



AGENDA

STATE BOARD OF EDUCATION

January 13, 2017

Arkansas Department of Education

ADE Auditorium

9:00 AM

- I. Call to Order
- II. Reports
 - 1. Chair's Report
Presenter: Mireya Reith
 - 2. State Board Standing Committees, Special Committees, Liaisons, and Appointments Report
Presenter: State Board Members
 - 3. Commissioner's Report
Presenter: Johnny Key
 - 4. 2016 Arkansas Teacher of the Year Report 22
The 2016 Arkansas Teacher of the Year will report on current topics of opportunities for educators.
Presenter: Meghan Ables
- III. Adjournment
- IV. Work Session 25

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Science Grant Manager and Appointment

Topic	Protocol
History of Committee	On April 10, 2014 State Board Chair Brenda Gullett appointed Dr. Jay Barth to apply for a NASBE grant and to work with the ADE Science team.
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	April 10, 2014 – grant funds are expended and science courses are adopted/approved. The subcommittee completed the project as 12/8/16.
Reference Statute(s) or URL for additional information	http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards
Standard Operating Procedure	<p>Dr. Jay Barth applied for the NASBE Science grant and ADE was awarded \$4000.</p> <p>On November 13, 2014, the State Board conducted a work session with Dr. Francis Eberle.</p> <p>On December 10, 2014, the State Board conducted a work session with Dr. James Gates, Jr.</p> <p>On June 11, 2015, Dr. Jay Bath moved, seconded by Ms. Alice Mahony, to adopt the Arkansas K-12 Science Standards for Grades K-4 and 5-8. The motion carried unanimously.</p> <p>The grant sponsored additional science presentations and booths at organization meetings.</p> <p>Dr. Jay Barth provides grant reports to NASBE.</p>
Process for Reporting to the State Board	<p>ADE Science Specialist Ms. Michele Snyder provides reports that are included in the Learning Services Report to the State Board.</p> <p>Dr. Barth will include information during the Friday Reports.</p>
Tenure	End of grant funding, final report to NASBE, and adoption/approval of science courses.

State Board Standing Committees, Special Committees, Liaisons, and Appointments

ForwARd Arkansas Liaison

Topic	Protocol
History of Committee	<p>On December 11, 2014 State Board Chair Sam Ledbetter appointed Mr. Kim Davis to serve as the State Board liaison to the Arkansas Forward Initiative.</p> <p>On September 10, 2015, State Board Chair Toyce Newton appointed Dr. Jay Barth to serve as the State Board representative to the ForwARd Arkansas Steering Committee.</p>
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	September 10, 2015 - ongoing
Reference Statute(s) or URL for additional information	http://forwardarkansas.org
Standard Operating Procedure	<p>Dr. Jay Barth will participate in monthly steering committee meetings.</p> <p>Dr. Jay Barth will update the State Board of ongoing progress.</p>
Process for Reporting to the State Board	<p>Dr. Jay Barth will collaborate with Ms. Susan Harriman, Executive Director of Forward Arkansas, to provide quarterly reports to the State Board.</p> <p>Dr. Barth will include information during the Friday Reports.</p>
Tenure	The State Board Chair will appoint a new liaison prior to last six months of the tenure of the State Board Member

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Deeper Learning Grant Manager and Appointment

Topic	Protocol
History of Committee	On July 15, 2016, Chair Mireya Reith appointed Ms. Susan Chambers to serve with her on the NASBE Grant Committee for Deeper Learning.
Committee Membership from State Board	Ms. Mireya Reith and Ms. Susan Chambers
Timeline of Work	July 15, 2016 – grant funds are expended
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	<p>Chair Mireya Reith applied for and the ADE received a grant of \$9000.</p> <p>On September 8, 2016, the State Board hosted a work session with Dr. Francis Eberle.</p> <p>Ms. Reith will provide an interim report by October 15 of each grant year and a yearly final report by March 15 of each grant year to NASBE.</p>
Process for Reporting to the State Board	<p>Materials for the September 8 work session were posted to Board Book.</p> <p>Ms. Reith will include information during the Friday Reports.</p>
Tenure	End of grant funding – December 31, 2017

State Board Standing Committees, Special Committees, Liaisons, and Appointments

ESSA Steering Committee Liaison

Topic	Protocol
History of Committee	On July 15, 2016, Commissioner Key requested and State Board Chair Mireya Reith approved the appointment of Ms. Ouida Newton to the ESSA Steering Committee.
Committee Membership from State Board	Ms. Ouida Newton
Timeline of Work	August 31, 2016 - ongoing
Reference Statute(s) or URL for additional information	http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa
Standard Operating Procedure	<p>The ESSA Steering Committee will meet on the last Wednesday of each month from 9:30-11:30 am in the ADE Auditorium. The meeting is open to the public.</p> <p>The State Board will conduct work sessions on ESSA.</p>
Process for Reporting to the State Board	<p>ADE Special Projects Director Ms. Tina Smith will provide a monthly ESSA report to the State Board.</p> <p>The State Board conducted a work session October 2016.</p>
Tenure	Rotation protocols of the ESSA Steering Committee or the last six months of the tenure of the State Board Member

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Standing Committee on Academic Distress

Topic	Protocol
History of Committee	<p>On March 28, 2014, State Board Chair Brenda Gullett formed the Special Committee on Academic Distress to study chronically underperforming school districts. She appointed Ms. Vicki Saviers, Ms. Toyce Newton, and Mr. Sam Ledbetter to serve on the special committee, with Ms. Vicki Saviers serving as chair of the committee. Commissioner Tom Kimbrell requested the committee initially focus on the academic distress districts.</p> <p>On May 13, 2016, State Board Chair Toyce Newton appointed Ms. Diane Zook, Mr. Brett Williamson, Ms. Charisse Dean and the 2016 ATOY, Ms. Meghan Ables, to the Special Committee on Academic Distress. Ms. Toyce Newton asked Ms. Ouida Newton to remain on the committee. Ms. Toyce Newton asked Ms. Diane Zook to serve as chair. Dr. Richard Wilde requested to schedule a year in advance for the special committee review of schools. The Board supported the recommendation.</p> <p>State Board Chair Mireya Reith joined the committee on July 15, 2016.</p> <p>On September 8, the Board added Mr. Joe Black to the committee. The Board also clarified the committee is a standing committee, as per the State Board Operating Procedures.</p>
Committee Membership	Ms. Diane Zook, Chair; Ms. Ouida Newton; Mr. Brett Williamson; Ms. Charisse Dean; Ms. Meghan Ables; Mr. Joe Black; and Ms. Mireya Reith
Timeline of Work	3/28/14 -- ongoing
Reference Statute(s) or URL for additional information	A.C.A. § 6-15-428 to 6-15-431
Standard Operating Procedure	<p>The Special Committee on Academic Distress will schedule meetings at least one month prior to the meeting date so that all appropriate schools, districts and board members may participate. A yearly schedule was approved but will be adjusted as needed.</p> <p>The ADE School Improvement Unit will submit appropriate notifications to the schools and district. All presenters will submit appropriate documents in a timely manner for inclusion in the agenda packet.</p> <p>The ADE School Improvement Unit will provide a presentation/report documenting the progress in meeting the school and district recommendations. When applicable, a fiscal and supplemental funding report will be provided to indicate how funds are being utilized in support of student achievement. Also when applicable, the Office of Intensive Support will provide a report of coordinated efforts and progress.</p> <p>Appropriate schools/districts staff will provide a presentation/report to the Special Committee documenting the progress in meeting the school and district recommendations from the ADE School Improvement Unit. If the committee has concerns and an additional meeting is scheduled to address the concerns, the school board will also be encouraged to attend and present information regarding the board's efforts to ensure student achievement. If concerns persist,</p>

State Board Standing Committees, Special Committees, Liaisons, and Appointments

	the committee will request the State Board conduct a community work session. After the community work session the State Board will determine if the Board should conduct a hearing regarding which statutory action to take regarding the school district at a future date or should ask the Special Committee to continue to monitor the progress. The ADE Public School Accountability Office will submit appropriate notifications to the district.
Process for Reporting to the State Board	After each committee meeting, the Chair will submit a written report at the next regularly scheduled State Board meeting to update the full Board on the progress of each school and district to meet the recommendations from the ADE School Improvement Unit.
Tenure	The Chair of the Standing Committee is revisited annually. Membership shall be four members of the State Board with the State Board Chair and Arkansas Teacher of the Year serving as ex-officio members.

