from the last couple of days. And the piece  
20 that I just want to hear a little more about,  
21 realizing our wonderful testimony of our wonderful  
22 student earlier regarding mathematics -- I'm still  
23 concerned of the low performance in the math scores.  
24 And I'm looking at the narrative in the applicant's  
25 response that students struggle because of lack of

1 critical thinking. And I so appreciate the project-  
2 based learning on a weekly basis and the  
3 collaborative planning with the science and math  
4 teachers, but seeing a significant disconnect in the  
5 state average and the performance of the STEM  
6 Academy. What does your future look like in  
7 preparing and changing the performance of the math  
8 scores? And keep in mind we recognize the flux of  
9 assessments that we're in. But within NWEA MAPS,  
10 with ACT Aspire, and with your project-based learning  
11 on a weekly basis I'm hopeful that we can see some  
12 quick, quick wins in this process. Who might address  
13 that?

14 MS. CHRISTEL SMITH: Thank you, sir. I want to  
15 start off by what we're doing now and we're going to  
16 continue to do in the future is that alignment piece,  
17 now that we've added a curriculum to it, we do see  
18 now the vertical alignment from K-12. We also  
19 collaborate from building to building; 4th grade  
20 works with my 5th grade, 8th grade works with high  
21 school, which is 9th grade math. So we know that not  
22 only we are talking about these skills that our  
23 students are deficient in or need more help in. When  
24 I'm talking about the critical thinking skills, even  
25 though we're working on that, we're doing it through

1           problem solving, we're doing it through Project Lead  
2           the Way. One of the things that we're trying to  
3           encourage our students to do more of, they really  
4           struggle with processing. They don't want to go that  
5           extra mile; they want you to tell them. So we're  
6           having them now do item tasks, item analysis; not  
7           only -- it ain't about getting the right answer or  
8           the wrong answer, it's about telling us how you got  
9           it, working through the process. Do I predict in the  
10          future -- I mean, in the near future you're going to  
11          see higher scores? Absolutely. I think also with  
12          our instructional approach that we're taking now also  
13          is we do a lot of cooperative learning in the  
14          classroom. We do a lot where students are doing a  
15          lot of hands-on and tying it to real-world. I think  
16          in the past they didn't think math was relevant. You  
17          know, I mean, they didn't really understand that it's  
18          such an essential skill; it's almost like the student  
19          said, we need math, math is everywhere. And I think  
20          now they're starting to make that connection, but  
21          also they're in the process too, sir -- we kind of  
22          changed assessments -- I'm not trying to make  
23          excuses, but we had to change our strategy, our  
24          instructional strategy approach when we went from  
25          benchmark to PARCC. And then we had to turnaround

1 and go back and do some of the strategies we were  
2 doing for benchmark for ACT Aspire. So, but do I  
3 predict in the future -- yes, I do predict that we'll  
4 start seeing some math scores go up.

5 DR. GOTCHER: Just a follow-up, Madam Chair.  
6 I'm encouraged by the increase each year for  
7 graduation rate.

8 MS. CHRISTEL SMITH: Oh, yes.

9 DR. GOTCHER: That's strong and that means  
10 something is working. And I do recognize some of the  
11 comments. I would believe that you could ask for  
12 100% student growth --

13 MS. CHRISTEL SMITH: Yes.

14 DR. GOTCHER: -- instead of a 50%. I believe  
15 all students can grow --

16 MS. CHRISTEL SMITH: Yes.

17 DR. GOTCHER: -- as you alluded to earlier. So  
18 that's something that I would consider as it relates  
19 to Goal 3. But I'm still processing --

20 MS. CHRISTEL SMITH: Okay.

21 DR. GOTCHER: -- because I'm real concerned with  
22 the math scores.

23 MS. CHRISTEL SMITH: Okay.

24 DR. GOTCHER: And I know that you guys have  
25 incredible systems in place.

1 MS. CHRISTEL SMITH: Here's another thing too --

2 DR. GOTCHER: Yes, ma'am.

3 MS. CHRISTEL SMITH: -- I want to share with you  
4 in math. I'm going to share a little bit of data,  
5 the five years in our building, and it has impacted  
6 scores. We haven't had a consistency in math  
7 teachers. For instance, this year alone our 7th  
8 graders went about a month-and-a-half without a math  
9 teacher. Last year we went with not a very strong  
10 content teacher for almost a semester. The year  
11 before that we had very high teacher turnover. But  
12 last year we had an awesome math teacher that we lost  
13 because she found a job closer to home. That's one  
14 of the things too, most of our teachers commute. So  
15 we really try to keep them there by giving incentives  
16 district-wide, but sometimes we still lose them. But  
17 I think that impacted as well. We don't have enough  
18 consistency. But now that we have this Engage New  
19 York and now we have math department meetings across  
20 the district -- I mean, and we bring in my building,  
21 elementary, and high school -- and they all  
22 collaborate. We do that monthly, we do it on campus.  
23 So I do predict now we are headed in the right  
24 directions.

25 DR. GOTCHER: And one final thought, Madam

1 Chair. I think the collaboration piece is huge, so  
2 I'm encouraged by that.

3 MS. CHRISTEL SMITH: Uh-huh. Thank you.

4 DR. GOTCHER: So I sympathize but I know it's a  
5 challenge, and you know more than anyone that it's a  
6 challenge.

7 MS. CHRISTEL SMITH: Yes.

8 DR. GOTCHER: And so --

9 MS. CHRISTEL SMITH: Yes. Well, we're going to  
10 keep working hard. Yeah, keep working hard.

11 DR. GOTCHER: I know you are. Thank you.

12 CHAIRPERSON COFFMAN: Dr. Saunders.

13 DR. SAUNDERS: Yes. In looking at your  
14 application I noticed that it appears you're not  
15 asking for any new waivers. Is that correct?

16 MS. CHRISTEL SMITH: (Nodding heading up and  
17 down.)

18 DR. SAUNDERS: No additional waivers than what  
19 you currently have. And looking at your existing  
20 waivers you have -- excuse me -- really quite  
21 limited, two laws, it appears, and about six or seven  
22 waivers from ADE rules. So is that -- does that  
23 sound about accurate?

24 MS. RAPER: That sounds accurate.

25 DR. SAUNDERS: Okay. And I think my question

1 just overall is in exercising these waivers and what  
2 you've seen in the past, how have you been able to  
3 exercise these to get where you are now?

4 MS. RAPER: First and foremost, I would say that  
5 the waiver for licensure is beneficial because we do  
6 have the barrier for attracting quality teachers in  
7 the Delta. And the district has implemented a  
8 recruitment bonus in the district that has been  
9 helpful. So, for example, Ms. Smith will look at her  
10 building and where we have an area of need she can  
11 put a 7-12 certified teacher in a 6th grade area, if  
12 that's needed. So, for example, we had a 7th grade  
13 -- 7-12 literacy teacher that was a solid teacher,  
14 but we knew we had a weakness because we look at  
15 those trends and know where those students had weak  
16 teachers and we were able to move that teacher to a  
17 6th grade level and teach in literacy. And so those  
18 type of things are very helpful.

19 Another thing is Ms. Smith, she kind of did a  
20 split block, which is really nice because we knew  
21 with the block that that block amount of time  
22 sometimes is hard to keep the students' attention.  
23 She did a split block so that -- and you can help me  
24 on this, Ms. Smith -- but for the most part it was  
25 instruction for one block and then later that day

1           they would come back for an application piece. But  
2           like, for example, pre-AP, the teacher that you --  
3           the social studies teacher that you saw that has a  
4           strong literacy background but not certified in  
5           literacy. You know, we're able to put her in that  
6           second block of literacy to do some application with  
7           those novels and texts that they're seeing in  
8           literacy. And so one thing that we did this summer  
9           K-12 when we worked with our curriculum, it was a  
10          process but then every teacher had input and then  
11          they came in to the lead teacher and we mapped K-12  
12          math, literacy, and science, and those are on our  
13          website. They are a work in progress. We tweak  
14          those. We understand that we're going to come back  
15          and work on those again. But with that we -- it was  
16          really interesting; we actually had students help us  
17          with this, but we took all of the texts that --  
18          across K-12, every novel that's in our curriculum,  
19          and instead of just printing the name we printed the  
20          book cover. And so in our district you would see K-  
21          12 and you saw a list of every text that was taught  
22          in the curriculum. And so then you see that  
23          crosswalk -- where I'm getting with this is when we  
24          see these literacy texts you see that crosswalk with  
25          social studies. So when we can have a social studies



1 teacher supplement and teach literacy in that second  
2 block, that's a perfect example of being able to use  
3 that waiver, and same with science and math. So that  
4 would be the most important.

5 Our fine arts, we implement everywhere. You  
6 know, when we first wrote these waivers and those of  
7 us that were working on the charter at the time we  
8 really didn't know the leadership that we would have  
9 in that building. And so I looked at it as paving a  
10 way to allow administrators to provide opportunities  
11 for the students that they need without being --  
12 having those barriers of time. You know, we have to  
13 have so many minutes of the art and so many minutes  
14 of the music and those things. And so without those  
15 waivers we would not be able to provide those  
16 engineering -- the Discovery Zone, those type of  
17 pieces. And so that's another one.

18 The class size and teaching load, primarily  
19 that's when we do have classes that are combined and  
20 collaborate, and usually that's two teachers working  
21 together. So any other waivers that you have a  
22 question?

23 DR. SAUNDERS: That's all I had on that.

24 CHAIRPERSON COFFMAN: Who's next? Ms. Smith.

25 MS. STACY SMITH: Okay. So my concern kind of

1 goes back to goals. When looking at your previous  
2 goals for the previous five years you did not meet a  
3 single goal. Correct?

4 MS. RAPER: (Nodding head up and down.)

5 MS. STACY SMITH: In fact, in some of those  
6 areas we flat-lined or even declined. So that's a  
7 little bit of a concern. So looking at new goals  
8 going into renewal, I really -- I'm on the line of --  
9 because when I looked at your old goals, there were  
10 some of those that I thought that would've been a  
11 hard one to meet as it was set up. So that point of  
12 setting realistic goals, that that can actually  
13 accomplish something. And so hitting back on the  
14 first goal of -- the first and second goal about just  
15 meeting the "of similar populations," of meeting the  
16 similar populations in comparison, I don't have a  
17 problem with that, that goal. But when you get down  
18 to the growth part using NWEA, if you're really going  
19 to go for "we're going to meet or exceed the state  
20 level and above," and similar populations, you can't  
21 have a growth of 50% in science or a 60% growth goal  
22 in math and expect to be where everybody else is. I  
23 mean, if we're already saying we're starting off  
24 behind and your growth goal is not even at 100%  
25 you're going further behind. You have to at least

1 say "we're going to make" -- I mean, you can't be  
2 behind and then not have a growth goal of at least  
3 100% to get there. Am I making sense?

4 MS. CHRISTEL SMITH: Yes.

5 MS. STACY SMITH: So let me hear a little bit  
6 more kind of about your thought process there and  
7 what you're thinking on that.

8 MS. CHRISTEL SMITH: It's making lots of sense.  
9 Actually, in our district leadership team meeting  
10 yesterday we talked thoroughly about MAP data. And  
11 one of the things I learned there -- and I'll tell  
12 you I didn't realize this prior to yesterday meeting  
13 -- that -- because even though we were looking at  
14 trends and looking at inclines and declines of our  
15 students just on my campus, and then we looked at it  
16 district-wide and looked at trends district-wide, I  
17 didn't know that we could set goals for our students,  
18 meaning we could go in and modify realistic goals.  
19 And I'm going to tell you what I mean by that -- you  
20 know the kid that has a RIT score of 190 and MAP  
21 projectory said they need to be at 207 or 203; I'll  
22 say 203 -- 203 by the winter of that. But we're  
23 seeing kids growing. They might go from 190 to 202.  
24 But if I'm going to use -- if I was using MAP  
25 projectory, it's going to say he did not meet growth

1 goal.

2 MS. STACY SMITH: Right.

3 MS. CHRISTEL SMITH: So if I would've known that  
4 prior to when I made that, I would've absolutely made  
5 higher goals because we would've actually looked at  
6 data and how we progress monitor standards throughout  
7 our campus, and I probably would have made it higher.  
8 So those are some goals that I would like to go back  
9 and look at, so -- but I do agree and understand what  
10 you --

11 MS. STACY SMITH: Okay. And then the graduation  
12 goal, originally I think -- it looks like y'all have  
13 kept that goal the same, increase by 4% each year.  
14 And when you're just looking at your past data on how  
15 much you've grown each year it's been a very small  
16 percentage. And so you guys -- so you didn't meet it  
17 before.

18 MS. CHRISTEL SMITH: Right.

19 MS. STACY SMITH: What are we doing differently  
20 now that's going to change where you're going to get  
21 that 4% each year? I mean, what's --

22 MS. CHRISTEL SMITH: See, and here, this one was  
23 tough for me. And I'm smiling because if I would've  
24 went with my gut -- because, you know, when I hear  
25 the word "charter schools," whether you're a district

1 conversion charter or open-enrollment charter,  
2 people, you know, they tend to put it -- you know --  
3 they -- everything should be 100%. Because I really  
4 -- when I looked at last year and looked at my new, I  
5 said about a 2% would be realistic for us. But I did  
6 stick with 4% because I didn't want to have low -- I  
7 mean, I didn't want y'all to think that we had low  
8 expectations.

9 MS. STACY SMITH: Well, and your students now  
10 that have been through the STEM Academy --

11 MS. CHRISTEL SMITH: Yes.

12 MS. STACY SMITH: -- are your students that are  
13 in high school --

14 MS. CHRISTEL SMITH: Right.

15 MS. STACY SMITH: -- whereas maybe previously --

16 MS. CHRISTEL SMITH: Seniors were 8th graders.

17 MS. STACY SMITH: Yeah. I did talk to Dr. Wilde  
18 about the work and he did mention that Osceola was  
19 being an extremely collaborative district at this  
20 point and working for improvement. I just wanted to  
21 note that he mentioned the collaboration part and the  
22 pieces that were going on there. So I just wanted to  
23 --

24 MS. CHRISTEL SMITH: Can I have a -- ask a  
25 question for clarity or is this not the time to ask?

1 MS. STACY SMITH: No, you may ask.

2 MS. CHRISTEL SMITH: Okay. Now that we've set  
3 these goals -- and like I said, we look at data all  
4 the time, monthly. Even the new goals that I've  
5 submitted -- and I know I went for amending my new  
6 goals. Like say if we wanted to go to 2%, so are we  
7 kind of just bound to the ones that were approved in  
8 our amendment? What is the process there?

