Arkansas Department of Education
Little Rock Area Public Education Stakeholder Group
Monday, July 25, 2016 - 5:00 PM
ADE Auditorium

AGENDA

I. Little Rock Area Public Education Stakeholder Group Meeting Called to Order
Presenter: Chair Tommy Branch

II. Consideration to Approve Minutes - July 11, 2016 2
The members are requested to approve the minutes for the July 11, 2016, meeting of the Little Rock Area Stakeholder Group.
Presenter: Deborah Coffman

III. Consideration of Perceptions from Open Enrollment Charter School Directors 4
Luanne Baroni, John Bacon, Katie Tatum, Valerie Tatum, Mary Ann Duncan, Curtis Shack, Tina Long, Shannon Nuckols, and Atnan Ekin, leaders of Little Rock area charter schools, worked collaboratively to prepare the presentation.
Presenter: Area Charter Directors

IV. Master Plan for Children, Youth and Families 18
On July 11, 2016, the Stakeholder Group requested to learn more about the Master Plan for Children, Youth and Families.

The full version of the Master Plan and Appendix is available at http://www.littlerock.org/citydepartments/communityprograms/youthmasterplan.aspx

Presenter: Dana Dossett, Director of Community Programs, City of Little Rock

V. Consideration of Maps 20
During the July 11, 2016, meeting the group discussed the need for maps. The maps are provided courtesy of Metroplan.
Presenter: Jim McKenzie

VI. Consideration of Potential Questions for Research 26
During the July 11, 2016, meeting, the group develop some potential questions for research.
Presenter: Dr. Denise Airola

VII. Consideration of Agenda for Next Meeting - August 15, 2016
Presenter: Chair Tommy Branch

VIII. Consideration for Reporting Progress to the State Board
The State Board has requested a quarterly report and timeline of expected progress.
Presenter: Chair Tommy Branch

IX. Adjournment
Presenter: Chair Tommy Branch

Minutes
Little Rock Area Public Education Stakeholder Group Meeting
Monday, July 11, 2016

The Little Rock Area Public Education Stakeholder Group met Monday, July 11, 2016, in the Arkansas Department of Education Auditorium. Chair Tommy Branch called the meeting to order at 5:06 p.m.

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

Members Absent: Leticia Reta.

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 – June 29, 2016

Mr. McKenzie moved, seconded by Ms. Varady, to approve the minutes for the meeting on June 29, 2016. The motion carried unanimously.

Work Session

Dr. Denise Airola, Director of the Office of Innovation in Education, said the charge of the group, in collaboration with the Arkansas Department of Education, is to select a research group. She reviewed documents and data reports that were submitted previously to the group. Group members asked clarifying questions.

Assistant Commissioner of Public School Accountability Ms. Annette Barnes also answered questions for the group.

Dr. Airola said some of the schools in the Little Rock School District have been in the lowest 5% in performance for multiple years. She said some charter schools that scored persistently low over extended time have been closed.

Dr. Airola shared six question topics that she heard the group discuss in previous meetings. Members worked in pairs to write additional questions for consideration. Dr. Airola reviewed the suggested questions and will compile the questions for the next meeting. She requested members send any additional questions to dairola@uark.edu.

Members requested to consider additional questions that reflect the impact of schools in the community including but not limited to public health, civics, transportation, public safety, safe neighborhoods, closing a school, working with city leaders, after school care and learning opportunities.

Members requested to learn more about ForwARd Arkansas and the Master Plan for Children, Youth and Families adopted by the City Board of Little Rock.

Dr. Airola provided a list of research that has addressed some of the topics discussed by the group.

Consideration of Public Comment

No one signed up for public comment.

Consideration of Agenda for Next Meeting (July 25, 2016)

The area charter directors will present at the July 25 meeting. Members requested to invite Ms. Alexandra Boyd and a representative from ForwARd Arkansas. Mr. McKenzie will submit maps for the meeting.

The next meetings are scheduled for August 15 and August 29.

Adjournment

Ms. Edwards moved, seconded by Ms. Varady, to adjourn. The motion carried unanimously.

The meeting adjourned at 7:26 p.m.