Little Rock Area Public Education Stakeholder Group Liaison

Topic	Protocol
History of Committee	On April 14, 2016, the State Board of Education directed the ADE to facilitate the engagement of a research facilitator to review the issues below, with the goal of producing non-binding recommendations that aid the board's decision-making, inform communication among all stakeholders, and identify opportunities for collaboration and coordination among charter schools and traditional schools. The recommendations should lay the groundwork for a multi-function model that can be adapted for use in other areas of the state.
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	April 14, 2016 – until recommendations are submitted to the State Board
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	The Little Rock Area Public Education Stakeholder Group meets in an open meeting to discuss the six questions presented by the State Board. All meetings are posted on the ADE website at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001636
Process for Reporting to the State Board	Quarterly reporting
Tenure	To be determined by the State Board

State Board Standing Committees, Special Committees, Liaisons, and Appointments

National Association of State Boards of Education (NASBE) Liaison

Topic	Protocol
History of Committee	Arkansas has been a member in good standing with NASBE for many years. State Board members attending the national conference. State Board members and ADE staff participate in NASBE webinars. Currently, Dr. Jay Barth serves as the NASBE Executive Committee Chair-Elect. Mireya Reith serves as the NASBE Executive Committee Jr. Southern Area Representative.
Committee Membership from State Board	Mireya Reith
Timeline of Work	ongoing
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	NASBE communication is sent to Deborah Coffman. All travel is sent to Teal Helton.
Process for Reporting to the State Board	periodically
Tenure	Term on State Board

Student Discipline Liaison

Topic	Protocol
History of Committee	State Board Chair Mireya Reith requested Dr. Fitz Hill serve as liaison for Student Discipline.
Committee Membership from State Board	Dr. Fitz Hill
Timeline of Work	ongoing
Reference Statute(s) or URL for additional information	Ark. Code Ann. § 6-18-516
Standard Operating Procedure	Collaborate with ADE and the Office of Education Policy (OEP).
Process for Reporting to the State Board	periodically
Tenure	Term on State Board

Reporting Schedule for Schools and Districts in Academic Distress for 2016-2017, approved by SBE on July 15, 2016; revised August 11, 2016; revised September 9, 2016; revised October 14, 2016; revised November 10, 2016; revised December 9, 2016

Quarterly Reports to the State Board				
District	Dates	Dates	Dates	Dates
Little Rock School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Dollarway School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Pulaski County School District	December 8, 2016			
Helena- West Helena School District	December 8, 2016			

Reports to the Standing Committee on Academic Distress		
District	Dates	Dates
Pine Bluff School District	October 14, 2016	March 10, 2017
Forrest City School District	December 9, 2016	July 14, 2017
Blytheville School District	December 9, 2016	July 14, 2017
Dermott School District	September 9, 2016	June 9, 2017
Marvel-Elaine School District	September 9, 2016	January 13, 2017
Strong-Huttig School District	September 9, 2016	TBD
Watson Chapel School District	October 14, 2016	TBD
Hope School District	October 14, 2016	late spring
Little Rock Preparatory Academy	TBD - charter up for renewal	
Covenant Keepers	January 13, 2017	
Pulaski County School District	TBD	August or September 2017
Helena- West Helena School District	TBD	June 9, 2017
Mineral Springs School District	TBD	March 10, 2017

Minutes
Vision for Excellence in Education and Arkansas Accountability System
Steering Committee Meeting
Wednesday, November 30, 2016

The Vision for Excellence in Education and Arkansas Accountability System Steering Committee met Wednesday, November 30, 2016, in the Arkansas Department of Education Auditorium. Chair Johnny Key called the meeting to order at 9:30 a.m.

Members Present: Johnny Key, Chair; Ms. Ouida Newton; Senator Jane English; Representative Bruce Cozart; Ima Etim; Michelle Hayward; Kelli Gill; Harold Jeffcoat; Joyce Flowers; Gloria Phillips; Melissa Bratton; and Anthony Bennett.

Members Absent: none.

Audience: ADE staff, general public, and press.

The meeting was live streamed and the recording was posted on the ADE website at http://www.arkansased.gov/state-board/minutes/board_meeting_categories/2016.

Consideration of Approval for Minutes – October 26, 2016

Ms. Flowers moved, seconded by Ms. Gill, to approve the October 26, 2016, minutes. The motion carried unanimously.

Listening Tours and Public Feedback

Director of Policy and Special Projects Ms. Tina Smith said the Office of Education Policy analyzed the responses from the community listening forums to develop a visual of the percentages of common responses. The top topics included student-focused learning, measure of school quality and student success, effective teachers and leaders, academic achievement, community engagement, and student engagement.

How Can Students Have a Voice in Student Focused Education?

Arkansas Coalition for Student Voice in Education (ACSVE)

Mr. Zack Fredricks, senior at Batesville High School, said the Arkansas Coalition for Student Voice in Education (ACSVE) is a group of students across Arkansas searching for a way to improve the educational system one voice at a time - but from a student's perspective. He said the students from Batesville High School, Harrison Junior High School, and Harrison High School EAST teams would share data from a student survey and three regional summits. He said 4,873 students responded to the survey. He said

over-testing becomes an issue when it disrupts learning – when the schedule for testing keeps other classes from continuing as scheduled. He said all students need to establish a personalized learning plan. He said as a result of his plan he was taking additional courses that prepared him for his course of study related to his career choice.

Ms. Grace Brandt, Harrison High School student, shared the multiple choice and true/false data from the student survey. She also shared information about the Harrison HALO project. She said students from other districts were interested in this flexible learning model. She said interim assessments were important in determining the needs of students. She recommended using growth to measure student achievement. She said state assessments help the state to consider needed resources to ensure students in every school are succeeding.

Mr. Cade Hixson, Batesville High School student, shared the open response data from the student survey. He said the curriculum (what students are learning) and state assessments (what is tested) are not always aligned. He said internships would allow students to make better decisions about career choices.

Ms. Amanda Okolo, Batesville High School student, said the student responses to curriculum questions included more flexible time for extra help and make up work; better time management of schedules including between classes and school day restructuring; and technology-based work should not distract from the concept/content. She said the purpose of testing is to see growth in student achievement. She said she appreciated taking the ACT as a free option for students.

Ms. Kelli Gill, Batesville High School Student, said student personal concerns included food issues, bullying, favoritism by faculty, not being allowed to work ahead, and the need for more life skills (taxes, insurance, scholarship information). She said the students reported that state assessments may be superseding their learning. Ms. Gill recommended pre- and post-assessments to gain an accurate view of growth. She said the ACT is important for attending college and the ACT Aspire assessments help students get better scores on the ACT and qualify for scholarships. She said she utilizes the assessment scores to set goals for self-improvement.