9 MS. STACY SMITH: You have the right to change  
10 them. You would submit it to us.

11 MS. BOYD: Right. Today is a negotiation of a  
12 charter contract, just like if it was a new  
13 application, so you guys can agree upon that today.  
14 So if you want to ask for it to be 2% and that makes  
15 more sense and the Panel understands that, then we  
16 can do that today.

17 MS. STACY SMITH: Well, and I'm not asking you  
18 to change it. I mean, I'm with you; if we're going  
19 to actually make significant improvement in kids  
20 we've got to aim high. Okay. But I think that  
21 you're going to have to be very aggressive in -- if  
22 4% is your goal, which I think is attainable -- I  
23 think with really that collaboration piece with the  
24 high school -- from what you have control over in  
25 your middle school setting as a charter all the way

1 up through high school that that piece -- that  
2 linkage is very, very strong, because it's about  
3 those 9th graders not getting their credits. If you  
4 go back and you look at those 8th graders leaving  
5 your school and moving into 9th grade and not getting  
6 their credits their 9th grade year, I'd start there  
7 and really start digging into my data because that's  
8 your kids who won't graduate. And how do you provide  
9 -- if you're going to get your 4% how do you provide  
10 your intense intervention in 9th grade to get those  
11 kids their credits? And how does your academy, your  
12 STEM academy lead to that? So I think it's doable.  
13 I think that it's a -- you've got to think it all the  
14 way through though on that piece. Am I kind of  
15 hitting on the same --

16 MS. RAPER: Same thing --

17 MS. STACY SMITH: Y'all looked to each other  
18 like y'all have talked about that before, so I'm  
19 thinking --

20 MS. RAPER: We've talked about that.

21 MS. STACY SMITH: Okay. Another thing I want to  
22 talk about -- and Ms. Pfeffer brought this up  
23 yesterday -- on goals that maybe aren't directly  
24 linked to the assessment pieces. What are your  
25 challenges? And some of the things that I heard you

1 talk about were teacher retention and quality  
2 teachers. And so how can we write some goals -- and  
3 I'm not asking for them today, but I would definitely  
4 think this is something that you could go back as a  
5 group and say what are some goals that we can write,  
6 because we know if we improve in these areas it will  
7 have an impact here. So --

8 SUPT. COX: I'm Michael Cox, superintendent at  
9 Osceola. I've been superintendent over there seven  
10 years. A couple of years ago I think it was -- of  
11 course, our biggest problem at Osceola is hiring and  
12 retaining good qualified teachers, and I encouraged  
13 the board and they adopted a policy. We pay a  
14 \$10,000 bonus for the shortage areas. Now what we  
15 did, we took the state's shortage areas -- we added a  
16 few areas because we had some that wasn't on the  
17 state list -- math and science, Spanish, there's  
18 several of them.

19 MS. RAPER: CTE.

20 MS. CHRISTEL SMITH: Special ed.

21 SUPT. COX: CTE. So we give those teachers, if  
22 they're qualified teachers, \$3,000 at the end of the  
23 first year. And we want to retain them, so we give  
24 them \$2,000 at the end of the second year, \$2,000 at  
25 the end of the third year, and another \$3,000 at the



1 end of the fourth year for our \$10,000 bonus. We've  
2 also encouraged our attendance, to be present every  
3 day. We give -- in the past we had a perfect  
4 attendance for teachers. At the end of the semester  
5 if you hadn't missed a day off in the semester you  
6 get \$100 or \$150 or something. Of course, the  
7 problem with that, if you miss a day in September you  
8 may as well miss 10 more because you're out of the  
9 picture. So I encouraged the board, and they did  
10 adopt a policy where every month we have a perfect  
11 attendance policy. If you don't miss a day in  
12 September, in October you're going to get \$100. If  
13 you don't miss a day in October, in November you're  
14 going to get \$100. So it's like \$1,000 a year and  
15 it's based on a month-to-month-to month because if  
16 you miss a day in September because you're sick, you  
17 still get it back in October. Now I was down here  
18 before the State Board and one of the board members  
19 of the State Board said, "I don't know about having  
20 to pay teachers to come to work," and I said, "I  
21 didn't do it for the teachers; I'm doing it for the  
22 kids," because they need -- our teachers need to be  
23 there. And we're -- you know, another thing I  
24 thought about, it's probably not a good thing but I  
25 was thinking about this: some of the best teachers

1 we've hired, especially at the secondary level, over  
2 the last five years didn't come from teacher  
3 education programs; they're alternatively certified;  
4 some were like Teach For America and some of those  
5 things. So I don't know what that says about our  
6 educational program, but some of the best ones -- and  
7 we're also finding that content knowledge is not  
8 necessarily the most important part of a teacher.  
9 First of all, you've got to want to be there. You've  
10 got to care about kids. You've got to develop  
11 relationships with students, and our students have to  
12 know that you care something about them before  
13 they're going to be cooperative in learning. That's  
14 just -- I don't know how I got off on that. Did you  
15 ask a question?

16 MS. STACY SMITH: I was just enjoying where you  
17 were going. So let me ask: so with your incentive  
18 pay on attendance and with your retention bonuses,  
19 what does your data say? Did it work?

20 SUPT. COX: It's helping some. It's helping  
21 some.

22 MS. CHRISTEL SMITH: It's definitely helping  
23 with attendance.

24 SUPT. COX: Yeah. The attendance part it's  
25 definitely helping. I know we've had teachers at the

1 high school that normally missed 10, 15 days a year  
2 that's trying to get that \$100 a month and maybe miss  
3 two days so far this school year. The attendance  
4 part is working. And the hiring and retention is  
5 helping some. Now I don't know how much, but it's  
6 helping some. Of course, you know, if you read the  
7 news there's a shortage all over the country -- you  
8 know, all over the state. But we do have that out  
9 there. We advertise that. We advertise strongly in  
10 newspapers and talk about our bonuses and hiring and  
11 retention bonuses. But we have a lot of -- you know  
12 -- we'll have teachers live in Jonesboro or Marion or  
13 somewhere and, you know, they don't want to drive 50  
14 miles one-way. But I'm hoping that extra money would  
15 help pay their gas so they could come. And we do a  
16 lot about hiring our own too; we're really strong.  
17 We've hired some people, college graduates that maybe  
18 had a degree in business or sociology or whatever,  
19 hire them as an aid and try to help them get  
20 certified. And then if they're a good, strong person  
21 we'll hire them as a teacher, kind of grow our own.

22 MS. STACY SMITH: Well, I think --

23 SUPT. COX: Some of those local people really do

24 --

25 MS. STACY SMITH: Right.

1 SUPT. COX: -- really do a better job than some  
2 you can find out other places.

3 MS. STACY SMITH: So I guess kind of what I'm  
4 asking for you guys to maybe go back and look at  
5 doing is establishing some goals around those things  
6 that those waivers are giving you the flexibility to  
7 do, the flexibility in the licensure piece to be able  
8 to pull people in, and you've used your bonuses. Set  
9 your goal, "our rate is to retain this many  
10 teachers," and, you know, "and because we've done  
11 this, this is going to impact our scores here." I  
12 mean, there should be a definite correlation between  
13 the two.

14 MS. RAPER: We have district goals set. It's  
15 nothing that we --

16 CHAIRPERSON COFFMAN: You'll need to come to the  
17 microphone please.

18 MS. RAPER: We have set district goals for  
19 teacher retention and teacher attendance, but nothing  
20 that we've broken down by campus. So we can do that  
21 for sure.

22 MS. STACY SMITH: Okay. Thank you.

23 CHAIRPERSON COFFMAN: Mr. Lester.

24 MR. LESTER: Yes. As I was reading through your  
25 goals on science growth it states that you hired a K-

1 12 science instruction facilitator. Has that been  
2 something in the last year or has that person been  
3 there? And on top of that, how is that person  
4 working through that K-12?

5 MS. RAPER: Are you wanting to know how that  
6 person is getting paid?

7 MR. LESTER: No, ma'am. That's the reason I  
8 don't ask a lot of questions because it always goes  
9 back to money.

10 MR. ROGERS: I want to know how she gets paid.

11 MR. LESTER: No. I want to know -- I would like  
12 to know how that fits into --

13 MS. RAPER: Okay. We have outstanding K-12  
14 science. And, of course, you know, we're looking at  
15 that 3rd through 10th grade science and, you know,  
16 and asking the question: is accountability going to  
17 be there. And for us, you know, it is about  
18 accountability; it really is. But with STEM we knew  
19 that -- our initial thoughts, our initial -- you know  
20 -- when our STEM committee came together what kept  
21 coming up was we need to teach our children to think  
22 like scientists through everything; to ponder, to  
23 wonder, to have that instilled learning. And so  
24 that's why the science was such an important piece.  
25 And so we actually had a science coach at the STEM

1 Academy, so we had -- I'm correct -- we had a math,  
2 literacy, and science coach at the STEM Academy. But  
3 when Aspire came and we see 3-8, we expanded her K-12  
4 because she was limited to 5 -- working with 5-8 and  
5 she did an outstanding job. She's the kind of person  
6 that she went to our old -- those of you that visited  
7 our old middle school campus, we had a science lab  
8 that was setting out there, like an old shed. And I  
9 promise you, she found her salary just in supplies  
10 and polished speakers and completely stocked a  
11 science lab and created a schedule for science  
12 teachers to start moving to that lab, and now that  
13 has transitioned to the high school and all the way  
14 to K. So we just -- all we did is just utilized what  
15 she was doing 5-8 and spread it K-12.

16 MR. LESTER: And that's something you're looking  
17 at as a long-term goal is to keep that person in that  
18 position?

19 MS. RAPER: Yes.

20 MR. LESTER: I was just looking at it as -- I  
21 know what you've done in the past. Is this person,  
22 you know, in the last year and you're seeing the  
23 worth of it and going forward as a part of your goal  
24 that you've set here?

25 MS. RAPER: Yes. Because 5-8, she was saying,

1           you know, "If I don't grab them K-4" -- and then, of  
2           course, you know, we're waiting on -- you know --  
3           unless y'all want to let us know if science is going  
4           to be accountable any time soon, but it doesn't  
5           matter; we know that if we can teach them to think  
6           like scientists it's going to show up in math and  
7           other areas as well. So all we did is we just took  
8           where she was with science 5-8 and just expanded that  
9           salary K-12. Does that work?

10           MR. LESTER: Yes, ma'am. Thank you.

11           MS. RAPER: You're welcome.

12           CHAIRPERSON COFFMAN: Any additional questions?  
13           Dr. Gotcher.

14           DR. GOTCHER: I made a note regarding computer  
15           science offerings. I was just -- I can't find where  
16           I referenced that. Can someone speak about maybe the  
17           new offerings or how you've -- regarding the computer  
18           science. I know that's very important for our state  
19           and our Governor's initiative. And give me some  
20           encouragement --

21           MS. CHRISTEL SMITH: Okay.

22           DR. GOTCHER: -- maybe along those lines of  
23           computer science and how that's fitting into the STEM  
24           work.

25           MS. CHRISTEL SMITH: Okay. What we did was like

1 we have our Discovery Zone, which is part of our  
2 innovative classes. We took computer science and put  
3 it on our wheel, which is our pullout schedule.

4 DR. GOTCHER: Okay.

5 MS. CHRISTEL SMITH: And we kind of looked at it  
6 -- even though it's actually we're doing computer  
7 science we're looking at it as a pilot year. So  
8 instead of serving all of 7th and 8th grade, okay, we  
9 took 17 7th graders and we took 18 8th graders and  
10 what we're doing is we're -- we took a computer  
11 science curriculum. And my assistant principal has  
12 background in Ag. and all that, so he went and got  
13 certified in it. So he teaches just to those  
14 students four days a week and then they go to PE the  
15 next -- I mean, one day a week. But he teachers that  
16 and we're doing it as a pilot year. Our plan is to  
17 keep it on our campus, but we wanted to pilot it with  
18 one group of students per grade and tie it in. What  
19 we were finding was even though we have a lot of  
20 technology, we have a lot of career. But we have  
21 several students -- and I'm going to just give you a  
22 little background of why we felt this was important  
23 too. We have several students that we feel are just  
24 on our campus just to go to school there. You know,  
25 they're not your athlete; they're your kid that's



1           borderline, still trying to find identity. He  
2           identified those kids and we enrolled them in it and  
3           it is rolling; less discipline infractions. They are  
4           also facilitating what you've seen on the screen  
5           there. Every time they're taught a code or if  
6           they're taught something, they go grab our  
7           underclassmen and they facilitate what y'all seen on  
8           there. So they teach what they're taught. Yes.

9           DR. GOTCHER: And I'm encouraged if it's in a  
10          wheel --

11          MS. CHRISTEL SMITH: Uh-huh, it's in a wheel.  
12          Yes.

13          DR. GOTCHER: -- that every student participates  
14          at some point within their academic year. Is that  
15          what I'm hearing, it's a wheel?

16          MS. CHRISTEL SMITH: Well, yes. But this year  
17          it's only piloted.

18          DR. GOTCHER: Okay.

19          MS. CHRISTEL SMITH: In the near future we're  
20          hoping that everybody goes through it like we do for  
21          Project Lead the Way.

22          DR. GOTCHER: Okay.

23          MS. RAPER: But you have -- I'm sorry -- we do  
24          have a component 5th and 6th grade, so we have  
25          technology -- I'm sorry -- we have technology 5th,

1           6th, 7th, and 8th. We did transition down to 5th  
2           grade a few years ago, and so there's a coding  
3           component in 5th, 6th, 7th and 8th grade in  
4           technology; there's coding in Gateway to Technology;  
5           and then there's a small piece of coding in career  
6           orientation as well. But I'm telling you guys, we  
7           are producing programmers, no doubt about it. I had  
8           to sit in the office with a student, as AP  
9           coordinator, and help him make the choice to drop an  
10          AP class over a programming class, and that was a  
11          tough choice. But knowing his strengths and where he  
12          was going -- and he ended up on Lyons and doing a  
13          great job. So we are producing programmers. And  
14          like I said, the young lady that came out of 8th  
15          grade programming continued and AG called -- American  
16          Greetings called and she's working. So, that's  
17          great.