Minutes recorded by Deborah Coffman

Little Rock Area
Public Education
Stakeholder Group

Charter Schools Presentation

July 25, 2016

AGENDA

1. **Little Rock Area Charter Schools**

2. **Overview of Charter Schools**
   a. History of Charter Schools in Arkansas
   b. Charter Landscape in Arkansas
   c. Stakeholder Group Requests:
      i. Characteristics of a Quality School
      ii. Perspectives on Charters to Consider

Little Rock Area Charter Schools

Little Rock Area Charters

School	Grade Levels
1. Covenant Keepers College Prep	6-8
2. eSTEM Public Charter Schools	K-12
3. Exalt Academy of Southwest Little Rock	K-2
4. LISA Academy	6-12
5. Little Rock Preparatory Academy	K-8
6. Premier High School	9-12
7. Rockbridge Montessori	K-5
8. SIA Tech Little Rock	9-12
9. Quest Middle School of West Little Rock	6-8

* Grade levels served as of 2015 – 2016 School Year

Little Rock Area Charters

July 25, 2016

Little Rock Area Charters

Different models to meet diverse needs:

In Little Rock Area	Additional Models
College Preparatory	Personalized Learning
STEM	Co-teaching Models
STEAM	Tech-driven
Montessori	Classical Education
Dropout Prevention	Experiential
Dropout Recovery	Expeditionary
Wrap-around Services	Community Development
Small-school Models	

Little Rock Area Charters

Overview of Charter Schools

History in Arkansas

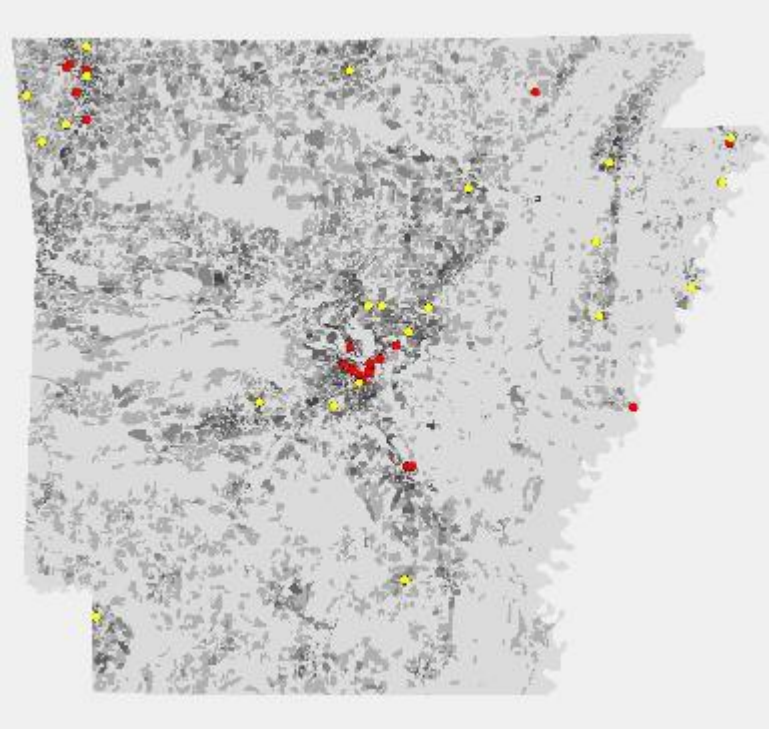
Charter School Act of 1999

The legislative intent of the General Assembly in creating its charter law was to accomplish the following:

1) Improve student learning;
2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students identified as low-achieving;
3) Encourage the use of different and innovative teaching methods;
4) Create new professional opportunities for teachers
5) Provide parents and pupils with expanded choices
6) Hold the schools established under this chapter accountable

Landscape in Arkansas

- 23 District Conversion Charters
  - 5 more will open Fall ‘16-17
- 22 Open-Enrollment Charters
  - 2 more will open Fall ‘16-17
  - 9 charters in Little Rock Area



Overview

July 25, 2016

Stakeholder Group Requests

What are some of the characteristics of a quality school?

Overview

Charter Schools Act of 1999

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Stakeholder Group Requests

What are some of the characteristics of a quality school?

- School quality definitions have been developed by the following entities:
  - Stanford University, Columbia Teachers College
  - United States Department of Education Federal Charter Schools Program
  - Every Student Succeeds Act (ESSA)
    - All include metrics of student achievement on standardized tests
    - More and more states are beginning to account for student growth, recognizing that a one-size-fits-all approach is not appropriate for different schools with different goals and purposes
    - ESSA now requires states to determine other measures of school performance beyond test scores

Stakeholder Group Requests

What are some of the characteristics of a quality school?