Mr. Jake Ward, Batesville High School student, said the students' facility and resource concerns included food, technology accessibility, current texts, blocked websites, and better distribution of funding for learning (fine arts). He said a paper assessment was more helpful for his thinking process.

Mr. Zack Fredricks introduced the Batesville EAST facilitator Ms. Jeanne Roepcke, chaperone Mr. Talan Roepcke, and Harrison EAST facilitator Ms. Mary Beth Hatch.

Mr. William Keener, Harrison Junior High School student, recommended end of year assessment for a summative view.

Ms. Brooklin Edwards, Harrison High School student, said the interim assessments had helped her to reflect on her learning.

Ms. Katie Fowler, Harrison High School student, said the current testing was not reflective of the courses she is currently taking because she is on an advanced pathway in mathematics.

Mr. Zack Fredricks said even when the current students in ACSVE graduate, the EAST programs would continue the ACSVE project and continue to provide feedback from students to the ADE.

Feedback from Ambassador led Student Forums

Steering Committee Member Mr. Anthony Bennett conducted two ambassador led listening forums. Mr. Bennett shared the feedback from these forums. He said the most important characteristics of effective schools were open/diverse environment, caring educators and administrators, and community-oriented. He said the best measures of success and quality of a school include more than test results; college, career, and life readiness of students; and amount a student learns from life, rather than just memory. He said to ensure every student succeeds requires teachers that develop bonds with students (achieved by hiring teachers with passion); preparing students for life, not just college/workforce; open opportunities for external involvement; and expanding learning beyond classrooms (hands-on learning, field trips). He said responses to personalized learning indicated it was good for some students who care or have the ability to shape their own education, not good for those students who needed academic guidance. He said a complete personalized learning environment was not a viable solution to helping students without the ability to guide their own education. He said students enjoyed being asked their opinions on education and most educators loved hearing from the students. He said many school issues can be solved on a local level when students and educators work on the resolutions. He said the perception of assessments measured the quality of the students and teachers. He said all students wanted excellent teachers. He recommended a bigger discussion about education innovation.

The Steering Committee discussed the data and the impact on the vision for student-focused education.

How Should We Measure Progress Toward the Vision of Excellence?

Director of Policy and Special Projects Ms. Tina Smith facilitated a discussion on the template/worksheet of required indicators for accountability.

Student Assessment Director Ms. Hope Allen said federal requirements for yearly assessments include grades 3-8 and grade band high school mathematics and reading

or language arts and grade band science. She said the state could consider a change in assessment grades for the state accountability system with a future vision of a suite of assessments that better represent a student-focused assessment system.

Office of Innovation in Education Director Dr. Denise Airola provided clarifying questions regarding including performance and growth in an accountability system. She said how the data are presented visually to educators, students, and parents will be important for improvement in student learning.

Assistant Commissioner for Learning Services Ms. Stacy Smith said the state has options with assessed grades in high school. She said the state could consider if a Grade 9 student met the Grade 10 scale score on the ACT Aspire, then the student would not be required to take the same assessment in Grade 10 but the score could count for growth.

After much discussion, the steering committee recommended a better balance of weight of performance and growth. The committee requested visual data models of the various options, including more flexibility of assessments for schools and consideration of subgroups.

Ms. Tina Smith said the July 2017 submission date to USDOE has been moved to September 2017. Commissioner Key said the most recent communication from USDOE moved the requirement to 2017-2018 for identification of schools needing comprehensive and targeted support. He said the state would also be required to identify consistently underperforming schools.

Next Steps

The Steering Committee cancelled the December 28, 2016 meeting. The next meeting is scheduled for January 25, 2017.

Adjournment

The meeting adjourned at 11:50 a.m.

Minutes recorded by Deborah Coffman

Minutes
Little Rock Area Public Education Stakeholder Group Meeting
Monday, December 5, 2016

The Little Rock Area Public Education Stakeholder Group met Monday, December 5, 2016, in the Arkansas Department of Education Auditorium. Chair Tommy Branch called the meeting to order at 5:05 p.m.

Members Present: Tommy Branch, Chair; Jim McKenzie, Vice-Chair; Tamika Edwards; Ann Brown Marshall; Antwan Phillips; Leticia Reta; and Dianna Varady.

Members Absent: none.

Audience: ADE staff, general public, and press.

The meeting was live streamed and the recording was posted on the ADE website at http://www.arkansased.gov/state-board/minutes/board_meeting_categories/2016.

Consideration to Approve Minutes – September 26, 2016

Mr. McKenzie moved, seconded by Ms. Marshall, to approve the September 26, 2016, minutes. The motion carried unanimously.

Consideration of Guidance from the State Board

State Board Chair Mireya Reith requested Dr. Jay Barth liaison with the Little Rock Area Public Education Stakeholder Group. State Board Vice-Chair Dr. Barth said the State Board heard from the Stakeholder Group in October 2016 requesting guidance on next steps. He said the State Board recommended a focus on Question #6 *How collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficiency of the system of public education south of the river*. He said he would be attending all future meetings and reporting back to the State Board. He said he would be available to provide his perspective as requested.

Dr. Barth asked the Stakeholder Group to consider the efficiency of healthy and viable traditional and charter systems within the area south of the river. He said now that an outside consultant is no longer a consideration, the timeline should be shortened. He said the next report to the State Board should include a timeline of expected work and completion. Dr. Barth said some schools have additional costs related to serving the needs of high-need and/or special-need students.

The Stakeholder Group requested an ESSA working timeline.

Consideration of Requested Information from the Office of Education Policy (OEP)

Executive Director of the Office for Education Policy at the University of Arkansas Dr. Sarah McKenzie presented findings on student movement as noted in the integration study. She reported on key questions.

How many students are enrolled in schools in Little Rock and the surrounding metro area and what do they look like? Is it changing over time?

Dr. McKenzie said the enrollment trends for 1987-2016 indicated a decline in schools south of the river.

How many students are moving between the traditional public and the public charters and what do they look like? Are certain groups more likely to move?

Dr. McKenzie said 85% of LRSD students remained in LRSD. Upon requests from the Stakeholder Group, Dr. McKenzie said she would submit an additional report that indicates the grade level when students move out of the LRSD. She said 2% of students move to charters schools. She said 7% are leaving the state education system.

When students move between the traditional public and public charter school in the Little Rock area – do they move to schools with students who are more like them demographically and academically?

Dr. McKenzie said the students that left LRSD were attending schools that performed similar to the schools the students left. She said a survey of parents in charter schools indicated their perception of curriculum was better.

What impact does student movement have on the school left behind and the system as a whole? Are student moves leading to increased racial or socio-economic segregation within the public school system?

Dr. McKenzie said the racial impact of students moving from traditional to charter was integrative.

In summary, Dr. McKenzie said a small percentage of students leave traditional public schools for charters – much larger percentage leave the system altogether. She said students leaving traditional public schools for charters are demographically and academically similar to traditional public school population. She said when black students leave traditional public schools, the charters they enter typically enroll a

smaller percentage of black students. Students who move to charter schools consistently have a smaller share of Free/Reduced Lunch students compared to their traditional public school, and have similar academic performance as the traditional public school that they left. She said the moves from traditional public school to charters have had racially and economically integrative impacts on traditional public schools.

Dr. McKenzie said she would send an additional policy brief on the expenses of serving special needs students. She said researching why parents move their child to another school is very time consuming and expensive.