18                 DR. GOTCHER: Thank you.

19                 CHAIRPERSON COFFMAN: Any additional questions?  
20                 Dr. Saunders.

21                 DR. SAUNDERS: Yeah. I just wanted to go back  
22                 on the goals. I just have a concern. Goals 1 and 2  
23                 on the --

24                 CHAIRPERSON COFFMAN: New goals?

25                 DR. GOTCHER: The new performance goals?

1 DR. SAUNDERS: Yes. That have the columns on  
2 the Year 1 following renewal; correct?

3 CHAIRPERSON COFFMAN: Page 17.

4 DR. SAUNDERS: Okay. Yeah, I'm making sure  
5 we're on the same one. To me, 1 and 2 should be an  
6 expectation of any school, you know, is the thing;  
7 you should be at the level or greater than similar  
8 schools. And number 3 on the MAP assessments, the  
9 need for the different percentages -- in other words,  
10 you know, we expect this, and 80% in literacy but  
11 only 60% in math and only 50% in science. And why  
12 would -- I wasn't real clear on why the need for the  
13 different percentages.

14 MS. CHRISTEL SMITH: Okay. On science -- and  
15 MAP is an adaptability test. We have never tested  
16 science on MAP. This is our first time we've ever  
17 tested it. And the format was just a little bit  
18 different. I feel like our students -- you know --  
19 I'm not sure they really understand how relevant it  
20 is to ACT Aspire because prior to ACT Aspire, you  
21 know, they only tested in science in 5th grade and  
22 then 7th and then high school. So with us doing that  
23 now and bringing that in, even though we have  
24 integrated science for the last five years in our  
25 curriculum, I was kind of hesitant because even

1           though we assess science on a different day than math  
2           and literacy watching them take that first assessment  
3           piece of science, it was a struggle to even get them  
4           to slow down and read it and process it. So I really  
5           felt like we -- on our first assessment we really  
6           didn't get valid scores. And I'm really -- like I  
7           said, I haven't really seen the MAP assessment for  
8           science because I was looking over the shoulder, so  
9           that was my reason for doing 50%. I was looking at  
10          the assessment piece more.

11                 DR. SAUNDERS: Okay.

12                 MS. STACY SMITH: So do we have some parallels  
13           -- excuse me, I can't talk -- with our priority  
14           status and our goals that are established for school  
15           improvement and the charter? I mean, are we --

16                 MS. CHRISTEL SMITH: Yes.

17                 MS. STACY SMITH: So our goals are aligned  
18           between the two?

19                 MS. CHRISTEL SMITH: Very close. Very close.  
20           Yeah. Now when I say "aligned," I think of --  
21           because when I look at my school improvement goals --  
22           and I should have brought them before me, so I'm  
23           shooting from the hip at this point. Our student  
24           achievement goals are more specific to ACT Aspire,  
25           okay, in terms of performance and growth. But we do

1 have some goals on there on MAP as well. So student  
2 growth, yes. But I'm shooting it from the hip; I  
3 wish I would've brought it, yeah, so --

4 DR. GOTCHER: Ms. Smith, you're referring to --

5 MS. CHRISTEL SMITH: Some of our goals that we  
6 have in our school improvement.

7 MS. STACY SMITH: Yeah, they're a priority  
8 school.

9 DR. GOTCHER: Priority.

10 MS. CHRISTEL SMITH: Priority school, yes.

11 MS. STACY SMITH: They're a priority school, so  
12 they work with School Improvement Unit and they have  
13 established goals there.

14 MS. CHRISTEL SMITH: Yes. Yeah, but they  
15 parallel though. But I'm kind of shooting from the  
16 hip.

17 MS. STACY SMITH: Okay. So, Ms. Davis, just as  
18 everybody has been talking up here, it seems like  
19 several of us are struggling with the goals that are  
20 written the way they're written.

21 MS. DAVIS: Uh-huh.

22 MS. STACY SMITH: So what are our options again?  
23 Could we ask them to resubmit new goals or approve  
24 them and resubmit new goals or they need to resubmit  
25 new goals before we -- I mean, how -- but what are

1 our options there?

2 MS. DAVIS: Well, they could amend the goals  
3 right now to be included in any renewal application.  
4 You could renew for a shorter time period and ask  
5 them to come back either as an amendment or dependent  
6 upon the timeframe of the renewal to have new goals  
7 in their next one. So there's a couple of different  
8 options that you can do. You know, if you ask them  
9 to amend their goals now keep in mind just with the  
10 efficiency you don't necessarily -- I mean, it would  
11 be different if you're just changing 4% to say 2% or  
12 graduation. Yes, something like that would be --

13 MS. STACY SMITH: Right. But not --

14 MS. DAVIS: -- minor. I mean, not minor impact,  
15 but a minor change they could do. But I don't want  
16 to see them forced to have to do something on the fly  
17 that they're making goals. So you could, like I say,  
18 do a shorter timeframe and ask them to do an  
19 amendment on goals and then they'll have to come back  
20 through the amendment process. Or, like I say,  
21 dependent upon how short you do a renewal, they'd  
22 have to go back through the entire renewal process  
23 with new goals.

24 MS. STACY SMITH: Right. Well, and so --

25 MS. DAVIS: Which would be my last --

1 MS. STACY SMITH: Right.

2 MS. DAVIS: -- suggestion.

3 MS. STACY SMITH: Okay. So, I mean, they're not  
4 asking for that many waivers and the waivers that  
5 they are asking for they're obviously using, and so I  
6 don't want to impede that. Okay. And I don't want  
7 to necessarily drag them back in here in a year. I  
8 mean, I'd really want to watch the school improvement  
9 process and as a Charter Panel if we see that with  
10 the school improvement they're being called back in  
11 and there's concerns then, you know, maybe that's  
12 where we bring them back in to say, you know, goals  
13 and -- I don't know. I'm struggling over some of the  
14 ones that are written as-is; but at the same time --  
15 I mean, I'd like to kind of hear from -- what some --  
16 I don't necessarily want to pull this out, drag this  
17 out for -- so, Ms. Smith? Yes, the most wonderful  
18 woman in the world; we heard that earlier. Ms.  
19 Smith.

20 MS. CHRISTEL SMITH: Me and Ms. Raper, we'll be  
21 willing to amend our goals today in the process.

22 DR. GOTCHER: Today? No.

23 MS. CHRISTEL SMITH: No, we can't?

24 DR. GOTCHER: They wouldn't have to.

25 MS. STACY SMITH: Could we have them come back

1 after we do Jacksonville Lighthouse with amended  
2 goals and just present those? No?

3 DR. SAUNDERS: I would suggest that you take  
4 more time --

5 MS. CHRISTEL SMITH: Look at data.

6 DR. SAUNDERS: -- to carefully consider these  
7 goals with your staff would be my thought process. I  
8 don't speak for the Panel. But also, at the same  
9 time, I would not want you to come back through an  
10 entire process just on the adjustment of the goals.  
11 To me, just to focus on a future adjustment of the  
12 goals, if there were a motion for renewal, to include  
13 a revisit of the goals within a certain time period,  
14 just that part of it.

15 MR. ROGERS: I think for consistency we need to  
16 slow down because we had one similar to this  
17 yesterday and we passed them out here to work with  
18 the Charter Panel; if they saw their goals were under  
19 that we advise them to work with our Charter Unit, to  
20 come back and suggest what their goals should be. So  
21 just for consistency on what we did yesterday --

22 DR. SAUNDERS: And listen to Mr. Rogers.

23 MR. ROGERS: Yeah, and if we start doing this  
24 with them we're kind of getting off what we did  
25 yesterday. So I just want to make that comment. I'm



1 not -- but, you know, I know where we were yesterday;  
2 we were struggling with somebody's goals yesterday  
3 that we thought were a little low that should be more  
4 rigorous and be more challenging. And all we ended  
5 up coming out of there with them was just work with  
6 our Charter Unit to see what your test scores come in  
7 and then if you are hitting those goals then amend it  
8 at that time once you work with Alexandra's unit to  
9 come back and try to give us something more rigorous.

10 MS. STACY SMITH: And I agree. I agree. I just  
11 think that one difference could be that this is a  
12 school that is a priority school and that they are  
13 already working closely with School Improvement and  
14 probably have established goals. And so I think -- I  
15 just think those are things we -- but I understand  
16 what you said. I understand. Good point.

17 MS. DAVIS: You know, and one of the things that  
18 you could do is to kind of accomplish both, them  
19 working with the Charter Unit and working with School  
20 Improvement, is, you know, we hear amendments in  
21 February and October. Of course, that could be  
22 waived from the Commissioner, and we can always amend  
23 them and we could encourage them to work with both of  
24 those units to actually get maybe more realistic or  
25 more -- goals that are more achievable for where

1 they're at right now, and then they can come back and  
2 request an amendment to where they're at. But that  
3 way, they can seek the assistance and try to align it  
4 with School Improvement and with the Charter Unit.

5 MR. ROGERS: And I think that's more in line  
6 with what we allowed the other conversion charter to  
7 do yesterday, was to get with Alexandra, get with  
8 Annette's group, and see if they do need to do  
9 something different.

10 CHAIRPERSON COFFMAN: Ms. Barnes, did you have  
11 anything to add to that?

12 MS. BARNES: No, ma'am. And the reason I said  
13 no, ma'am is simply because we have reports that we  
14 have access to with respect to the work with the  
15 School Improvement Unit already on the State Board  
16 agenda. We have all of those things, data sources,  
17 available to us, so -- and we have the opportunity,  
18 as Ms. Stacy -- as Ms. Smith has already said, that  
19 she had a conversation with Dr. Wilde regarding the  
20 collaboration and the work. So I don't think that it  
21 would be -- I wouldn't have anything that would add  
22 to the conversation.

23 CHAIRPERSON COFFMAN: Any additional questions  
24 or concerns before we offer a motion?

25 DR. SAUNDERS: Yeah. So if the goals were to

1 change, would it be foreseeable at -- did you mention  
2 February, March we have meetings?

3 MS. DAVIS: Yes. According to the rules,  
4 amendments are heard in February and in October. But  
5 those can also -- they can request a waiver from the  
6 Commissioner of the February and October dates to be  
7 heard at another time. At this time there is not  
8 currently set a March meeting.

9 DR. SAUNDERS: All right.

10 DR. GOTCHER: Madam Chair, we explored this a  
11 bit yesterday, realizing that we are discussing  
12 things prior to a legislative session, discussing  
13 things prior to a consolidated accountability plan  
14 being in place with the Every Student Succeeds Act.  
15 Two things stand out in my mind: the performance data  
16 that I'm seeing, but also the opportunities, the  
17 things that are positioning themselves to move  
18 forward in quality. So I'm just going to explore  
19 this with the Charter Office for just a moment  
20 because I'm typically not the one to even say this.  
21 But would a three-year or two-year renewal, realizing  
22 the process that that takes on your office and the  
23 STEM Academy, would that give time to review these  
24 goals? Obviously, that would be too much time to  
25 review the goals because they'd want to have that in

1 place. Ms. Boyd, give me your opinion on a three-  
2 year renewal instead of a five-year, which is  
3 typically not what Mark Gotcher usually even  
4 considers.

5 MS. BOYD: Dr. Gotcher, I'm not going to give  
6 you my opinion; I will give you what has happened in  
7 the past. So it has seemed to be typical that with  
8 schools that are in priority status or academic  
9 distress that they usually do receive a three-year  
10 renewal. Because realizing they're in that distress  
11 or that priority status that they need more oversight  
12 and three years gives us enough time to look at data  
13 from one renewal to the next. That's generally what  
14 the Panel has done in the past with schools that are  
15 in distress or in priority status.

16 DR. GOTCHER: So that is a past practice of this  
17 Panel?

18 MS. BOYD: Yes, sir.

19 DR. GOTCHER: Okay. That's very helpful. Thank  
20 you.

21 CHAIRPERSON COFFMAN: Any additional questions  
22 or concerns or discussion before we -- before I  
23 accept a motion?

24 DR. SAUNDERS: Yes. One thing: the two young  
25 ladies that presented, I just want to tell you you

1 did a great job; excellent job. I know it's tough to  
2 come down here in front of a group of people but  
3 y'all did an excellent job. And the first one, I  
4 have a degree in math and I want to say Amen on some  
5 of the things you said about math, so --

6 CHAIRPERSON COFFMAN: Then I'll accept a motion.

7 DR. SAUNDERS: I make a motion to approve the  
8 renewal with the Charter Panel reviewing any amended  
9 goals at the February meeting.

10 DR. GOTCHER: Five?

11 DR. SAUNDERS: Yes, sir.

12 MR. ROGERS: What does that mean?

13 DR. SAUNDERS: I think that -- I think what  
14 that's saying is --

15 MR. ROGERS: They need to come back down here or  
16 they just turn in a report to us or -- I mean,  
17 that's, I guess, what I'm trying to figure out.

18 DR. SAUNDERS: If we just review what those new  
19 goals are, much like the process from yesterday, that  
20 we would just put it on our agenda on February that  
21 we would look at it.

22 MS. DAVIS: I mean, and you can do that. But  
23 keep in mind that those new goals that they've set  
24 will not become part of their charter. So on a  
25 renewal the original goals would still be what they

1 would for the most part be held accountable to  
2 without an amendment.

3 DR. SAUNDERS: And that would be consistent with  
4 what we did yesterday; is that correct?

5 MR. ROGERS: No. We didn't put anything in  
6 there yesterday.

7 MS. DAVIS: Yeah. They --

8 MR. ROGERS: They -- we just advised them to  
9 work with Ms. Boyd's office --

10 DR. SAUNDERS: Right.

11 MR. ROGERS: -- that it wasn't --

12 DR. SAUNDERS: That's what I mean. Those goals  
13 yesterday --

14 MR. ROGERS: We didn't even say they had to  
15 change them. We just said --

16 MS. DAVIS: Well, and what you could do is that  
17 you could have the applicant come back in February as  
18 somewhat of a technical assistance type to review the  
19 goals that they have set. So that way they could see  
20 if the Charter Panel has a feel about whether or not  
21 those goals are more in line with what the intent of  
22 that school is, so then they at a later time can  
23 request an amendment for that. I mean, I would hate  
24 to see them request an amendment, you still don't  
25 think the goals are doable or you still have concerns

1 with them. I mean, that would be something is that  
2 you could bring them back in February to discuss the  
3 new goals that they have formulated for themselves  
4 and then go from there.