Multiple Characteristics	Possible Metrics
Student Performance • Proficiency • Individual student growth	Standardized tests • Formative assessments • Summative assessments
Graduation rates	State data
School safety	State data, surveys
School climate	Surveys
Attendance	State data
Curricular offerings	Self-reported data, community needs assessments

Stakeholder Group Requests

What additional perspectives about charter schools does the Stakeholder Group want to consider?

Stakeholder Group Requests

Q & A with Charter Representatives

Overview

MASTER PLAN
FOR CHILDREN, YOUTH & FAMILIES

DEPARTMENT OF COMMUNITY PROGRAMS
CITY OF LITTLE ROCK

Master Plan Vision

- In three years, the City and its partners agree to, and show progress in, working together toward shared outcomes that support children, youth and families.
- In three years, the City takes leadership and works in partnership with other organizations and associations to improve the conditions of children, youth and families and the communities in which they live.
- In three years, all children and youth in programs funded by the City of Little Rock move beyond their current circumstances, are valued, and are prepared for their next steps in school, work, and life.

Building on the work that PIT-funded programs have been doing for the past 22 years, the Master Plan for Children, Youth & Families will strive to meet the programmatic needs of the most underserved children, youth, and families while increasing the quality and accountability of those selected as the funded organizations and associations to meet those needs.

However, creating solutions to the challenges our City and communities face today cannot be tackled by one department—or even by city government alone. Caring for our children, youth and families is a responsibility we ALL share as members of the Little Rock community.

The Master Plan Recommends 5 Goals

USE DATA
to identify unmet needs, prioritize services, and infuse resources where they are needed most

INCREASE PROGRAM QUALITY & ACCOUNTABILITY
All stakeholders adopt and are evaluated on outcomes, benchmarks, standards, and indicators to achieve system-wide accountability

ENHANCE INTERNAL & EXTERNAL COMMUNICATION
to generate awareness and enhance support for investment in services to children, youth, and their families

DEVELOP EMPLOYABILITY SKILLS
so that youth are prepared to work and Little Rock has a strong future workforce

PLACE A PRIORITY ON CHILDREN AND YOUTH
to integrate an authentic youth voice in decision-making regarding programs and services

NOTE: Goals one and two are to be accomplished by December 2016 and December 2017, respectively, as other tasks are contingent upon their success. Goals three, four, and five are to be completed by December 2019.

City of Little Rock • Department of community Programs
500 W. Markham Street, Suite 220W • Little Rock AR 72201 • (501) 399-3420
www.LRDCPCares.org

What our Department logo represents:
We help people grow by being connected to one another. The left side is rooted in Little Rock, but expands on the other side to reach out to others as we grow as well.

Frequently Asked Questions

What are PIT-funded programs?

Grounded in a positive youth development framework that emphasizes children and youth as assets to the community, PIT stands for Prevention, Intervention, and Treatment:

***Prevention** – Reach children and young adults before they commit a crime or become involved in juvenile delinquency or gang violence through:*

- *Neighborhood-based Programs (ages 6-11/12-17)*
- *Summer Youth Employment Opportunity*
- *Career Skills Training Program*
- *Mayors Youth Council*
- *Little Rock Parks & Recreation Summer Playgrounds*
- *Enhancement Programs*
- *Scholars Recognition Program*
- *"Small Contracts" Programs*
- *City Year*
- *Central AR Library System (CALS) Reading Program*

***Intervention** – Deliberate outreach to children and young adults who are known to be currently exposed to higher risk environments before they become involved in criminal activities or to change current juvenile delinquent activities. These programs include the following:*

- *Youth Intervention Programs (YIP male & female, ages 13-19)*
- *Re-Entry Services*
- *Juvenile Diversion Program*

***Treatment** – Assisting citizens with the training and skills they need to overcome issues or substance abuse. These programs include:*

- *Little Rock Police Department (LRPD) Victims Services Coordinator*
- *Domestic Violence Counseling and Services*
- *Tobacco Education Programs*

***Technical Assistance** – Providing specialized services or skills that a nonprofit does not possess within the organization, but which it may need in order to operate more effectively.*

Where does PIT funding come from, how much is it, and who is in charge of it?