Stakeholder Group members recommended research funding for the state.

Dr. McKenzie said Part 5 of her research was released today. Stakeholder Group members requested Report 5 be added to the agenda.

State Board member Ms. Diane Zook said schools receive SPED dollars based on a funding formula. She said spending was determined at the local level based on the needs of students.

Consideration for Next Steps

Director of the Office of Innovation for Education Dr. Denise Airola said ESSA requires states to report data on all subgroups within schools and to report comparisons between charter school performance for all subgroups and the schools from which charter schools draw students. As to typical movement in the state, she said the statewide rate of mobility is 5.5%.

Dr. Airola asked if a collaboration could be developed to determine why students are moving between schools and out of schools. She said it might not be a random sample study but it could provide information that would inform the group, and also inform the schools. The potential for an exit questionnaire or exit interview might provide the information about why parents are leaving a particular school. She said if the questionnaire is about leaving in general, and not just transfers to charters, it might inform the larger picture shared by Dr. McKenzie.

Stakeholder Group Vice-Chair Mr. McKenzie recommended including the research cost for each question as a package to the State Board. He requested models from across the nation where collaboration has worked well. He asked if the structural or legislative difference could be identified. He asked about the comparative costs between traditional and charter school and the costs per pupil. With the closure of some schools, could the facilities be used for other resources that support the community and families? He asked what is the return on investment in these schools.

Stakeholder Group member Mr. Phillips requested to know the ADE scope of the governing power over charter and traditional schools.

Stakeholder Group member Ms. Marshall raised the need to consider how to build a bridge between traditional and charter schools and what could incentivize their relationship. She recommended an education cooperative for central Arkansas.

Stakeholder Group member Ms. Reta said charter schools may be providing parents incentives to participate.

Stakeholder Group member Ms. Varady asked if exit interviews were conducted at the school and could the state offer standards for reporting.

Dr. Airola said she has been studying networked improvement communities. She said the communities are working together to solve problems that improve learning for students. She recommended packaging all of the questions for the State Board. She recommended researching the CRPE website for information regarding collaboration between traditional and charter schools. She said the request for information regarding the ADE scope of influence would need to be provided by ADE Legal. She recommended keeping the focus on students.

Dr. Barth said while there is no systematic collaboration across schools in the county there are collaborations happening in other areas. He said the question regarding co-ops was also raised during the boundaries study.

Dr. Airola recommended the Stakeholder Group study the CRPE report, Denver report, and other information previously posted on agendas and prepare draft recommendations.

Stakeholder Group member Ms. Varady offered to study SPED from New Orleans and OEP. Mr. McKenzie volunteered to study fiscal efficiency. Ms. Marshall said she would study the CRPE documents.

Consideration of Agenda for Next Meeting

Dr. Barth asked the Stakeholder Group to develop recommendations that guide the State Board. He said the recommendations could help to shape the vision for the area south of the river.

Commissioner Johnny Key restated his request to be bold and creative. He said recommendations may be accomplished over time.

The Stakeholder Group will meet in work session on January 30, 2017, to develop group recommendations.

Adjournment

Mr. McKenzie moved, seconded by Ms. Edwards, to adjourn. The motion carried unanimously. The meeting adjourned at 7:27 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, December 9, 2016

The State Board of Education Special Committee on Academic Distress met Friday, December 9, 2016, in the Arkansas Department of Education Auditorium. Chair Diane Zook called the meeting to order at 12:04 p.m.

Present: Diane Zook, Chair; Brett Williamson; Joe Black; Ouida Newton; Charisse Dean; Dr. Fitz Hill; and Meghan Ables, 2016 ATOY.

Absent: Mireya Reith.

Consent Agenda

Ms. Dean moved, seconded by Mr. Black, to approve the consent agenda. The motion carried unanimously.

Item included in the Consent Agenda:

- Minutes – October 14, 2016

Action Agenda

A-1 Recommendations from School Improvement Unit

Public School Program Manager Dr. Richard Wilde said the recommendations were submitted to the State Board on July 15, 2016.

A-2 Report from School in Academic Distress – Blytheville High School – A New Tech School and Blytheville Middle School

School Improvement Specialist Ms. Tiah Frazier facilitated the guiding questions.

Blytheville High School - A New Tech School Principal Mr. Bobby Ashley said the school was utilizing interim assessments. He said the areas of growth are identified and interventions are put into place. He said the SMART goals guide the work. He said a collaboration period was built into the master schedule to permit core teachers time to work together, analyze data, and report to the leadership team. He said more parents are engaging in school activities and parent surveys. He said policies have been reviewed to ensure relationships are

being built with students. He said the Bring Blytheville Back campaign was designed to encourage patrons to move back to Blytheville. He said the student voice represents the student population and the school culture was improving as evidenced by the teacher expertise, rigorous course offerings, and student recognition and achievement awards. Mr. Ashley said the continued improvement included utilizing Indistar indicators, BloomBoard and Teacher Excellence and Support System (TESS), Positive Behavior Intervention System (PBIS), and Response to Intervention (Rtl).

Blytheville Middle School Principal Mr. Mike Wallace said the leadership team meets weekly to discuss academic progress. He said the school is implementing Middle School Literacy Initiative (MSLI) and New Tech. He said the parent-teacher conference was moved to mid-year. He said students and the community had input on renovations to the school. He said the Arkansas Leadership Academy was assisting with increasing student voice in the school. He said teacher turnover is declining through solutions such as teacher leadership. He was very pleased with the teacher and student surveys. He said the Wise Ways have helped to develop a better understanding of each indicator in Indistar. He said the culture team has developed a PBIS curriculum. He said the students are documenting their time on reading and the school was working to increase the reading time.

Blytheville School District Curriculum Director Ms. Sally Cooke said the district established school improvement as a systemic goal. She said they were working on alignment, K-12 with smooth transitions between buildings. She said principals and assistant principals were engaged in Leadership Quest and as a result, administrators are utilizing TESS, BloomBoard, and Insight Reports to provide effective and meaningful feedback to teachers. She said PBIS and Rtl fit with the other components on the pathway to improvement. She said the district was focused on supporting teachers. She said the district was 1-1 technology for Grades 3-12 and the local provider has offered reduced rates for students at home. She said the Department provided a framework for improvement that has been helpful to the schools and district.

School Improvement Director Dr. Richard Wilde said the district was working to integrate initiatives instead of seeing the components as individual activities. He recommended the district return after preliminary data are available.

Ms. Newton moved, Mr. Williamson seconded, to accept the report from the Blytheville High School – A New Tech School and Blytheville Middle School and to schedule the next report for July 14, 2017. The motion carried unanimously.

A-3 Report from School in Academic Distress - Forrest City Jr. High School and Forrest City High School

School Improvement Specialist Ms. Tiah Frazier facilitated the guiding questions.

Forrest City High School Principal Mr. Osceola Hicks said the school has worked on curriculum alignment and professional development. He said external providers are serving as instructional facilitators. He said the leadership team used data from the teacher evaluation rubric to develop school-wide goals.

Forrest City Jr. High School Principal Mr. Carlos Fuller said the school leadership team identified challenges and celebrations from the analysis of the data. He said the school was utilizing co-teaching and pull out intervention to meet the needs of students. He said the LiveBinder for ACT Aspire has been very informative.

Lincoln Academy of Excellence Principal Jana Richey said the school is focused on English Language Arts. She said Flex Friday has improved student behavior. She said there is a mentorship program for the male students. She said the school is utilizing the Indistar indicators.