5 DR. SAUNDERS: Then before a second I'll  
6 withdraw the motion.

7 CHAIRPERSON COFFMAN: The motion has been  
8 withdrawn. Is there a new motion? Ms. Barnes.

9 MS. BARNES: I'm trying to figure out how to  
10 word this motion because I would like to make a  
11 motion to approve the charter for two years, if  
12 that's agreeable. I know I heard the explanation  
13 with respect to the three-year part, but with respect  
14 -- and I need to talk this through before I can do  
15 this. But with respect to the fact that possibly  
16 based on the '17 assessment results and the 18-19  
17 school year we may be naming schools under ESSA,  
18 which would possibly be a different group, there  
19 would be enough time possibly for the school to have  
20 looked at their goals to work toward -- to continue  
21 to work. So I'm not comfortable with just a five-  
22 year renewal, but I'm not also comfortable with just  
23 giving a blanket nothing. So I don't know. I need  
24 some assistance on that. But I'm definitely not  
25 comfortable at this time with the five-year.

1 MS. BOYD: One thing that has come to mind is an  
2 unintended consequence of us moving the renewal  
3 schedule up by a few months; that if they come back  
4 in December of 2018, Ms. Barnes, do you know whether  
5 or not those labels will be issued at that point?  
6 Because at this point ACT Aspire is still in the kind  
7 of back-and-forth process and those numbers -- we can  
8 rely on them pretty well, but they're not finalized  
9 to the point that they would be if we were having  
10 this hearing in February.

11 DR. GOTCHER: And, Ms. Boyd, your question was  
12 will we have -- I'm trying to get this out -- with  
13 the change of the federal designations will we have  
14 schools identified with the new accountability?

15 MS. BOYD: In December --

16 DR. GOTCHER: Of '18.

17 MS. BOYD: -- of 2018.

18 MS. BARNES: That's a valid question. And the  
19 answer is I cannot guarantee that.

20 MS. BOYD: Right.

21 CHAIRPERSON COFFMAN: So then is that making you  
22 think more then for a three-year?

23 MS. BARNES: It makes me lean more toward  
24 staying with the precedent. I'm just concerned. I  
25 don't want to put -- I don't want to be in a



1 situation where it appears that we have had this much  
2 dialogue with the district regarding the school. And  
3 there have been some very clear concerns communicated  
4 with respect to the goal-setting process. There's an  
5 opportunity to go back to get with the appropriate  
6 persons as well as the stakeholders in the community  
7 and do a very comprehensive review of the goal-  
8 setting and establish something. I don't want to  
9 interrupt the charter right now either. So I'm kind  
10 of in a -- at a -- I'm grappling with that. So, and  
11 I have a very sincere desire to be consistent with  
12 practice. So I might be able to look at it for three  
13 in my motion. I don't want to haggle with or appear  
14 to not appreciate the work, nor do I want to turn  
15 this into some major yo-yo type thing because this is  
16 serious and I understand. And my focus, as well as  
17 everyone else's, is children and what's in the best  
18 interest of the children at this time. I don't feel  
19 nonrenewal is in the best interest, but I don't feel  
20 that we have enough stability and stable trend for me  
21 to feel comfortable with five years. So --

22 CHAIRPERSON COFFMAN: Mr. Cox, do you think you  
23 can help Ms. Barnes?

24 SUPT. COX: Could I say something about this  
25 goals conversation?

1 MS. BARNES: Yes.

2 SUPT. COX: Of course our goal is 100%. Why are  
3 we -- I mean, I guess we put it 50% on math or  
4 something; is that right, Ms. Smith?

5 MS. CHRISTEL SMITH: Science.

6 SUPT. COX: Science. Of course our goal is  
7 100%. But, you know, in setting goals, I mean, I  
8 don't want to come in here three years from now and  
9 say, "Well, y'all didn't make 100%; you had three  
10 kids didn't make it." You know, our goal -- our No  
11 Child Left Behind goal was 100%; it failed because  
12 the goal was 100%. You know, we just -- I think when  
13 she set the goal it's something reasonable we could  
14 shoot for. That doesn't mean we're going to stop at  
15 50%. We're not just trying to win half our games,  
16 you know. We want to educate all the kids and we  
17 want all of them to be successful. So this goal  
18 thing, I mean, I'm having trouble figuring out why  
19 we're hung up on the goal.

20 MS. STACY SMITH: Because it wasn't about  
21 proficiency; it was about growth. It wasn't about  
22 100% of our students were going to --

23 SUPT. COX: Well --

24 MS. STACY SMITH: -- be proficient; it was about  
25 --

1 SUPT. COX: Yeah.

2 MS. STACY SMITH: -- whether 100% of our --  
3 about 100% of our students were going to grow.

4 SUPT. COX: Well, they should. I agree. I  
5 agree.

6 MS. STACY SMITH: So that's where the  
7 conversation, I think, was -- that's where we were  
8 struggling.

9 SUPT. COX: Yeah. That's always been our goal,  
10 100% of our kids to show growth. And that shouldn't  
11 be an unattainable goal.

12 MS. STACY SMITH: Right. Yeah, I think we're on  
13 the same --

14 SUPT. COX: So, I mean --

15 MS. STACY SMITH: I think we're on the same --

16 SUPT. COX: -- I don't have a problem.

17 MS. STACY SMITH: -- same thought process there.

18 SUPT. COX: Yeah.

19 CHAIRPERSON COFFMAN: Ms. Boyd.

20 MS. BOYD: Also speaking of precedent, in the  
21 past when schools were given the designation, most  
22 recently, as priority or academic distress you all  
23 did call those schools in to review what they were  
24 doing. So just keep in mind that that's something  
25 that you can do in the future as well. So they can

1 be called in at any time.

2 CHAIRPERSON COFFMAN: Ms. Smith. Ms. Smith.

3 MS. CHRISTEL SMITH: Yes.

4 CHAIRPERSON COFFMAN: Ms. Smith.

5 MS. CHRISTEL SMITH: I just want to add, I agree  
6 with Mr. Cox. My mindset of setting these goals I  
7 was tying it to an assessment and I was using MAP  
8 projectory. But I don't want to leave here and y'all  
9 think that our children -- they are growing. But  
10 when you're looking at a projectory, this is a  
11 projectory that is set up through NWEA MAP programs.  
12 So it wasn't we were setting our own goal, like I  
13 said. So I just want y'all to know that.

14 CHAIRPERSON COFFMAN: Any additional discussion  
15 before a motion? Motion?

16 MS. BARNES: Madam Chair, I move that we grant a  
17 three-year renewal of the Osceola STEM charter with  
18 consistent and continuous work among -- between the  
19 charter and our office here, understanding -- I know  
20 this is long -- understanding that as with any school  
21 they can be called in for review at any time.

22 DR. SAUNDERS: Second.

23 CHAIRPERSON COFFMAN: Motion has been made by  
24 Ms. Barnes, seconded by Dr. Saunders to approve the  
25 renewal of Osceola STEM Academy for three years with

1 expected collaboration. Any discussion?

2 MR. ROGERS: "Expected collaboration?"

3 CHAIRPERSON COFFMAN: They're a priority school,  
4 what's going to happen.

5 MR. ROGERS: Okay. Well, no, I'm just making  
6 sure because, I mean, so we're putting in the motion  
7 for them to go forward with the expected  
8 collaboration. And what if it's our fault they're  
9 not collaborating? Does that mean it's their fault  
10 because of our motion? I mean, that's why I'm just  
11 trying to understand; what if they don't like what  
12 we're saying or we don't like what they're saying,  
13 does that get them in trouble? That's all I'm trying  
14 to make sure of. That's --

15 MS. BOYD: Given that the expectation is already  
16 there under our guidelines for schools that are in  
17 priority status, perhaps one of you would consider  
18 making a friendly amendment to the motion to just add  
19 three-year renewal.

20 MR. ROGERS: And that's what -- because like --  
21 because if they're already in priority status anyway  
22 then they've got to be talking to us.

23 CHAIRPERSON COFFMAN: Ms. Barnes?

24 MR. ROGERS: You see what I'm saying? So that's  
25 why I was just wondering before we muddy up the water

1 anymore. If it's just a three-year renewal, then  
2 they've got to talk to us because they're in priority  
3 status -- and I did just say "muddy up the water" on  
4 the internet, so --

5 MS. BARNES: That's not all that's -- given the  
6 considerations that have been discussed, and given  
7 the indulgence and the patience of this district, as  
8 well as the listening audience, I would like to amend  
9 my motion to renew or grant a three-year renewal to  
10 the Osceola STEM charter.

11 DR. SAUNDERS: I second that.

12 CHAIRPERSON COFFMAN: Okay. Motion has been  
13 made and seconded -- made by Ms. Barnes, seconded by  
14 Dr. Gotcher to approve the renewal.

15 MR. LESTER: Dr. Saunders.

16 CHAIRPERSON COFFMAN: Sorry; what did I say?  
17 Whatever I said. Let's start again. Motion has been  
18 made by Ms. Barnes, seconded by Dr. Saunders to  
19 approve renewal of the Osceola STEM Academy for three  
20 years.

21 DR. SAUNDERS: I think the motion is to amend.

22 CHAIRPERSON COFFMAN: Motion has been amended to  
23 approve. Is that right?

24 DR. SAUNDERS: Yeah.

25 CHAIRPERSON COFFMAN: Any discussion? All those

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in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON COFFMAN: Any opposed? Motion passes.

DR. SAUNDERS: You just passed the amendment.

CHAIRPERSON COFFMAN: Right.

DR. SAUNDERS: Right. Not the motion.

CHAIRPERSON COFFMAN: Okay. It would be amended motion. The amendment passes. Get me out of this, Ms. Davis.

MS. DAVIS: Actually, it would just be the motion because the amendment has been incorporated into the motion. So the motion passes. It does.

DR. SAUNDERS: Okay.

CHAIRPERSON COFFMAN: I'm going with my attorney.

If you'll indulge us another few minutes, we'll write a written response and read those to you.

(A FEW MOMENTS OF SILENCE)

CHAIRPERSON COFFMAN: Mr. Lester.

MR. LESTER: I voted for the renewal. I believe the charter understands the Panel's concerns about the goals established and I feel comfortable with the three-year renewal.

CHAIRPERSON COFFMAN: Mr. Rogers.

1 MR. ROGERS: I voted for it. Although there  
2 were concerns about the goals as they're set and the  
3 ongoing academic challenges, I do believe the charter  
4 leadership is working towards helping their students  
5 improve both academically and socially.

6 CHAIRPERSON COFFMAN: Dr. Saunders.

7 DR. SAUNDERS: I voted in favor, although I  
8 would like to see more rigorous goals.

9 CHAIRPERSON COFFMAN: Ms. Smith.

10 MS. STACY SMITH: I voted for continuing with  
11 the existing charter and waivers to allow for some  
12 flexibility. I encourage the school to continue to  
13 work with School Improvement and the Charter Unit to  
14 align their goals.

15 CHAIRPERSON COFFMAN: Dr. Gotcher.

16 DR. GOTCHER: I voted to approve the three-year  
17 renewal. I support the three-year renewal. I  
18 support this conversion charter and their plans for  
19 the future. I further believe a three-year renewal  
20 positions them to work with School Improvement Unit,  
21 Charter Office, and district leadership towards a  
22 more -- towards a positive direction for all  
23 students.

24 CHAIRPERSON COFFMAN: And Ms. Barnes.

25 MS. BARNES: I voted in favor of a three-year



1 renewal because while I believe there is much work to  
2 be done I also believe it would be detrimental to the  
3 educational process to terminate the charter at this  
4 time. I encourage the district to continue to  
5 respond to the needs of its student population.

6 CHAIRPERSON COFFMAN: Thank you. And good luck  
7 to you, Osceola, and hopefully the conversation will  
8 help you think about what those future goals might  
9 look like. And certainly know there's a lot of  
10 people here pulling for you and willing to  
11 collaborate to work on those.

12 Panel, what is your will regarding break or  
13 lunch? We have one left. And they are here?

14 DR. SAUNDERS: I'd recommend lunch.

15 CHAIRPERSON COFFMAN: Okay. Sorry, you're  
16 overruled. You want to take a quick break? Yes.  
17 Seven-minute break.

18 DR. SAUNDERS: Yeah. Thanks.

19 (BREAK: 11:30 - 11:42 A.M.)

20 A-3: REQUEST FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

21 RENEWAL: JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL

22 CHAIRPERSON COFFMAN: Mr. Scott, you're  
23 recognized for Action Item 3.

24 MR. SCOTT: Madam Chair, The Panel, I know I'm  
25 not my colleague Virginia Perry; she's challenged

1 with some physical ailments. However, my name is  
2 Freddy Scott; I'm with the ADE Charter Schools  
3 Office. And Jacksonville Lighthouse Public Charter  
4 School is here to present their request for renewal  
5 of their application. Ms. Lenisha Broadway -- excuse  
6 me -- the regional vice president of the organization  
7 is here to present on their behalf for a five-year  
8 term.

9 CHAIRPERSON COFFMAN: If all representatives  
10 from the Jacksonville Lighthouse Charter School would  
11 please stand and raise your right hand, and anyone  
12 speaking for or in opposition would additionally  
13 stand and raise your right hand. Do you swear or  
14 affirm that the testimony you're about to give shall  
15 be the truth, the whole truth, and nothing but the  
16 truth?

17 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

18 CHAIRPERSON COFFMAN: Thank you. Ms. Broadway,  
19 let me just quickly restate to the audience that if  
20 you do come to the microphone that you please state  
21 your name and title into the microphone and that you  
22 continue to talk into the microphone for the live-  
23 streaming audience. If you get away from the  
24 microphone, they can't hear you. So if you'll get  
25 right to the microphone closely. Ms. Broadway,

1           you're recognized.

2                   MS. BROADWAY: Good morning. I'm here  
3           representing Jacksonville Lighthouse Charter School  
4           today. And just to give you a little information  
5           about who we are, we're a national nonprofit charter  
6           network that is dedicated to insuring a college  
7           education for a population of students who would  
8           otherwise face a future with limited opportunity.  
9           Lighthouse Academy sets out to distinguish itself by  
10          performing a family of schools that use an arts  
11          infused K-12 college prep program to generate  
12          excellent results without local funds.