This milestone achievement was the culmination of efforts that started in 1988 with a $10 million grant from the Annie E. Casey Foundation. That was followed in 1991 with a Fighting Back Grant of $5 million from the Robert Wood Johnson Foundation. Then, in 1993, Little Rock voters passed a 1/2 cent City sales tax to permanently designate City funds to sustain and administer Prevention, Intervention, and Treatment (PIT) funding (in addition to other major city initiatives). In 2011, voters overwhelmingly approved an additional 5/8 cent sales tax for operations in order to meet the increased needs of the city. As a result this support, the City of Little Rock's Department of Community Programs (DCP) is the only city in America set up this way. The Department operates on an annual PIT budget of $5.5 million dollars which in 2015 supported more than 50 programs and served more than 11,600 Little Rock children, youth, and families.

Are there any restrictions that could prevent someone from being able to participate in programs or receive services?

The Master Plan outlines a system to identify unmet needs, prioritize services, and infuse resources (PIT dollars) where they are needed most. There is only one "restriction": all recipients of PIT-funded programs or services MUST live within the City of Little Rock. All programs and services are available to no charge (free) to those who qualify.

How can I learn more about the Master Plan, the Department of Community Programs, or volunteer to help?

DCP will continue to host various informational forums throughout the city over the next three years as the implementation of the Master Plan progresses. To be notified of meetings or PIT-funding availability, or for more information on how to participate, contact the City of Little Rock's Department of Community Programs:

- *Phone: 501-399-3420*
- *Email: ProgramReferral@littlerockar.gov*
- *Website: www.LRDCPCares.com*
- *Facebook: Facebook/LRDCPCares*
- *Twitter: @LRDCPCares*

Public Schools
South of the Arkansas River

Schools
- Pre K Public School
- Public Elementary School
- Charter Elementary School
- Public Middle School
- Charter Middle School
- Public High School
- Charter High School
- Other Public School
- Other Charter School
- Pulaski County
- Rivers and Lakes

School Districts
- Little Rock School District
- Pulaski County Special School District

Joe T. Robinson Elem. School
Joe T. Robinson High School
Joe T. Robinson Middle School
Don Roberts Elementary School
Chenal Elementary School
Quest Middle School of Little Rock
Pulaski County
Saline County
Baker Interdistrict Elem. Sch.
Lawson Elementary School
See Inset
College Station Elem. School
Mcclellan Magnet High School
Baseline Academy
Otter Creek Elementary School
Watson Intermediate School
Mabelvale Middle School
Chicot Primary School
Mabelvale Elementary School
Bates Elementary School
Saline County
Landmark Elementary School
Saline County

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Miles

Central Inset

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Miles

Fulbright Elementary School
Jefferson Elementary School
Forest Park Elementary School
Mcdermott Elementary School
Williams Magnet Elem. School
Terry Elementary School
Forest Heights STEM Academy
Hall High School
Pulaski Heights Middle School
Brady Elementary School
Pulaski Heights Elem. School
Lisa Academy High School West
Fair Park Early Childhood Ctr
Lisa Academy MS West
Henderson Middle School
Woodruff Early Childhood Ctr
Arkansas Virtual Academy
Ark Virtual Academy Elementary
M.l. King Magnet Elem. School
Central High School
Ark Virtual Academy Middle Sch
Parkview Magnet High School
Franklin Incentive Elem. Sch.
Stephens Elementary
Gibbs Magnet Elementary School
Dunbar Magnet Middle School
Romine Interdist. Elem. School
Alternative Agencies
Bale Elementary School
Little Rock PreparatoryElementary
Wilson Elementary School
Washington Magnet Elem. School
J.A. Fair High School
Little Rock Prep Academy
Western Hills Elem. School
Geyer Springs Early Childhood
David O'dodd Elementary School
Meadowcliff Elementary School
Wakefield Elementary School
Siatech High Charter
Covenant Keepers Charter
Exalt Academy of SW Little Rock
Cloverdale Middle School
Fuller Middle School
Wilbur D. Mills High School
Ark. School For The Blind H.S.
Ark. School For The Deaf H.S.
Ark. School For The Blind Elem
Ark. School For The Deaf Elem.
Estem High Charter
Estem Elementary School
Estem Middle School
Carver Magnet Elem. School
Arkansas Consolidated HS - Alexander
Premier High School Of Little Rock
Rockefeller Early Childhood
Booker Arts Magnet Elem.
Mann Magnet Middle School