Forrest City School District Superintendent Dr. Tiffany Hardrick said the principals are passionate about the district. She said professional learning was focused on content standards, assessment, instruction, and professional growth. She said the school board was supportive of school and district improvements and recruitment/retention of excellent teachers. She said the district was working on an internal pipeline for leadership development. She said the Department provided great feedback to the district.

School Improvement Director Dr. Richard Wilde said the principals have personalized the work. He said Dr. Hardrick is an instructional leader. He recommended an analysis of progress in July 2017.

Mr. Black moved, Mr. Williamson seconded, to approve the report from Forrest City Jr. High School and Forrest City High School and to provide an analysis of progress report on July 14, 2017. The motion carried unanimously.

A-4 Reporting Schedule

Chief of Staff Ms. Deborah Coffman will update the reporting schedule to include the two districts.

Adjournment

The meeting adjourned at 3:01 p.m.

Minutes recorded by Deborah Coffman.

Everyone Needs a Teacher of the Year: It's Time to Celebrate Teachers!

By Meghan Ables, 2016 Arkansas Teacher of the Year



On December 7, 2015, I was named the 2016 Arkansas Teacher of the Year at a surprise school-wide assembly. With my students cheering like they were at a state championship game, Gov. Asa Hutchinson clapping with pride, Commissioner Johnny Key holding my prize check, and my co-workers wiping away tears, I walked across the Stuttgart High School gymnasium to receive an award that I could not believe was really for me. The whole day was a whirlwind, a dream in which I did not want to wake up. In reality, I felt that I was not good enough to hold such a title, and it took time for me to realize that being the “best teacher” was not the sole requirement of the title. Instead, I was the elected representative and spokesperson for all of Arkansas’ teachers.

Time and time again, I enter schools and students will ask, “How do you win Teacher of the Year?” Teachers will say, “Wow, you must really be an amazing teacher to be the ATOY.” I always respond the same: “I am just like you: A teacher who loves her kids and does whatever it takes to teach and reach them, a teacher who loves to learn, motivate and change lives.” I want teachers to see that we are all part of one vast teaching family, and they too can become Arkansas Teachers of the Year. During my travels this year, I met multiple teachers who would be excellent representatives of our profession on a state and national level. This state is full of the best teachers and most dedicated educators I have ever been privileged to meet. Arkansas should celebrate!

Being the ATOY has been a blessing and learning experience that is invaluable. I am forever changed as a person and an educator. The love I have for my school and my students has been multiplied to cover every student, teacher and school across our state. I wish that every teacher felt value and appreciation to the level that I have this year. Teachers across Arkansas deserve to be recognized! Selecting a District Teacher of the Year is just one way administrators can show their pride and appreciation to the dedicated teachers in their district. I challenge every district in the state to start celebrating its great teachers in 2017. It is time to elevate the profession and recognize the legends!

The Selection Process

Once a district selects its Teacher of the Year, he/she must go online to complete the ATOY application by the end of June. The application process to become the 2018 Arkansas Teacher of the Year will begin this spring, so stay tuned! Every district TOY should apply for the state title. I can honestly say that each previous ATOY and the TOY from every state believed someone else was better suited and more deserving for the job. See a list of all previous ATOYs at <http://www.arkansased.gov/public/userfiles/Communications/Related Files TOY/ATOY Recipients Updated Dec 2016.pdf>. As Paul Gray, the 2008 ATOY, said, “This is a process that includes reflection and requires a little luck to be on your side.”

Through the selection process, Regional Finalists from each education cooperative and Pulaski County are selected and receive a \$1,000 cash prize thanks to the Walton Family Foundation. The four State Semi-Finalists who are selected then begin a round of interviews and classroom observations. The ATOY selection committee selects the winner, who is announced at a surprise event during the fall semester. The winner receives a \$14,000 check, courtesy of the Walton Family Foundation, and a year sabbatical (from July to June) to serve as a spokesperson for education in Arkansas. Visit the ATOY page on the ADE website to learn more: <http://www.arkansased.gov/divisions/communications/teacher-of-the-year>.

Prepare for the ATOY Journey

Following the announcement of the ATOY, training for the job begins in the spring and continues through the summer. Each TOY from every state meets at the first training and spends the next year-and-a-half learning and supporting each other. I began my journey in San Antonio, Texas. This is where every TOY had to announce, "I AM teacher of the year" with pride and conviction. I can speak for us all and say that those words were spoken with a lack of confidence. I remember looking around and thinking how amazing these educators were and wondering how in the world I was considered to be one of them. It wasn't long before we all began to share our stories and learn how each of us contributed our own gifts to the profession. Slowly but surely, we all began to build each other up and to express our confidence in each state's selection. It wasn't long before we had lifted each other up to where we could all say, "I AM teacher of the year" with confidence and acceptance. All across the nation, we state teachers bonded as the class of 2016. The complete list of all state TOYs is available at http://www.ccsso.org/ntoy/State_Teachers.html.

During the spring of 2016, the Council of Chief State School Officers provided multiple opportunities for training, so I could be prepared to represent my state. Two trips to Washington provided me with the opportunity to attend a meet and greet at the White House with President Obama, eat dinner with Vice-President Biden at his house, meet Education Secretary John King, learn about education policy while sitting in the White House, visit Google headquarters and tour the city. All of the state teachers served on multiple panels for companies such as Scholastic and ETS (Educational Testing Service) to provide feedback for upcoming national projects. We were able to attend a formal gala where the National Teacher of the Year Jahana Hayes spoke along with Secretary King. Meet Jahana at http://www.ccsso.org/ntoy/Meet_the_2016_NTOY.html. Overall, my eyes were opened to the world of education beyond my classroom and my school. This experience has transformed me; it made me look at education from the creation of policy down to the learning in the classroom. It made me ask, "How can I impact policy to make education better for students across the nation?"

Learn Along the Way

Serving as the ATOY has been the best professional development I have ever experienced. In addition to former ATOYs and Milken Educators who serve as mentors to the Arkansas Teacher of the Year, previous National Teachers of the Year serve as mentors to each state TOY. We are able to conduct roundtable discussions on issues in our state, develop an action plan for improving education, set goals for our year of service, and share best classroom strategies from across the nation. Each state TOY had the opportunity to attend Space Camp over the summer and learn how to incorporate STEM across the curriculum. We also networked and planned lessons with teachers around the world; met and provided feedback to the founder of Wikipedia; and experienced a mission to the moon and back. In addition to Space Camp, the Arkansas Teacher of the Year is provided the opportunity to train at the Arkansas Leadership Academy throughout the year. This not only provides opportunities for networking, but learning how to be proactive with a vision for change and the tools to reach that vision. This has been a process of reflection and personal growth for me. This professional development provides leadership skills that are extremely valuable to teachers who are or who want to become change agents in their districts.

Arkansas provides its TOY with the opportunity to serve as a non-voting member on the State Board of Education. Not only do I get to serve on the Board, discuss decisions and represent teachers, I have the opportunity to train alongside the Board during each work session. Any time our State Board meets, I am included in the process, and I feel blessed to have gotten to know the members on a personal level. I have been able to learn about each Board member's passion and what perspective he/she contributes to the decision-making process on the Board. We truly have a diverse group that focuses on what is best for children. Experiencing policy on the state level has taught me how I can have a voice in education and promote education around the state. It has taught me that there are many misconceptions when it comes to education; so many people misunderstand the differences between the role of the State Board and the role of ADE. These are two separate entities that support and serve children and schools across the state.