13                   Jacksonville Lighthouse Charter School opened in  
14          2009 to 344 K-6 students that came from several  
15          different schools and home-schools and is one of the  
16          most diverse charter schools in Arkansas. Since the  
17          opening the schools have expanded and opened a middle  
18          school campus on the Little Rock Air Force Base and a  
19          high school. The current enrollment for all three  
20          campuses is 974 scholars.

21                   I'm happy and pleased to have some members of  
22          our board here today: Mr. Roger Sundermeier and as  
23          well as Colonel William Brooks, who is present with  
24          us today.

25                   The community we serve -- Jacksonville's

1 population is approximately 28,643. The median  
2 household income is approximately \$40,720. And we  
3 have -- 81% of our JLCS scholars are first generation  
4 college students.

5 We have three campuses now: our lower academy,  
6 which is K-6; our College Preparatory Academy, which  
7 houses 7-12; and Flightline Upper Academy, which is  
8 located on the Little Rock Air Force Base, and we  
9 have grades 5-8.

10 So just a little bit about our campuses. Grades  
11 K-6, we have about 382 scholars. We are a Title 1  
12 school-wide school with 78% free and reduced lunch.  
13 Our demographics, as you can see, 60% -- around 60%  
14 African American, around 26% Caucasian, and about 10%  
15 Hispanic, and our SPED population is almost 9%, and  
16 our ELL population is 8 -- around 8%.

17 At our Flightline Upper Academy we have grades  
18 5-8 again and we have approximately 175 scholars,  
19 with 50% being military scholars. We are a Title 1  
20 school-wide with 42% free and reduced lunch. Our  
21 demographics are about 38% African American, 45%  
22 Caucasian, about 10% Hispanic, and as you can see our  
23 SPED population is around 10%, almost 11, and we have  
24 2% ELL population.

25 Our College Preparatory Academy, where we have

1 grades 7-12, we have about 417 scholars. We are a  
2 Title 1 school-wide school with 61% free and reduced  
3 lunch. Our demographics: around 58% African  
4 American, 28% Caucasian, and about 9% Hispanic. Our  
5 population for special ed. is around 7% and our ELL  
6 population 6%, almost 7.

7 These are just some of the offerings at our  
8 campus. We try our best to be competitive with the  
9 local schools in what we offer. We do offer Spanish,  
10 and it goes down to our kinder scholars, as well as  
11 Chinese; Project Lead the Way; we have RTI in place;  
12 advisory; dual and concurrent enrollment; AP courses,  
13 we offer 13; we do have a jazz band and a marching  
14 band; we have theatrical productions, choir, and all  
15 of those other extracurricular. And I just want to  
16 highlight, you know, we do have a winning track team.  
17 We won the 2016 Boys 1A State Champs, without a  
18 track, so we're proud of that.

19 Just to talk about our educational model -- of  
20 course, it's made up of arts infusion. That's truly  
21 all over. You know, some of the things that we do,  
22 we do have a quarterly checklist that we require all  
23 of our schools to use, and within that checklist it  
24 has required arts infusion strategies that our  
25 schools must infuse. We have art specialists on

1 every campus and we do allow for our art specialists  
2 to push into classes to offer arts infusion within  
3 the content area. So our scholars do get daily  
4 exposure to master artists as well and works of art.

5 Standards-driven planning and instructional  
6 resources -- and this is the heart, of course, of our  
7 instructional program. We currently use Eureka math  
8 in K-8 and algebra I and algebra II and geometry.  
9 Our expeditionary learning is in grades 3-8 and core  
10 knowledge in grades K-2. And we're really proud of  
11 our curriculum because we feel like we've chosen a  
12 curriculum that will really push the rigor of our  
13 scholars, and so one thing that's really focusing on  
14 in our ELA is closed reading of complex informational  
15 text. Core knowledge emphasizes foundational skills,  
16 shared reading instruction, guided reading, and read-  
17 alouds. So we're really proud about that. And our  
18 math, with Eureka, Engage New York, as most people  
19 know it, it really, really focuses on heavy -- a  
20 heavy influence on real world problem-solving,  
21 conceptual understanding, mathematical justification,  
22 and mathematical fluency. And we just moved to fully  
23 implementing Engage New York at our high school level  
24 this year.

25 Another aspect of our school is the social

1 development, and so having a positive culture in our  
2 building is a major focus for all of our Lighthouse  
3 schools to help build the positive culture. LHA  
4 incorporates Habits of a Scholar, which we look at as  
5 our SHINE qualities. We also have town hall meetings  
6 and we also are really, really engaged in restorative  
7 practices at our schools now. We believe that the  
8 social curriculum is as important as the academic  
9 curriculum. We believe there's a set of qualities  
10 that all children need in order to be successful  
11 through college and life. These qualities are  
12 included in our SHINE Character Education program.  
13 SHINE stands for self-discipline, humility,  
14 intelligence, nobility, and excellence.

15 Our town hall meetings are held twice a month  
16 and they focus on the Habits of a Scholar, the SHINE,  
17 colleges, and social and emotional development.

18 So I'll talk briefly about restorative  
19 practices, and I noticed several briefings or  
20 articles that -- where the state is really looking at  
21 moving towards being innovative in our disciplines.  
22 So we're proud to say that this year we fully moved  
23 to restorative practices in all of our schools. And  
24 so what it does, it allows individuals who may have  
25 committed harm to take full responsibility for their

1 behavior by addressing the individuals affected by  
2 the behavior; taking actions to repair the harm; and  
3 making necessary changes to avoid the behavior in the  
4 future. So restorative is about restitution,  
5 reconciliation, and responsibility. It's about  
6 mutually desired outcomes, focus on problem-solving,  
7 repairing the harm, and it's driven by relationships.  
8 So we're proud to say this year we currently have  
9 zero suspensions, out-of-school suspensions, and last  
10 year we have 28. So in December, halfway through,  
11 we're looking at zero out-of-school suspensions.

12 So training, this was a costly training but we  
13 knew in order for us to really implement this we had  
14 to train our staff. Because a lot of it is a mindset  
15 about behaviors and dealing with student behaviors,  
16 so we knew that we had to put the time and effort and  
17 money into training our staff, as well as being able  
18 to train our parents. So our staff received training  
19 this summer from Restorative Practice. Parent nights  
20 were held before school started to discuss  
21 restorative practices. And we've had to have  
22 embedded and ongoing staff trainings.

23 So I wanted to share with you, because two of my  
24 principals want to share like examples of what this  
25 looks like in our schools. So I'm going to have them



1           come up now briefly.

2           MS. ADRIANNE SMITH: Hello. My name is Adrienne  
3           Smith; I am the principal at our lower academy  
4           campus, which is K-6. So with restorative practices  
5           we do restorative circles, similar to the high  
6           school, but with some of our younger scholars we also  
7           do Peace Path. And basically a Peace Path is a walk  
8           that scholars take when some type of conflict has  
9           arisen. So basically you have two scholars that have  
10          a problem and they have to settle it; they face each  
11          other and they take a walk. The first thing they do  
12          is they identify what the problem is and they discuss  
13          it. We encourage them to repeat what they hear from  
14          the other person so they understand the harm that has  
15          been done. The next step is to talk about how they  
16          feel, so each scholar talks about the way that the  
17          problem made them feel. And then the third step,  
18          they actually come up with problem-solving solutions  
19          and so the scholars come up with a solution of things  
20          they could've possibly done differently or things  
21          that they'll do in the future when something like  
22          this arises. The last step is they kind of make it  
23          right; they apologize to each other and plan their  
24          next steps. I've seen a lot of scholars, they're  
25          learning not to react to situations; they're learning

1 to respond, because we're making them build  
2 relationships and face the things that they're doing.  
3 So it's been really successful. A lot of scholars  
4 will come up to me and say, "You know, I have a  
5 problem, Mrs. Smith. Can I go on the Peace Path?"  
6 And so it's really working.

7 MR. FELTON: Good afternoon. I'm Will Felton;  
8 I'm the principal at CPA High School. In the high  
9 school we've put in restorative circles -- circles  
10 involve the victim and the offender -- with a teacher  
11 or leader or an outside community member, where they  
12 come together and they discuss what occurred, what  
13 damages were done, and how -- and come up with  
14 solutions on how to restore those relationships, and  
15 then to fix the issue. In high school it was really  
16 like hard for the older kids to understand that we're  
17 going to talk this through, but now they understand.  
18 They come to me and say, "We're going to need to have  
19 a circle; so-and-so is, you know, getting on my  
20 nerves." You know how high-schoolers are. But the  
21 other thing is we've had some really powerful ones  
22 with situations where a scholar would've been kicked  
23 out of school or suspended; we've brought in the  
24 families of both scholars; we've involved the local  
25 police. And we've had some really powerful circles

1 where we came out with really solid solutions. And  
2 we are starting to see a huge decrease in issues that  
3 usually are, you know, associated with high school.

4 MS. BROADWAY: So those are just a few things.  
5 And high school students are actually learning how to  
6 apologize to adults, which sometimes they don't like  
7 to show that humility, but we see more and more of  
8 that each day. So of course there are Tier 1, 2 and  
9 3 interventions that are in place. What we asked the  
10 leaders to do before school started was to identify  
11 who are their Tier 3 coming back that they know are  
12 Tier 3 so we can go ahead and try to be as  
13 preventative as possible with putting some  
14 interventions in place. So they did do that and it's  
15 made a huge difference. Has it been easy, the onset?  
16 No, it was not. I mean, of course, you know, parents  
17 that are used to saying Consequence 1, 2 and 3 this  
18 happens, we've had some pushback from that. And just  
19 really trying to educate our parents as well as the  
20 teachers who we have to continue to say they get a  
21 fresh start every day; you know, they get a fresh  
22 start and that's what we really believe in. So it  
23 has not been an easy transition all the way, but now  
24 we're seeing it leveling off and seeing the results  
25 of really instituting restorative.

1           So now to get into our data and to look at --  
2           this is part of our goals for our previous -- our  
3           current charter. So our NWEA reading -- and this is  
4           looking at overall grades K-7. So in 2014-15 school  
5           year, the K-4 campus had a significant drop in NWEA  
6           growth in which we attribute to the change in the  
7           literacy curriculum that we chose. The school  
8           adopted a new curriculum that was aligned to Common  
9           Core; however, it did not meet the rigor of the  
10          Common Core standards. In 2015-16 is when we shifted  
11          and adopted Core Knowledge in grades K-2 and  
12          Expeditionary in grades 3-8. And in grades K-3 we  
13          saw an increase in growth for 2015-16 from that 14-15  
14          school year.

15                 NWEA math K-7 -- so the longitudinal data does  
16                 not illustrate a positive trajectory across all of  
17                 our schools at all grade levels. The lack of  
18                 positive growth is related to teacher investment in  
19                 NWEA, curriculum, and the transition to middle  
20                 school. In 14-15 school year the K-4 campus had a  
21                 significant drop in NWEA growth in which we attribute  
22                 to the change in mathematics curriculum. The school  
23                 adopted a new curriculum that was aligned again with  
24                 Common Core; however, it did not meet the rigor of  
25                 the Common Core standards. And in 15-16 all

1 Lighthouse schools adopted Eureka math. The change  
2 in the curriculum can attribute to the most -- to  
3 most of the 20% increase growth in NWEA. In 16-17  
4 school year all schools K-8 have implemented a  
5 Response to Intervention time within all their master  
6 schedules for mathematics and literacy.

7 Our ELA ACT Aspire for grades 3-5 -- this slide  
8 illustrates the 2016 ACT Aspire data for English  
9 Language Arts composite score comparing JLCS to the  
10 surrounding schools with similar demographics for  
11 grades 3-5. As you can see, Jacksonville  
12 outperformed most of the schools in the area.

13 This slide illustrates the 2016 ACT Aspire data  
14 for English Language Arts composite score comparing  
15 JLCS to the surrounding schools with similar  
16 demographics for grades 6-8. As you can see, JLCS  
17 outperformed all the schools in the area with similar  
18 demographics.

19 This slide here illustrates the 2016 ACT Aspire  
20 data for English Language Arts composite score  
21 comparing JLCS to the surrounding schools in grades 9  
22 and 10 with similar demographics. As you can see,  
23 JLCS outperformed all the schools in the area with  
24 similar demographics.

25 This slide illustrates the 2016 ACT Aspire data

1 mathematics score comparing JLCS to the surrounding  
2 schools with similar demographics for grades 3-5. As  
3 you can see, Jacksonville outperformed most of the  
4 schools in the area with similar demographics.

5 This slide illustrates the 2016 ACT Aspire data  
6 mathematics score comparing JLCS to the surrounding  
7 schools with similar demographics in grades 6-8. As  
8 you can see, JLCS outperformed most of the schools in  
9 the area with similar demographics.

10 This slide illustrates the 2016 ACT Aspire data  
11 mathematics score comparing JLCS to the surrounding  
12 schools with similar demographics for grades 6-9 -- I  
13 mean, 9 and 10. As you can see, JLCS outperformed  
14 most of the schools in the area with similar  
15 demographics.

16 We do understand that our scores are not where  
17 we would like them to be for the ACT Aspire, and in  
18 order to address the deficiencies for our students in  
19 reading and mathematics we have embedded a Response  
20 to Intervention time. Scholars are placed into  
21 groups based on their skill level, not grade level,  
22 and every teacher and administrator has an assigned  
23 Response to Intervention group. The focus of the  
24 group is to provide interventions in the area in  
25 which the scholars need focus.

1           So as we look at our college and career  
2           readiness, in June -- in May 2016, we held our first  
3           graduating class and we're proud to say that we had  
4           100% in 2016 that graduated. Our college acceptance  
5           rate was 100% in 2016, and the class of 2016 was  
6           offered \$1,536,960 and that was based on 59 scholars.

7           As I mentioned earlier, we do offer AP classes,  
8           concurrent credit courses, and our ACT averages are  
9           listed as well. And those two scholars that are in  
10          the bottom in that picture just recently scored a 30  
11          on their ACT, so we're really proud of them. One is  
12          a junior, so we're really, really proud of their hard  
13          work.

14          Lastly, the class of 2016 was accepted to over  
15          27 different colleges around the United States. And  
16          we also had several scholars to enlist into the  
17          military. So those are just a list of the colleges  
18          that our scholars were actually accepted to.

19          So I noticed that it was a remaining concern of  
20          waiver 7.03 of the annual report to the public, so I  
21          wanted to address that and just say that this waiver  
22          was intended to be in effect only our first year of  
23          existence because we didn't have the data to give a  
24          report for a previous year. So we are fully in  
25          compliance of that waiver, so I'm sorry for any

1           misunderstanding as it pertains to that waiver.

2           Thank you.

3           CHAIRPERSON COFFMAN: Mr. Scott, is there anyone  
4 to speak in opposition?

5           MR. SCOTT: No, ma'am.

6           CHAIRPERSON COFFMAN: Okay. Ms. Broadway, you  
7 have three board members -- a founding parent and two  
8 board members, excuse me, that have signed up to  
9 speak. If you want to, they can take your next five  
10 minutes or -- okay. And if you'll state your name  
11 and title please.

12           COL. BROOKS: Good morning. I'm Colonel William  
13 Brooks. I am the 19th Mission Support Group  
14 Commander in Little Rock Air Force Base. Ms.  
15 Broadway already introduced me as a board member. I  
16 would also like to indicate in my capacity as the  
17 Mission Support Group Commander I'm the principal  
18 liaison to all the local education authorities around  
19 Little Rock Air Force Base. But in further full  
20 disclosure I'll also indicate that I have three  
21 children attending the College Prep Academy, downtown  
22 Jacksonville, and I have one child attending  
23 Flightline Academy on base as well.

24           I'd like to just start off this morning by  
25 saying that Little Rock Air Force Base is very proud



1 of its longstanding excellent relationship with the  
2 Jacksonville community and with the central Arkansas  
3 community in general. We see the establishment of  
4 the charter school as one of many in a long line of  
5 successes that the local community leaders have  
6 undertaken in support of the military families  
7 stationed at Little Rock Air Force Base. Our airmen  
8 and their families, like many other parents of  
9 children, are interested in trying to obtain the best  
10 educational opportunity of their children. For  
11 military families, we're often transitory in  
12 communities; that represents a unique challenge. The  
13 establishment and the presence of the charter school  
14 in Jacksonville provides an outstanding alternative  
15 choice for education for military families that move  
16 into the community. The charter school represents,  
17 among many other things, safe and modern learning  
18 facilities staffed by accredited faculty and  
19 teachers. They have a responsive curriculum that's  
20 tailored to meet the mobile demands of today's  
21 military children fundamentally. And the presence  
22 and availability of advanced placement courses and  
23 foreign language education is also critical -- of  
24 critical interest to military families as they move  
25 around.

1           The bottom line is that meeting the growing  
2           demand for choice in education is essential interest  
3           of parents across the country, and no less military  
4           families, as I mentioned before. We believe,  
5           obviously, that education strengthens our families  
6           and strengthens the opportunities that are afforded  
7           to military families. And, again, as we travel  
8           around the country going to different assignments,  
9           being able to make some critical choices for our  
10          families is very important. So thank you very much  
11          this morning.

12           CHAIRPERSON COFFMAN: Thank you. And thank you  
13          for your service.

14           COL. BROOKS: Thank you.

15           MS. SUNDERMEIER: Hi. I'm Roger Sundermeier,  
16          president of the school board currently but probably  
17          more important I'm a parent to two kids at  
18          Lighthouse. I have -- Emily is a junior this year  
19          and making college plans, and Ali is in 6th grade.  
20          So one of the things that I want to talk about is  
21          I've had the opportunity -- this is my first time to  
22          sit through one of these, and today I had the  
23          opportunity to hear a couple of schools go through  
24          things. And what we're all focusing on and talking  
25          about is test scores, proficiency numbers. It's all

1 analytics. What I've heard from us today was  
2 something totally different that I want us to focus  
3 on, is we're also achieving proficiency in people for  
4 life. I mean, we're preparing them for outside the  
5 classroom. It's not all about the book learning;  
6 it's about commonsense, it's how to deal with people  
7 and diffuse situations. And I think us focusing on  
8 the student as a whole, making them more well-rounded  
9 prepares them better in the long-run for life. I  
10 think our school fills in some gaps where sometimes  
11 maybe the home life may not. I mean, I think that's  
12 a critical part. The other part that is -- I'm an  
13 emotional guy. I talk on emotion. I'm not  
14 statistics. I'm a designer by nature, so my stuff is  
15 more on a gut feel. But another part of me was -- in  
16 a previous life I was a Chamber of Commerce board  
17 president and from an economic standpoint having this  
18 school in our community, what it did for us, where,  
19 you know, kids -- if they didn't feel like they were  
20 being -- getting the education -- the family didn't  
21 feel like they were getting the education their kids  
22 deserved in a traditional school in Jacksonville,  
23 they were looking for options. And from our  
24 perspective providing Lighthouse Academies to them  
25 gave us the opportunity to keep those families in our

1 community and spending money and living in and  
2 investing in our community, going to church and  
3 everything. And so I felt it was very important for  
4 us to focus on that as well. And, you know, around  
5 town I hear, you know, people talk about our kids and  
6 they'll say, you know, "You can tell a Lighthouse kid  
7 in town because they just carry themselves  
8 differently." And I think that speaks volumes to the  
9 work that our staff and our administration does every  
10 day with them. And I know that we've got teachers  
11 who have left the schools for whatever reason that  
12 are wanting to come back in, get back in the fold  
13 because they -- once they got out they saw the value  
14 of how we did things and they want to be a part of  
15 that again. So like you, I am very hungry so I'm  
16 going to just wrap my comments up and thank you for  
17 your time. I appreciate being here today, and thank  
18 you very much.

19 CHAIRPERSON COFFMAN: Thank you.

20 All right. Panel, questions?

21 DR. SAUNDERS: I've got waivers, but --

22 CHAIRPERSON COFFMAN: Dr. Gotcher.

23 DR. GOTCHER: Yes, I think I'll start. Ms.  
24 Broadway, I was -- one of the things I looked at is  
25 the school's mission, and then further I looked at

1 the data supporting that. So I was impressed that  
2 there's a -- I think you have a goal of -- I think I  
3 wrote down 80%. I think your first class all your  
4 students went to college and then now you have a goal  
5 of 80%. And then further -- am I incorrect in that?

6 MS. BROADWAY: No.

7 DR. GOTCHER: What is it?

8 MS. BROADWAY: No, it's 95.

9 DR. GOTCHER: 95. Well, let me see where I got  
10 that 80.

11 MS. BROADWAY: No, not 80.

12 DR. GOTCHER: Maybe I was capturing one year.

13 MS. BROADWAY: Oh, you're talking about the  
14 matriculation.

15 DR. GOTCHER: Matriculation, yes.

16 MS. BROADWAY: Matriculation. Because we've  
17 only had one class. And right now I think we're at  
18 69% matriculation, so we want to kind of give us a  
19 path to grow that.

20 DR. GOTCHER: Great. And you're ahead of me and  
21 I appreciate that because I was --

22 MS. BROADWAY: I was like 80%.

23 DR. GOTCHER: Yeah. And then further I look at  
24 the impact one year. You know, we have a goal of one  
25 year, looking at students one year after graduation

1 from high school. So did I read that 60% will be  
2 entering in their college the second year from data  
3 thus far, or is that a goal? Is that a goal or an  
4 actual -- this 60% number.

5 MS. BROADWAY: I'm not -- I know it's not one of  
6 the goals about -- 60%, I don't know.

7 DR. GOTCHER: And I should've captured it.

8 MS. BROADWAY: 60%. So we have 95% over a five-  
9 year that will graduate from high school in four  
10 years and 95% of the seniors over a five-year will be  
11 accepted into college. So it's not 60 right there.  
12 None of the goals have 60.

13 DR. GOTCHER: Yes, go ahead. And I'll keep  
14 looking as well, Ms. Broadway. Sorry about the  
15 confusion. My point was to say that your data is  
16 following your mission and that was the  
17 encouragement. I was just trying to get some solid  
18 numbers there. But maybe if you want to address your  
19 alignment to your -- what's happening in college  
20 along with the mission statement.

21 DR. PETTY: Okay. My name is Dr. Barrette  
22 Petty; I'm the director of College Transitions at  
23 Jacksonville Lighthouse CPA and this is my third year  
24 in this position. I'm looking at our data. I'm a  
25 very numerical quantitative person, so I have my

1 buddy right here beside me.

2 DR. GOTCHER: It helps. Yes.

3 DR. PETTY: So my last graduating class of 2016  
4 100% of them were accepted into college, so all of  
5 them got accepted into a four-year institution. So  
6 out of that bunch 69% of them either went to college  
7 or went into the military. Our goal, as Ms. Broadway  
8 stated, for next school year, which is our  
9 matriculation rate for Class 2017 is 80%. And then  
10 overall our Lighthouse network, as over the three  
11 other high schools, Indianapolis, the Bronx, and  
12 Gary, Indiana, the retention rate will be 60%, which  
13 is over that four year period.

14 DR. GOTCHER: Wonderful. Okay. I was just  
15 trying to get the data aligned to your mission, which  
16 is -- as I said earlier, I was encouraged by that.  
17 So thanks for clearing that up.

18 DR. PETTY: No problem.

19 DR. GOTCHER: Sorry for the confusion, Ms.  
20 Broadway.

21 MS. BROADWAY: I see where you were at.

22 DR. GOTCHER: Okay.

23 MS. BROADWAY: Yes.

24 DR. GOTCHER: All right. And let me -- why  
25 don't we come back; I've got some questions on math,

1 but I want to give that to Ms. Smith if she wants to  
2 explore that.

3 CHAIRPERSON COFFMAN: Ms. Smith.

4 MS. STACY SMITH: Good afternoon. Okay. So  
5 really I was actually pleased to see the adjustments  
6 in curriculum -- I mean, I think that says a lot --  
7 and especially in the math curriculum. And so tell  
8 me more about the support and coaching that you're  
9 providing to your teachers in that area.

10 MS. BROADWAY: So just several things that we do  
11 just within our schools, and I'll be specific about  
12 what we're doing with the teachers. Of course, math  
13 has been an area that we struggle with with just  
14 getting teachers and retaining teachers. We lost two  
15 -- we've had two bad years of math. We lost two  
16 teachers last year within the school year, so that in  
17 itself will tell you that, you know, our scholars do  
18 suffer from that. But Lighthouse Academies, not only  
19 do we do -- we have weekly coaching grade level  
20 meetings, one-on-one coaches. We have directors of  
21 teacher leadership in place at our campuses, and they  
22 are in charge of solely coaching teachers where some  
23 days they go in and they spend an entire day in the  
24 classroom; some days they spend a period just  
25 scripting. So Engage New York has really helped us



1 because it's so scripted. We can see if teachers are  
2 going off the script, removing the rigor, and that's  
3 one thing that we really focused on this year is like  
4 seeing what pieces they're taking out -- and most  
5 times they're taking out that scaffolding and those  
6 things that are needed to get our scholars to think.  
7 So one thing we've required our administrators to do  
8 when they go into classes they must have that lesson  
9 in their hand so they can see if what they say  
10 they're teaching, teaching. Engage New York, of  
11 course -- initially, it offers sprints. Most of you  
12 that are familiar with that, it offers springs in  
13 most of the lessons where that's a fluency practice  
14 where kids -- even building on skills that kids can't  
15 do, like those foundational skills. We're having  
16 them even pull some of those sprints in 3rd and 4th  
17 grade that's division or whatever and having them  
18 practice in high school to try to build those  
19 foundational skills. But as for the coaching, our  
20 directors of teacher leaderships have coaching  
21 schedules where they coach teachers. Biweekly they  
22 do grade level meetings and then on the other week  
23 they do one-on-one coaching. And then on the other  
24 times they're expected to be in the classrooms with  
25 the curriculum in hand, making notes, and then going

1 back to know what they need to coach them on to get  
2 them to proficiency.

3 MS. STACY SMITH: Well, how many coaches do you  
4 have?

5 MS. BROADWAY: We have two at the high school,  
6 along with the leader, the school leader or  
7 principal. We expect them to have teachers under  
8 them as well to coach. At the K-6 we did something  
9 different. We have a co-principal model.  
10 Previously, we had one principal and a director of  
11 teacher leadership. But we have two co-principals;  
12 Ms. Smith, who spoke earlier, she's the 3-6  
13 principal, and we have a K-2 principal. And so they  
14 coach their teachers. On base we have a principal  
15 and a director of teacher leadership, and so the  
16 principal and the director of teacher leadership  
17 split the teachers and they coach; they have that  
18 coaching schedule that I spoke of.

19 MS. STACY SMITH: So what type of support or  
20 training are you giving to your coaches as far as  
21 going back in and coaching your teachers?

22 MS. BROADWAY: So absolutely. So, you know, we  
23 do have network coaching trainings and that's really  
24 been the focus. All of our leaders do coaching  
25 videos that they have to submit, two monthly, where

1           they're coaching a teacher and we're providing  
2           feedback. We do use Leverage Leadership, that  
3           coaching model, the coaching of like what questions  
4           to ask to dig into the data. We have monthly  
5           principal meetings where we're working with  
6           principals on looking at the data and next steps,  
7           developing next steps. And our network does tier  
8           support visits where they come in, along with the  
9           school leaders and local leaders, and we do classroom  
10          observations. We look at coaching practices of the  
11          principals, we provide feedback, and next steps from  
12          that visit.

13                   MS. STACY SMITH: Talk to me a little bit about  
14          -- I like the concept of all your students going into  
15          AP classes and I think that does definitely impact  
16          probably your overall exam score. But I do like the  
17          concept of all students taking that rigorous  
18          coursework. So talk to me about any goals or  
19          anything that you're setting around that area of  
20          increasing the exam scores. Because they're pretty  
21          -- they were pretty much ones across the board out of  
22          a 5-point scale. So talk to me a little bit about  
23          that.