Inspire, Lead, and Celebrate

Everyone who knows me knows that I am a "cup half full" kind of person. I am a natural cheerleader for others, and I have been so lucky to become a cheerleader for teachers across the state. I set out on a mission to visit schools in every county across the state during my year of service. I did this for two main reasons: to highlight the great teachers and practices in Arkansas education and to assist in collaboration efforts among districts, administrators and teachers around the state. After each school visit, I feature the school and its strengths through my blog at <https://arteachblog.wordpress.com/blog/>. I create a

video picture collage, so everyone can glimpse into the school and meet its amazing students. By mid-December, my blog had more than 17,000 viewers, and principals were calling to let me know other schools had contacted them wanting more information on a program or idea I featured in my blog. I have tried to continue celebrating great teachers through the Teacher Impact Celebration that was started by the 2015 ATOY, Ouida Newton. Recognizing teachers for their impact on students, co-workers, their district and the state has been one of my favorite things. Every teacher deserves to be recognized! Find out how at <http://www.arkansased.gov/divisions/communications/teacher-impact-celebration>, or post on social media with the hashtag #ARTeacherImpact.

As a non-traditional teacher, I was excited to provide professional development for new teachers across the state. From Henderson State University to APPEL (Arkansas Professional Pathway to Educator Licensure) teachers around the state, I have had the opportunity to teach more than 50 hours of professional development to teachers preparing to enter the world of education. Aside to teacher prep programs, I presented at several state conventions and in dozens of districts. Since I have been out of the classroom this year, the ability to “teach” others has been a true gift. I hope that I positively impacted children and learning with the guidance I provided through these trainings. The ATOY also has the opportunity to create a video series alongside the production team at ADE (who is phenomenal by the way). I chose to do a series titled “Dare to be Different” to encourage teachers and administrators to step out of their comfort zone and try something new. Go to <https://www.youtube.com/watch?v=zbXxyUfv8Fc> to see the first video in the series recorded in a Benton High School English classroom. Jessica Herring uses coding to teach classic novels. Stay tuned for more videos coming your way.

Memories to Cherish Forever

Over the last six months I have been welcomed into schools, classrooms and colleges around the state. Words cannot express the warm welcome and support I experienced. I have been a part of pep rallies, school news casts, Veterans Day programs, award assemblies, science experiments, robot creation, race car building, student-led school stores, top-notch culinary classes, dyslexia intervention, iPhone app design, math number talks, book talks, Professional Learning Community meetings and Sphero coding. I held a hissing cockroach, danced with kids during GoNoodle time and even helped students complete a break out box. I was named a part of Cabot’s REAL Panther group, where I also made a deal to kiss a pig if the students reached their academic and behavior goals. I have met people and been places that I would never have had the opportunity to do so otherwise. In January, I will attend the National College Football Championship in Tampa as a gift from the program “Extra Yard for Teachers.” Read about how the program is celebrating teachers at <http://www.cfp-foundation.org/content/cfp-foundation-announces-partnership-football-bowl-association>. I met teachers who are now my friends, some of my new best friends. I have had a blast leading cheers across the state, and now I am asking all of you to join in with me and cheer loud for our teachers around Arkansas.

How can you celebrate the great teachers in your district? Start by making sure a District Teacher of the Year is selected every year, and support that teacher in the ATOY application process. Take a picture or videos of a great teacher being recognized for outstanding work, and then send it to the Arkansas Department of Education so it can help recognize him or her. Showcase the great things happening in these teachers’ classrooms and on campus. Recognize Teachers of the Month. Have students write letters or cards to their teachers. Tell teachers “thank you” when you see them going above and beyond. As a parent, write a letter to your child’s teacher and tell him/her the difference he/she is making in your child’s life. Print pictures of your child with his or her teacher to give as a reminder of love. Students can share the stories of impact with those special teachers. Fill their buckets with praise! There is no celebration too small for a teacher, and they definitely deserve it!

WAIVER TIMELINE

SPRING 1999	Charter law enacted Ark. Code Ann. § 6-23-102	
	INTENT	
	1	Improve student learning
	2	Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving
	3	Encourage the use of different and innovative teaching methods
	4	Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
	5	Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
	6	Hold the schools established under this chapter accountable for meeting measurable student achievement standards
FALL 2001	3	Open-enrollment charters began 2 remain in operation
	3	District conversion charters began 0 remain in operation as a charter
FALL 2002	2	Open-enrollment charters began 2 remain in operation
FALL 2003	1	Open-enrollment charter began 0 remain in operation
	3	District conversion charters began 1 remains in operation as a charter
FALL 2004	3	Open-enrollment charters began 2 remain in operation
	4	District conversion charters began 1 remains in operation as a charter
FALL 2005	1	District conversion charter began 0 remain in operation as a charter
FALL 2007	4	Open-enrollment charters began 1 remain in operation
	2	District conversion charters began 1 remains in operation as a charter
FALL 2008	4	Open-enrollment charters began 2 remain in operation
FALL 2009	2	Open-enrollment charters began 2 remain in operation
	2	District conversion charters began 0 remain in operation as a charter
FALL 2010	1	Open-enrollment charter began 0 remain in operation
	2	District conversion charters began 0 remain in operation as a charter
FALL 2011	2	Open-enrollment charters began 2 remain in operation
	3	District conversion charters began 3 remain in operation as a charter
FALL 2012	2	District conversion charters began 2 remain in operation as a charter
SPRING 2013	Schools of Innovation law enacted Ark. Code Ann. § 6-15-2801	
	INNOVATION Defined "Innovation" means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students	
FALL 2013	3	Open-enrollment charters began 3 remain in operation
	6	District conversion charters began 6 remain in operation as a charter
SPRING 2014	11 Schools of innovation approved	
FALL 2014	2	Open-enrollment charters began 2 remain in operation
	4	District conversion charters began 4 remain in operation as a charter
SPRING 2015	District waiver law (Act 1240) enacted Ark. Code Ann. § 6-15-103	
	Adult education charter law enacted Ark. Code Ann. § 6-23-1001	
	4 Schools of innovation approved	
FALL 2015	4	Open-enrollment charters began 4 remain in operation
	5	District conversion charters began 5 remain in operation as a charter
	4 Districts received Act 1240 waivers	
SPRING 2016	32 Districts received Act 1240 waivers*	
	12 Schools of innovation approved	
FALL 2016	2	Open-enrollment charters began 2 remain in operation
	5	District conversion charters began 5 remain in operation as a charter
	21 Districts received Act 1240 waivers*	
	6	District conversion charters approved to begin in Fall 2017
	1 Adult education charter approved to begin in Fall 2017	
* Districts counted only the first time Act 1240 waivers were approved		

December 27, 2016

SELECTING THE BEST PATH TO MEET STUDENT NEEDS

Work collectively (administrators, teachers, other school staff, students, other community members) to **identify barriers to student success** and consider **systemic changes and innovations** that may **over time** eliminate the barriers.

OR

If an **unanticipated issue** arises and a problem **must be alleviated immediately**, work collectively (administrators, teachers, other school staff, students, other community members) to develop an action plan for immediate implementation.

Review current education laws, standards, and rules pertaining to the issues.
Identify by number and title/description specific laws, rules and standards that may be causing or exacerbating the issue, and/or hindering potential solutions.
Laws can be found by clicking on Title 6 Education Subtitle 2 or 3 at <https://www.lexisnexis.com/hottopics/arcade/>.
Rules can be found at <http://www.arkansased.gov/divisions/legal/rules/current>. Standards refer to the specific set of rules titled Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

If it is determined that laws, standards, and/or rules impede student success, requesting waivers through one of the following paths **could be** an appropriate decision.