24                   MS. CROWDER: Hello. My name is Amanda Crowder;  
25          I am the State Instructional and Compliance

1 Specialist at Lighthouse. It's a long title and I  
2 seem to forget it sometimes. So one of the things we  
3 looked at in looking at the AP scores is, as you  
4 stated, they're ones across the board. We have  
5 students taking classes that are virtual and so those  
6 exam scores seem to be lower. So one of the things  
7 that our high school principal and -- what we're  
8 doing is we have students that are -- if they're  
9 taking from Virtual Arkansas or from Arkansas Math  
10 and Science School and Arts, say AP calculus, we do  
11 have a teacher on campus that can help them and them  
12 going into the classrooms and asking for tutoring  
13 after school. Even while they're scheduled to be in  
14 that virtual course, their online course, they're in  
15 the classroom with that math teacher so they can ask  
16 those questions one-on-one. Our teachers have gone  
17 through AP training extensively. We hold AP boot  
18 camps in which the teachers bring in the students on  
19 Saturdays, after school, they go in during lunch to  
20 help and get extra help with AP. One of the things  
21 that we noticed is once a student fails an AP test in  
22 the class they're giving up; it's hard, I'm done, I  
23 can't do this anymore. They come to us and they want  
24 out of the AP courses. Dr. Petty, myself, Mr.  
25 Felton, we sit down with them all, "Look, no, let's

1 go back and let's talk to the teacher and let's have  
2 conferences." And we have a young man that failed an  
3 AP psych exam. He worked with the AP psych teacher  
4 and he's so excited. When I went to the school and  
5 visited he runs up to me, "I got a B, I got a B in AP  
6 psych." So he's excited. So those are the things  
7 we're doing at this time.

8 MS. STACY SMITH: Okay.

9 CHAIRPERSON COFFMAN: Dr. Gotcher, did you get  
10 your math questions answered?

11 DR. GOTCHER: I think so for now.

12 CHAIRPERSON COFFMAN: Dr. Saunders.

13 DR. SAUNDERS: And my questions are on waivers.  
14 The first one is, I know you have an existing waiver  
15 on 6-17-702 which deals with professional  
16 development. And I was curious why that one is  
17 needed or how it's used.

18 MS. BROADWAY: So one thing we do, we offer 160  
19 hours of professional development that we require our  
20 staff to receive. One thing is that, you know, we  
21 may not -- we focus our PD on teacher needs. So, for  
22 instance, if they don't need technology we don't  
23 provide them with the technology; we'll provide them  
24 with more instructional-based PD. So we try to cater  
25 to the teacher needs. Of course, we're exceeding

1 what the state requires, but it just gives us that  
2 flexibility to be able to cater more to what teachers  
3 really need in order to grow.

4 DR. SAUNDERS: Okay. And I just want to make  
5 sure that your waivers are reflective of that. I'm  
6 not sure if that is the law that -- because that's a  
7 real short, brief law stating about the number of  
8 days on the professional development and that the  
9 school will provide it. It doesn't get into the  
10 particulars on the individual subjects. So is that  
11 the correct law to be asking for a waiver from?

12 MS. BROADWAY: Oh, no. But I think the time of  
13 when we do it -- you know -- like we do a lot of ours  
14 before because they come back early, as well as we  
15 don't -- we do embed it within the school day; that's  
16 one thing. Some of ours is embedded within the  
17 school day where we offer those grade level meetings,  
18 content meetings after school. So ours is embedded  
19 throughout and not just like specifically sporadic on  
20 certain days as well. I don't know if that's  
21 answering more of your question about our PD.

22 DR. SAUNDERS: Well, I mean, I guess my question  
23 just essentially is what part of that law is the  
24 issue. And I may just not be understanding one of  
25 your current practices, so it's just that simple.

1 MS. BROADWAY: Okay. So our current practices  
2 is that our teachers have 205 or 10 day contracts, so  
3 they come back early. We provide professional  
4 development institutes within those periods. Some of  
5 our PD requirements are network initiatives and some  
6 are not. Some we make sure that we're hitting the  
7 state-based professional development requirements, as  
8 noted. We do try to really grow our teachers  
9 throughout. So where some schools may not get credit  
10 for professional development because it's within the  
11 school day, we do provide our teachers with that  
12 because there's coaching going -- ongoing coaching  
13 going on at all times. We also have twice a month  
14 where they either get content PD after school. We  
15 have built-in professional development days that are  
16 half days, some that are whole days. So that is what  
17 our professional development looks like. And I know  
18 that the PD, the professional development waiver that  
19 you're speaking of, this was a waiver that was put  
20 into place; it was during its existence in 2009. So,  
21 actually, just looking at like what it is, we know we  
22 provide over and beyond what is required. So that  
23 will be my response to your question.

24 DR. SAUNDERS: Okay.

25 MR. WALTER: Madam Chair.

1 CHAIRPERSON COFFMAN: Mr. Walter.

2 MR. WALTER: Tripp Walter, Staff Attorney,  
3 Arkansas Public School Resource Center. I think Ms.  
4 Broadway did a good job of giving kind of the  
5 historical background of that. I know that doesn't  
6 directly address Dr. Saunders' question, but that was  
7 I guess the waiver to be asked for at the time when  
8 you're talking about PD. I'm visiting with Ms. Davis  
9 and trying to figure out what it is, if anything,  
10 that they need. I would assume it's just for  
11 flexibility. Obviously, they wouldn't need a waiver  
12 to go above the amount required, but just perhaps  
13 some flexibility in the schedule in which things need  
14 to be taken for professional development. So I think  
15 we'll work on that to try and get to the heart of  
16 that. But we understand the issue.

17 DR. SAUNDERS: Gotcha. Yeah, thank you.  
18 Another one, just quickly, was on the board member  
19 presence at the board meetings, and with the changes  
20 from the 2015 session on Section D of that law. I  
21 guess my question is: why are you asking for a waiver  
22 from that?

23 MS. BROADWAY: So one is just for inclement  
24 weather purposes and another is that some of our  
25 board members do travel with their jobs but still



1 want to be able to connect during the board meeting  
2 via conference call. So we want to allow that if  
3 that happens. We don't have an issue with our board  
4 coming together, but we want to put it in place, like  
5 in those months where we had that inclement weather,  
6 we can still meet and handle business if we needed  
7 to.

8 DR. SAUNDERS: And I would pose that to Legal,  
9 and maybe you, Mr. Walter. But the section being  
10 waived is actually -- one of the sections being  
11 waived is actually the section that allows you to do  
12 that, on 6-13-619, part D. Right?

13 MR. WALTER: Yes. May I respond?

14 DR. SAUNDERS: Yeah.

15 MR. WALTER: Yes. But that, as I read it,  
16 requires the -- of course, it's written "district" to  
17 adopt a policy but that can only be utilized three  
18 times a year. While certainly we don't want it to be  
19 excessive, for the flexibility reasons that Ms.  
20 Broadway asked that's why we framed that one that  
21 way.

22 DR. SAUNDERS: So it would basically be because  
23 it may occur more than three times a year?

24 MR. WALTER: Yes, sir.

25 DR. SAUNDERS: Is that --

1 MR. WALTER: Yes, sir, that's correct.

2 DR. SAUNDERS: Okay. That's all I have for now.

3 CHAIRPERSON COFFMAN: Other questions? Dr.  
4 Gotcher, any other --

5 DR. GOTCHER: No, ma'am, I don't think so.

6 CHAIRPERSON COFFMAN: Ms. Smith?

7 MS. SMITH: I just want to make one comment.  
8 Your presentation was very good.

9 MS. BROADWAY: Thank you.

10 MS. STACY SMITH: And you were able to answer  
11 our questions. And I just want to tell you an area I  
12 struggled in, for future notes, and even just with  
13 Lighthouse as a broader spectrum, a lot of the  
14 application when I was reading it it made references  
15 -- you know -- there was one time where it talked  
16 about Pine Bluff Lighthouse, you know, and then there  
17 was another time where it talks about four schools  
18 when there's really only three schools. And so it  
19 felt very cut-and-paste, you know, that we've got an  
20 application that lots of schools are using because we  
21 have lots of the same programs. And so I struggled  
22 sometimes with is this really what's happening right  
23 here at this school versus -- you know -- I know we  
24 have practices that are the same across the board.  
25 So that was just kind of a place I struggled. So for

1 in the future just kind of keep that in mind, please.

2 MS. BROADWAY: So I just want to respond to your  
3 comment, especially about the four schools. So we  
4 did have four schools because we had four LEAs up  
5 until 2015. So where you saw that there were  
6 probably four schools because we had a K-4, a 5-8,  
7 then Flightline was 5-8, and then the high school  
8 which was 9-12. So then last year was our first year  
9 consolidating to three LEAs, so now we only have  
10 three schools because it was so hard to track. We  
11 had kids that were 7th and 8th in the high school  
12 building but they were under a different LEA, so we  
13 wanted to make our schools representative of what our  
14 actual buildings look like.

15 MS. STACY SMITH: And that makes sense. When  
16 you were reading it, it says we have four schools and  
17 then it names the three and then it says the fourth  
18 school is -- and so I was like, wait, is there four?  
19 And I had to go back and flip and look. And so it  
20 just kind of -- just --

21 MS. BROADWAY: I understand.

22 MS. STACY SMITH: But your presentation was  
23 nice.

24 MS. BROADWAY: I understand. Thank you.

25 CHAIRPERSON COFFMAN: Dr. Saunders, did we get a

1 final answer on 6-17-702?

2 MS. DAVIS: Still reviewing it.

3 CHAIRPERSON COFFMAN: Oh, okay. Any other  
4 questions while we're waiting?

5 DR. SAUNDERS: Give me just a few minutes. I  
6 may.

7 CHAIRPERSON COFFMAN: Ms. Barnes.

8 MS. BARNES: Thank you all for coming and thank  
9 you for the presentation. I don't know that I have a  
10 question; maybe a comment. I recognize the  
11 challenges, and like Ms. Smith I did have a concern  
12 about the average AP scores. I appreciate the work  
13 that you're doing toward that. And I looked at the  
14 average ACT scores. So I know you're working toward  
15 it, and to acknowledge you, sir, in the back -- I've  
16 forgotten your name, forgive me for that -- I'm a gut  
17 person too. But by nature of my position I have to  
18 be a data person as well. So my comment is simply  
19 that what you're doing, and based on even just the  
20 fact that you're showing progress in comparison with  
21 the various schools around you -- I guess my concern  
22 is: what collaboration -- what dialogue is taking  
23 place? Because I think you're on to something there,  
24 because you're talking about the whole child; you're  
25 talking about everyday life; you're talking about not

1           only having the aptitude and the ability to be  
2           successful academically but to be able to make it  
3           every day. So I guess my questions have to do with  
4           are you in collaboration with those schools around  
5           you? Are they in collaboration with you? And then  
6           the other part is: how do you see or what do you see  
7           with respect to replicating the work that you're  
8           doing and insuring that as you encounter the  
9           additions and deletions of personnel, how are you  
10          building capacity? I think that's one of my major  
11          concerns, because you start off, you do a good job,  
12          you're very responsive, I think, as a whole. I  
13          believe the charter has been responsive to the needs  
14          of the additions, the deletions, where it's working,  
15          where it's not working. And so I think I'm just  
16          trying to ask -- I'm commenting that I appreciate the  
17          presentation. I appreciate the work that's going on  
18          with the kids. But I'm concerned, you know, how  
19          sometimes we have a high moment and then we have a  
20          dip. What do you see -- or where are you working  
21          with respect to being able to sustain the momentum  
22          and protect the integrity of the processes that  
23          you're putting in place?

24                   DR. PETTY: I know I can speak on the  
25          collaboration, and after I answer please tell me if I

1 answer your question thoroughly. We have a -- I  
2 collaborate with the Jacksonville-North Pulaski  
3 School District school counselor. I'm by trade a  
4 certified K-12 school counselor, so I attend all the  
5 sessions that the other school counselor attends. So  
6 when we have that mobility between students, we  
7 communicate about credit recovery, student credits,  
8 even behavior issues. Even SROs within Jacksonville  
9 Police Department have been useful in really helping  
10 to deal with the student holistically, especially  
11 those students that are mobile. So that's how we  
12 collaborate.

13 And then as far as the push-in -- and I think  
14 I'm hearing you correctly as far as the momentum --  
15 me being director -- I'm the director of College  
16 Transitions. We're forming partnerships as far as  
17 addressing the ACT scores. We have a partnership  
18 with the University of Arkansas, the Office of  
19 Diversity and Access, and where students go to the U  
20 of A campus for five days to attend the ACT camp. We  
21 also have them come down -- in fact, they're coming  
22 down today, or there already, to address scholarship  
23 essay writing, things of that sort. We have a real  
24 good partnership with them. So we also for students  
25 to do concurrent enrollment, sometimes when we get

1 the scores on the ACT -- we have a partnership with  
2 Pulaski Tech college because actually one of our  
3 English teachers is teaching Comp 1 and Comp 2 there,  
4 so we have a partnership with them where students can  
5 go and take the comp test for free on Pulaski Tech's  
6 campus to qualify for dual or concurrent credit. Did  
7 I answer your question thoroughly?

8 MS. BARNES: Yes, sir. It was a very thorough  
9 answer. I'm just trying to be sure -- actually, I  
10 was starting out with just a comment and an  
11 encouragement. And I think, yes, you've responded.  
12 I'd just encourage you all to make sure that you are  
13 continuing with collaborative efforts, reaching out  
14 to the districts because you are potentially going to  
15 be exchanging students back and forth. And my major  
16 focus is just the students' --

17 DR. PETTY: Right.

18 MS. BARNES: -- ability to stay abreast, to stay  
19 afloat, and to continue the momentum moving forward.  
20 Because you're obviously doing some great things with  
21 respect to children and self-esteem issues and  
22 meeting needs in a challenging time, particularly  
23 students -- the military child and then just everyday  
24 life anyway. So I was making a comment, but I did  
25 want to know what you're doing.

1 CHAIRPERSON COFFMAN: Thank you.

2 DR. SAUNDERS: I've got a few more.

3 CHAIRPERSON COFFMAN: Dr. Saunders.

4 DR. SAUNDERS: Yeah. Okay. I noticed in  
5 looking at your report -- and this is a topic, you  
6 know, we could go on for many days about -- but you  
7 were very careful to specify that you were comparing  
8 to schools with similar -- that were similar to your  
9 own. And so just -- you know -- I tried to pull up  
10 and look at your performance, and what I did was I  
11 looked at -- trying to find a comparison, but I  
12 looked at comparison with North Little Rock, Pulaski  
13 County, and Little Rock School District, and,  
14 arguably, comparable to each one of those three. I  
15 mean, there's give-and-takes right there looking as a  
16 whole. And looking at it across the path, all grade  
17 levels, there to me was a great concern in grades 3-  
18 6. It was essentially in grades 3-6, you were almost  
19 the lowest, and that's comparing with the state  
20 average also of all those groups. Now from 7th grade  
21 on that was not the trend, but those early grades in  
22 comparison with those other districts -- I'll just  
23 give you a chance to respond, if you would.

24 MS. BROADWAY: Okay. I can tell you that, you  
25 know, we have made some shifts in leadership. We did



1 see some areas at the lower campus, at the K-6 campus  
2 that we felt needed to be addressed and were starting  
3 to see a pattern; to Ms. Barnes' point, how do you  
4 keep that momentum. So we had to make some shifts.  
5 Ms. Smith actually came from the Flightline campus as  
6 the director of Teacher Leadership, had strong  
7 coaching, and we've seen a lot of results. So we  
8 wanted to make sure that we put a leader in place  
9 that could push teachers; some teachers had got  
10 complacent. Of course, we lost some teachers along  
11 the way this year once we made those shifts. But as  
12 my mom would say, some of them were a good loss;  
13 right? So we needed to make some changes to make  
14 sure that we're moving in the right direction  
15 because, you know, we really hold our academics high.  
16 At Jacksonville Lighthouse we've had some great  
17 performance. When we started seeing that dip in the  
18 trend -- and it's a trend of things happening or not  
19 happening within school leadership to make -- to  
20 continue to make the school move forward, so --

21 DR. SAUNDERS: And when did the majority of  
22 those changes occur? When --in other words, when  
23 would we expect to see a result?

24 MS. BROADWAY: Well, we made some leadership  
25 shifts right in August. So we have two new

1 principals in place.

2 DR. SAUNDERS: This year?

3 MS. BROADWAY: Uh-huh.

4 DR. SAUNDERS: Okay.

5 MS. BROADWAY: This year. So they're working  
6 really hard. Ms. Smith always tells me, "Ms.  
7 Broadway, we're working so hard," and I was like, "I  
8 know you are." But, you know, we've still got to  
9 push them. So we have also instituted local support  
10 visits. I know I talked about the tier support that  
11 our corporate comes down to do with us, but we do  
12 local supports. And I know Ms. Barnes asked about  
13 the collaboration. Because our campuses are feeder  
14 campuses, what we do is we allow leaders from  
15 different campuses -- we build teams and we go out  
16 each quarter to the different schools to do classroom  
17 observations, to look at data, to provide next steps,  
18 and build an action plan for each school in the  
19 interim so we can kind of really push and see  
20 changes. Like what is your RTI program looking like  
21 -- if we see that was an area of concerns, we put  
22 something in place, actions in place. So we've done  
23 a lot of things to try to shift what we've been doing  
24 to kind of catch things earlier and I think we've  
25 caught a lot of things. Some of the campuses is like

1 "uhhhh" when they lead -- when we lead a support  
2 visit. But, you know, what we want to do is get  
3 ahead of the game.

4 DR. SAUNDERS: Okay. And another one, following  
5 up on what Ms. Smith said earlier about, you know, in  
6 the application, making sure that it was unique to  
7 you. You know, looking at the new waivers, and I'm  
8 going to look at the bottom three and just kind of  
9 lump them together here -- and my question is -- and  
10 what they are, it's a duty-free lunch, planning time,  
11 and teaching load. And my question would be a  
12 combination of those three -- duty-free lunch,  
13 planning time, and teaching load -- in asking for  
14 those waivers, how would your students benefit?

15 MS. BROADWAY: How will my students benefit?  
16 One, especially with the planning, the planning time  
17 is really keeping them focused during the day, having  
18 them in the classes with the scholars more, and like  
19 really using that time before or after to really  
20 train teachers more versus pulling them out mid-day.  
21 Sometimes, you know, they get involved, they don't  
22 use their planning time as wisely and admin can't  
23 really man it the way they want to during their  
24 planning time every day because we don't require them  
25 to come to a grade-level meeting every day. But what

1 we've seen in our local support visits is a lot of  
2 times during their planning time they may leave to go  
3 get a drink and they're coming back, and when your  
4 lesson plans are not done -- you know -- so really  
5 having the time for leaders to take ownership of them  
6 within their planning time, giving us that  
7 flexibility. Because some teachers we have to have  
8 -- they have to have lesson plan clinics as a  
9 professional development or as a coach, where they  
10 sit down and they actually plan with them. If it's  
11 within the school day we all know things happen  
12 within the school day that can block us from getting  
13 into a classroom or sitting down with a teacher  
14 during their planning time. So we wanted to have the  
15 flexibility when we needed it to actually use that  
16 planning time.

17 DR. SAUNDERS: And the duty-free lunch?

18 MS. BROADWAY: The duty-free lunch -- so  
19 substitutes is a huge issue. We share subs in  
20 Jacksonville and we have three campuses. So if we  
21 have teachers out, sometimes we have to get our  
22 teachers to help cover during their normal time. And  
23 we just want to have the flexibility on some days.  
24 We still plan on them getting their 150 minutes a  
25 week; we just need the flexibility, if need be, to

1 help man that. Because that's where we see the most  
2 issue is when teachers are out. And we share  
3 teachers at different campuses, so our Spanish  
4 teacher may be the teacher that serves Flightline and  
5 the high school, so they're traveling from base and  
6 back. And so, you know, what we see is we have to  
7 get teachers to cover for that to give them that  
8 travel time and have to build that in and for them to  
9 be flexible -- and they have been; they've been  
10 great. But we're not always going to have those  
11 teachers that's going to always be great and not, you  
12 know, pushback on stepping up and helping.

13 And then you asked about the --

14 DR. SAUNDERS: Teaching load.

15 MS. BROADWAY: -- the teaching load.

16 DR. SAUNDERS: Maximum class size.

17 MS. BROADWAY: Uh-huh, class size. So we also  
18 have teachers that share, you know, like our  
19 specialist teachers, as we call them, like dance and  
20 things like that. So when we share those teachers  
21 amongst campuses, then their teaching load may be  
22 over by a few and then some kids can't -- we can't  
23 give them dance, even though, you know, as a -- on  
24 that wheel. And we want to be able not to slight our  
25 kids of the offerings, if possible. So that would

1 help us versus hiring a fulltime teacher for like 10  
2 extra kids, \$30,000 versus paying a teacher if we  
3 need them to do that during their planning period or  
4 something of that nature. So those are the three  
5 that we asked for and the why, just the flexibility.

6 DR. SAUNDERS: Okay. So what would be a maximum  
7 class size or would there be a limit?

8 MS. BROADWAY: Of course, yes. I mean, the  
9 maximum class size is -- we don't exceed 30 in the  
10 high school at all; I mean, 25, 27. But it depends  
11 on those specialist classes; when they get into those  
12 rotations they -- I mean, we haven't exceeded yet.  
13 We got to the point one time where we had to have an  
14 art teacher to teach art; we needed him to teach art  
15 but he already had maximized his 150 kids. So then  
16 that posed a problem for us to have to either --

17 DR. SAUNDERS: Okay.

18 MS. BROADWAY: -- hire someone --

19 MR. WALTER: Madam Chair, if I may clarify, I  
20 think, as Dr. Saunders was saying then, it's not  
21 really a class size teaching waiver that's being  
22 sought; it's a teaching load waiver. And the maximum  
23 is going to be at the secondary level only, and only  
24 as needed -- and if needed, no more than 10 students  
25 above the 150.

1 DR. SAUNDERS: Okay. Would that still be needed  
2 with the new legislation that allows for that?

3 MR. WALTER: Yes. And you'll also see as part  
4 of this request that -- well, I would think Ms. Davis  
5 would say the same thing -- then there's that 6-17-  
6 812 piece, which is the new legislation about payment  
7 in there -- and that, we are not seeking a waiver  
8 from. If there's a situation where the teacher would  
9 have to teach more than the 150 a day that teacher  
10 would be compensated.

11 DR. SAUNDERS: Okay. Can one of you just  
12 clarify for me why is it needed, I guess, with the  
13 new legislation? What's the difference?

14 MS. DAVIS: Well, it is needed, the teaching  
15 load, because in our Standards of Accreditation is  
16 still says you can't have more than 150 students.

17 DR. SAUNDERS: So they're just going under the  
18 standards?

19 MS. DAVIS: Yes.

20 DR. SAUNDERS: They're not going under the law?

21 MS. DAVIS: Yes.

22 DR. SAUNDERS: Okay.

23 MS. DAVIS: The law that applies is whether or  
24 not you compensate them for more than 150 a day,  
25 because the law says that they don't have to, but if

1 they do you have to compensate them. And they have  
2 agreed that they will compensate them.

3 MR. WALTER: Excuse me. Madam Chair, may I also  
4 clear up the outstanding issue on the PD for Dr.  
5 Saunders?

6 CHAIRPERSON COFFMAN: 6-17-702.

7 MR. WALTER: I visited with Ms. Davis and with  
8 Ms. Broadway, and it looks to me that what's happened  
9 is over time, as the statutes and rules changed,  
10 there's not the need for that now, but there was  
11 before. So we will offer to rescind that waiver.

12 DR. GOTCHER: However, Ms. Broadway, if that  
13 waiver was rescinded does that affect your ability --  
14 I know you're exceeded the law; does that affect your  
15 ability to still provide that customized professional  
16 development?

17 MS. BROADWAY: I mean, I don't think it will  
18 hurt us if we didn't have that.

19 DR. GOTCHER: I'm just looking at your end.

20 MS. BROADWAY: Yeah.

21 DR. GOTCHER: I'm not worried about it as much

22 --

23 MS. BROADWAY: I think we're fine.

24 DR. GOTCHER: -- as I'm looking at your end.

25 MS. BROADWAY: I think we're fine.



1 DR. GOTCHER: Okay.

2 MS. BROADWAY: I think we'll be fine.

3 MR. WALTER: That was -- Dr. Gotcher, that was  
4 the subject of the discussion, one of the subjects of  
5 the discussion that Ms. Davis and I just had. And my  
6 understanding is that -- I'll look to both of them --  
7 that the 36 hours that's required, there's not a  
8 problem from Lighthouse's end in doing that per  
9 standards and per rules and per statute. And the  
10 above -- the amount that's above that, as they  
11 wouldn't have to be -- as they wouldn't, as Ms. Davis  
12 has indicated, not be required to comply with the  
13 statute, that would give them the needed flexibility  
14 in how they handle that, providing things through --  
15 PD within the network, et cetera.

16 DR. GOTCHER: Excellent.

17 CHAIRPERSON COFFMAN: Any additional questions  
18 or comments?

19 Ms. Davis, any additional issues?

20 MS. DAVIS: Hold your horses -- no.

21 CHAIRPERSON COFFMAN: Good answer.

22 I do have a Mr. Mike Wilson that has signed up  
23 for public comment.

24 MR. WILSON: Madam Chairman, in view of my  
25 stomach --

1 CHAIRPERSON COFFMAN: We've starved you out?

2 MR. WILSON: -- and the desire not to interfere  
3 with your business, I'd simply tell you that I and  
4 many of our local citizens, the community, the public  
5 strongly supports Lighthouse, has from its inception,  
6 and does still now. We would urge you to extend  
7 their charter as far as you can do it, but five years  
8 will do for right now. Thank you for letting me  
9 speak.

10 CHAIRPERSON COFFMAN: Thank you, sir.

11 Without further ado, I'll accept a motion.

12 MS. STACY SMITH: I make a motion to accept the  
13 renewal request as submitted.

14 MS. BARNES: Second.

15 CHAIRPERSON COFFMAN: A motion has been made by  
16 Ms. Smith, seconded by Ms. Barnes to accept the  
17 renewal for five years for Jacksonville Lighthouse  
18 Charter School. Any discussion?

19 All those in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRPERSON COFFMAN: Any opposed? Motion  
22 carries.

23 If you will give us a moment, we'll give you a  
24 written response -- an oral written response.

25 (A FEW MOMENTS OF SILENCE)

1 CHAIRPERSON COFFMAN: Mr. Lester.

2 MR. LESTER: I voted for the renewal. I have no  
3 concerns.

4 CHAIRPERSON COFFMAN: Mr. Rogers.

5 MR. ROGERS: I voted for. I don't have any  
6 concerns at this time.

7 CHAIRPERSON COFFMAN: Dr. Saunders.

8 DR. SAUNDERS: I voted for it. I look forward  
9 to improvements in the elementary.

10 CHAIRPERSON COFFMAN: Ms. Smith.

11 MS. STACY SMITH: No concerns at this time. The  
12 charter seems to be in tune to areas of concerns and  
13 has taken steps to address weak areas.

14 CHAIRPERSON COFFMAN: Dr. Gotcher.

15 DR. GOTCHER: I voted for the renewal. I have  
16 no concerns that would cause me to support anything  
17 less than this request offers; however, I would  
18 encourage the institution to continue recruitment and  
19 retention efforts for quality teachers in the  
20 classroom.

21 CHAIRPERSON COFFMAN: Ms. Barnes.

22 MS. BARNES: I voted in favor of the renewal. I  
23 have no concerns at this time and believe the charter  
24 is demonstrating successful implementation and  
25 meeting individual needs in a responsive manner.

1 CHAIRPERSON COFFMAN: Congratulations. And the  
2 next step is to take this before the State Board for  
3 consideration in January, and we wish you a very  
4 Happy Holiday.

5 As I've said to the other charter schools that  
6 came before us the last two days, your voice is very  
7 important in our state in the development of our  
8 state accountability system, so I hope that you will  
9 continue to follow all of our opportunities through  
10 ESSA to provide feedback. Any school that especially  
11 is utilizing waivers especially has a unique  
12 perspective that is important for us to consider, not  
13 only as we develop a state accountability system for  
14 right now, but as we think about one for future years  
15 out. We want to make sure that we've been very  
16 thoughtful in insuring that we have student-focused  
17 education across our state.

18 So thank you so much for today.

19 Are there any other issues before the Panel  
20 today? Then I'll accept a motion to adjourn.

21 DR. GOTCHER: So moved.

22 DR. SAUNDERS: Second.

23 CHAIRPERSON COFFMAN: Dr. Gotcher and Dr.  
24 Saunders, the second. All those in favor?

25 (UNANIMOUS CHORUS OF AYES)

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CHAIRPERSON COFFMAN: Meeting is adjourned.  
Thank you everyone.

(The meeting was adjourned at 12:48 p.m.)

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A-2: OSCEOLA STEM ACADEMY

EXHIBIT ONE (1)

## 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 State Department of Education, Charter Authorizing Panel, in Little Rock, Arkansas, on December 14, 2016, 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.

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: December 30, 2016.

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

|  |  |   |  |  |
|--|--|---|--|--|
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