District Conversion Charter

See Waiver Path Distinctions.

School of Innovation

COMMITMENT TO SYSTEMIC CHANGE

GREATEST EMPHASIS ON INNOVATION - MUST BE UNIQUE MODEL

Act 1240 Waivers

**ADDRESSES IMMEDIATE NEEDS (NOW OR NEXT SEMESTER)
MAY BE REQUESTED WHILE DEVELOPING PLANS FOR DISTRICT CONVERSION CHARTER OR SCHOOL OF INNOVATION**

WAIVER PATH DISTINCTIONS

January 10, 2017	OPEN-ENROLLMENT CHARTER	DISTRICT CONVERSION CHARTER	ACT 1240 WAIVER	SCHOOL OF INNOVATION
AUTHORITY	Ark. Code Ann. § 6-23-301 et seq. ADE Rules Governing Public Charter Schools	Ark. Code Ann. § 6-23-201 et seq. ADE Rules Governing Public Charter Schools	Ark. Code Ann. § 6-15-103	Ark. Code Ann. § 6-15-2801 et seq. ADE Rules Governing Schools of Innovation
APPROVER	Charter Authoring Panel / State Board of Education	Charter Authoring Panel / State Board of Education	State Board of Education	Commissioner of Education
APPLICABILITY	All schools under the charter	Conversion charter only	All schools in the district	School of innovation only
INITIAL TIME LIMIT	5 years	5 years	Statute states approved as long as the open-enrollment charter is operating; practice has been for districts to limit the requests, often to 5 years	4 years
PROCESS LENGTH	17 months	17 months	4 to 6 weeks	12-18 months
INNOVATION STATUE	Innovative teaching methods Ark. Code Ann. § 6-23-102(3)	Innovative teaching methods Ark. Code Ann. § 6-23-102(3)		Innovation definition Ark. Code Ann. § 6-15-2801(3)
APPROVAL PROCESS	Potential applicant submits letter of intent	Potential applicant submits letter of intent		Potential applicant submits letter of intent
	Meeting, via call or web, for Charter Unit staff to consult individually with potential applicant	Meeting, via web, for Charter Unit staff to consult individually with potential applicant		Potential applicant attends session at Innovation Summit
	Potential applicant attends mandatory workshop	Potential applicant attends mandatory workshop		Potential applicant must attend one regional technical assistance meeting
	Applicant holds public hearing	Applicant holds public hearing		School establishes a Council of Innovation to develop the plan and at least 60% of eligible employees vote for application
	Applicant submits application	Applicant submits application	District submits petition for State Board of Education consideration	Applicant submits application
	ADE internal group reviews application	ADE internal group reviews application	ADE charter and legal staff review	ADE staff and others review applications received by initial deadline
	Meeting, via call or web, for Charter Unit staff to consult individually applicant about remaining issues	Meeting, via call or web, for Charter Unit staff to consult individually applicant about remaining issues	ADE staff contacts the district if clarification is needed	The review committee provides the applicant feedback, via the web
	Applicant responds to ADE comments	Applicant responds to ADE comments	District may revise	Applicant revises based on review
	ADE internal group reviews revisions and notes remaining issues	ADE internal group reviews revisions and notes remaining issues		ADE staff and others review final applications and note remaining issues
	Public hearing and vote conducted by the Charter Authorizing Panel	Public hearing and vote conducted by the Charter Authorizing Panel		
State Board of Education considers the Panel's decision	State Board of Education considers the Panel's decision	State Board of Education considers the petition and makes the final determination	Commissioner of Education makes the final decision	
Board may conduct a second public hearing	Board may conduct a second public hearing			
APPLICATION COMPONENTS	Mission statement and key programmatic features	Mission statement and key programmatic features	Name of open-enrollment charter that draws students	Vision and mission
	Results of public hearing	Results of public hearing	List of the waivers granted to open-enrollment charter	School election results
	Governing structure of the school	Autonomy of the charter		Documentation of Council of Innovation
	Educational need for the school	Educational need for the school		Innovations with purposes
	Innovative teaching methods	Innovative teaching methods		Innovation plan with actions and outcomes
	Goals, assessment tools with performance levels	Goals, assessment tools with performance levels		Goals and performance targets
	Daily schedule and secondary courses to be offered	Daily schedule and secondary courses to be offered		
	Description of curriculum, programs, methods	Description of curriculum, programs, methods		
	Provisions for specific student services	Provisions for specific student services		
	Plans to annually report to parents and public	Plans to annually report to parents and public		
	Enrollment criteria, recruitment and lottery processes	Enrollment criteria, recruitment and lottery processes		
	Personnel with qualifications and salaries	Personnel with qualifications and salaries		Professional development plan
	Business office practices, budget, budget oversight	Expenses with funding methods		
	Description of facilities and renovations	Description of facilities and renovations		
	Methods for avoiding conflicts of interest			
	Involvement of parents and others	Involvement of parents and others		Documentation of shared leadership
Impact on districts desegregation efforts	Impact on districts desegregation efforts			
Requested waivers with rationales	Requested waivers with rationales	Requested waivers with rationales	Requested waivers with rationales	
MONITORING	Waivers are reviewed in the charter renewal process	Waivers are reviewed in the charter renewal process		Waivers are reviewed in the school of innovation renewal process
	Charters may be called before the authorizer for potential action at any time	Charters may be called before the authorizer and action taken at any time		The commissioner may revoke if a school fails to substantially fulfill the school's innovation plan, meet goals/performance targets, or comply with laws or rules

PROHIBITED WAIVERS

Citations indicate the law that prohibits the waiver.

December 27, 2016

TOPIC	OPEN-ENROLLMENT (OE) CHARTERS	DISTRICT CONVERSION (DC) CHARTERS	ACT 1240	SCHOOLS OF INNOVATION
High school graduation requirements	Ark. Code Ann. § 6-23-401(b)(3)	Prohibited by practice	Prohibited for OEs - N/A	Ark. Code Ann. § 6-15-2804(a)(2)
38 credits offered annually	Approved ONLY until charter serves all high school grades	Prohibited by practice	Prohibited by practice	Prohibited by practice
Public school accountability	Ark. Code Ann. § 6-23-401(b)(2)	Prohibited by practice	Prohibited for OEs - N/A	Prohibited by practice
Special education	Ark. Code Ann. § 6-23-401(b)(4)	Prohibited by federal law	Prohibited for OEs - N/A	Prohibited in federal law
Gifted and talented education	Allowable	Allowable	Allowable	Ark. Code Ann. § 6-15-2804(a)(10)
Health and safety codes	Ark. Code Ann. § 6-23-401(b)(6)	Prohibited by practice	Prohibited for OEs - N/A	Ark. Code Ann. § 6-15-2804(a)(1)
Civil rights	Prohibited in federal law	Prohibited in federal law	Prohibited in federal law	Ark. Code Ann. § 6-15-2804(a)(1)
Disability rights	Prohibited in federal law	Prohibited in federal law	Prohibited in federal law	Ark. Code Ann. § 6-15-2804(a)(1)
Monitoring compliance	Ark. Code Ann. § 6-23-401(b)(1)	Prohibited by practice	Prohibited for OEs - N/A	Prohibited by practice
Criminal background checks for employees	Ark. Code Ann. § 6-23-401(b)(5)	Prohibited by practice	Prohibited for OEs - N/A	Ark. Code Ann. § 6-15-2804(a)(4)
Criminal background checks for volunteers	Prohibited by practice	Prohibited by practice	Prohibited by practice	Ark. Code Ann. § 6-15-2804(a)(4)
Financial audits, audit procedures and requirements	Prohibited by practice	Prohibited by practice	Prohibited by practice	Ark. Code Ann. § 6-15-2804(a)(3)
Open records and open meetings	Prohibited by practice	Prohibited by practice	Prohibited by practice	Ark. Code Ann. § 6-15-2804(a)(5)
Purchasing limitations and requirements	Prohibited by practice	Prohibited by practice	Prohibited by practice	Ark. Code Ann. § 6-15-2804(a)(6)
Teacher Fair Dismissal Act	Allowable	Allowable	Allowable	Ark. Code Ann. § 6-15-2804(a)(9)
Completion of ADE reports	Allowable	Allowable	Allowable	Ark. Code Ann. § 6-15-2804(a)(8)

WAIVERS GRANTED MOST OFTEN (TO MORE THAN 25% OF ENTITIES)

December 27, 2016

TOPIC	Open-Enrollment Charters		District Conversion Charters		Schools of Innovation		Act 1240		Totals	
	24		28		26		57		135	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teacher Licensure	24	100.00%	26	92.86%	7	26.92%	27	47.37%	84	62.22%
Flexible Schedule	9	37.50%	20	71.43%	20	76.92%	34	59.65%	83	61.48%
Curriculum	15	62.50%	19	67.86%	15	57.69%	6	10.53%	55	40.74%
Class Size/Teaching Load	15	62.50%	22	78.57%	8	30.77%	8	14.04%	53	39.26%
Library Media	23	95.83%	10	35.71%	3	11.54%	16	28.07%	52	38.52%
Principals	21	87.50%	13	46.43%	0	0.00%	3	5.26%	37	27.41%
Gifted & Talented / AP **	21	87.50%	11	39.29%	3	11.54%	0	0.00%	35	25.93%

** Act 1136 of 2015, codified as Ark. Code Ann. § 6-15-2804(a)(10), requires schools of innovation to, "Comply with state law and rules regarding the education of gifted and talented students."

NOTES ON SELECTED TOPICS

Teacher Licensure	<p>NOTES: Charters, districts, and schools of innovation with teacher licensure waivers must comply with Arkansas Department of Education Rules Governing the Arkansas Qualified Teacher Requirements. See these rules at http://www.arkansased.gov/divisions/legal/rules/current. Since the State Board of Education lacks the authority to waive federal law, licensure requirements for special education teachers are NOT WAIVED.</p>
Flexible Schedule	<p>Changes to the Arkansas Department of Education Rules Governing Distance and Digital Learning provide more options for districts. See these rules at http://www.arkansased.gov/divisions/legal/rules/current.</p> <p>CAUTION: To be accepted for high school credit by the NCAA, a course may have a time requirement.</p>
Curriculum	<p>Waivers included in the curriculum topic vary greatly and include waivers of the annual 38 unit requirement for open-enrollment charters that will not offer all high school grades in the first year of operation to waivers to allow elementary subjects to be imbedded.</p> <p>NOTE: Waivers are not needed to imbed high school courses. The Arkansas Department of Education course approval process should be followed. See http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/course-approvals.</p>

WHAT TO INCLUDE IN WAIVER REQUESTS

December 27, 2016

ADE stands for Arkansas Department of Education.

Standards for Accreditation refers to the set of rules titled ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

- 1 Be certain to include the statute or rule number with the title of the section or a brief description.
See the Common Waiver Topics with Applicable Laws, Rules and Standards.
- 2 Request only the statute and rules necessary to meet the needs of the charter, school, or district.
For example, if what is needed is a waiver of licensure requirements for classroom teachers, waivers of the laws and standards highlighted in yellow should not be requested because they pertain to other positions.
- 3 The rationale should include the specific reason(s) that the waiver is needed and explain how having the waiver will benefit students.
Asking for a waiver to allow flexibility **IS NOT** specific.
Asking for a waiver in case it is needed at a later time **IS NOT** specific.

If applying for waivers, as allowed by Act 1240, you **MUST** have a student who resides in your district **AND** attends an open-enrollment charter **AND** request only waivers granted to the open-enrollment charter. A list of approved waivers for each open-enrollment charter can be accessed at <http://www.arkansased.gov/divisions/learning-services/charter-schools/open-enrollment-charter-school-waivers>. If you need any assistance, please call the ADE Charter Office at 501-683-5313.

Common Waiver Topics with Applicable Laws, Standards, and Rules		
Educator Licensure	Ark. Code Ann. § 6-15-1004	Qualified teachers in every public school classroom
	Ark. Code Ann. § 6-17-302	Principals—Responsibilities
	Ark. Code Ann. § 6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
	Ark. Code Ann. § 6-17-401	Teacher licensure requirement
	Ark. Code Ann. § 6-17-902	Definition (definition of a teacher as licensed)
	Ark. Code Ann. § 6-17-919	Warrants void without valid certification and contract
	Ark. Code Ann. § 6-17-706(b)	Requiring a school nurse to be licensed
	Ark. Code Ann. § 6-18-1004(a)(2)	Requiring counselors to be certified
	Ark. Code Ann. § 6-25-104	Requiring a library media specialist to be certified
	Standards for Accreditation	15.02 Principals
	Standards for Accreditation	15.03 Licensure and Renewal
	Standards for Accreditation	16.01.3 Requiring counselors to be certified
	Standards for Accreditation	16.02.3 Requiring a library media specialist to be certified
	Standards for Accreditation	16.03.1 Requiring a school nurse to be licensed
	ADE Rules Governing Educator Licensure	
NOTE 1 Charters, districts, and schools of innovation with teacher licensure waivers must comply with Arkansas Department of Education Rules Governing the Arkansas Qualified Teacher Requirements. See these rules at http://www.arkansased.gov/divisions/legal/rules/current .		
NOTE 2 Since the State Board of Education lacks the authority to waive federal law, licensure requirements for special education teachers are NOT WAIVED .		
Flexible Schedule	Ark. Code Ann. § 6-10-106	Uniform dates for beginning and end of school year
	Ark. Code Ann. § 6-16-102	School day hours
	Ark. Code Ann. § 6-18-210	Definition of planned instructional time
	Ark. Code Ann. § 6-18-211	Students in grades nine through twelve—Mandatory Attendance
	Standards for Accreditation	10.02.4 Planned Instructional Time
	Standards for Accreditation	14.03 Requirement of 120 clock hours for unit of credit
	ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve	
	CAUTION: To be accepted for high school credit by the NCAA, a course may have a time requirement.	
Class Size and Teaching Load	Standards for Accreditation	10.02 Class size and teaching load
	Note 1 The maximum class size and/or teacher load should be included in the rationale with an explanation of how this change will benefit students.	
	Note 2 A class size/teacher load waiver does not waive the requirement outlined in Ark. Code. Ann § 6-17-812 to compensate teachers who agree to teach more than the maximum number of students.	
	Note 3 Since the State Board of Education lacks the authority to waive federal law, class sizes for special education are NOT WAIVED .	
Guidance Counseling Services	Ark. Code Ann. § 6-18-1001 et seq.	Public School Services Act
	Standards for Accreditation	16.01 Guidance and counseling
	ADE Rules Governing Student Services	3.01.1 Guidance and counseling services
Media Services	Ark. Code Ann. § 6-25-103	Library media services program
	Standards for Accreditation	16.02 Media services
Health Services	Ark. Code Ann. § 6-18-706	School nurse
	Standards for Accreditation	16.03 Health and safety services
	ADE Rules Governing Student Services	3.01.6 Health services