Public Elementary Schools South of the Arkansas River with 1 Mile Buffer

Schools
- Public Elementary School
- Charter Elementary School
- 1 Mile Buffer
- Pulaski County
- Rivers and Lakes

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- Little Rock School District
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Wakefield Elementary School
Covenant Keepers Charter

Public Schools
South of the Arkansas River
with Minority Percentage

Schools

- Pre K Public School
- Public Elementary School
- Charter Elementary School
- Public Middle School
- Charter Middle School
- Public High School
- Charter High School
- Other Public School
- Other Charter School
- Pulaski County
- Rivers and Lakes
- RCAP Census Tracts
- Potential RCAP Census Tracts

Minority Percentage

- 0.0% to 5.0%
- 5.1% to 15.0%
- 15.1% to 25.0%
- 25.1% to 40.0%
- 40.1% to 98.0%

Source: US Census, Census Tract Data 2010

Joe T. Robinson Elem. School
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22

Public Schools
South of the Arkansas River
with Minority Percentage

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Median Income*

- $14,510 - $31,906
- $31,907 - $47,745
- $47,746 - $64,617
- $64,618 - $86,719
- $86,720 - $156,680

*Source: US Census, ACS Tract Data 2010 -2014, 5 Year Sample

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Pulaski County
Saline County

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Saline County

See Inset

Saline County

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Miles

Potential Research/Data Questions by Issue

1. **How every student can have access to a school that is achieving;**
    a. What constitutes an achieving school? The extent to which students have access to an achieving school depends on how you define this term. See https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=38927664 and the section titled Measures of Success
        i. Based on how you define an achieving school, which schools are or are not achieving schools within the south of the river Little Rock area?
        ii. To what extent do all students have access to an achieving school?
            1. What factors impact access to an achieving school?

Questions added by Stakeholder Group at meeting on July 11, 2016

- Need to clarify term definitions: How does a quality school differ from an achieving school?
    - What factors promote or impede access to an achieving school?
- Compare and contrast the elements in successful schools vs non achieving schools?
- Need Data by school and grade levels for: truancy, absenteeism, tardiness, and disciplinary data by grade/gender/race, expulsions, and suspensions. *Denise Note: Perhaps use these data in addition to the achievement and growth data to compare and contrast.*
- What success models (within/outside of Pulaski Co) are worthy of exploring/emulating in Pulaski Co Schools?
- What opportunities do school leaders and teachers have to cross-pollinate ideas/methodologies with one another? (especially between traditional schools and any break-the-mold charters or classrooms of innovation)
- Extent to which each school has viable school volunteer programs & partners in Education? Rank school over time in a bell curve. Does the curve move forward? Should we close persistently low performing (survival of the fittest)?

2. **How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;**
    a. To what extent are the educational needs of the diverse student population being met or not met? Are there factors that might impact the degree to which students' needs are being met in all schools? Some schools?
        i. Note: One concern was whether concentrations of students living in poverty within a school impact the ability to meet the needs of students to the same degree as in schools with lower poverty concentrations.
        ii. Do all students have access to excellent teachers?
        iii. Are human and fiscal resources allocated with equity given the diversity of student populations?
        iv. Are there instructional models that are successful for diverse student populations that are occurring within schools south of the river? (Innovation, waivers, etc.—charter or traditional?)

Questions added by Stakeholder Group at meeting on July 11, 2016

- What constitutes an "excellent" teacher?

3. **How to be most cost effective and fiscally efficient in the delivery of education;**

a. What fiscal plans are in place that enable, replicate, and expand strong positive student outcomes?
    i. This is usually answered in one way by a district and another (or several other ways) by the charter sector.
b. To what extent are funds allocated to and expended by schools based on student need?
    i. For a district, this often raises the question of how much central office, rather than schools themselves, manages funds, whether funds are distributed equitably, and related to the equity question, to what extent funds are directed toward "legacy" or fixed costs.
    ii. For a charter school, this often raises the question of whether funds are being spent on facilities, transportation, recruiting, food, and other expenses in education that are outside the classroom.

Questions added by Stakeholder Group at meeting on July 11, 2016

- Duplicate systems in same geography – duplicate/excess facilities – Excessive transport costs
- How can we get a statistical map of where we were and where we are now?

4. **How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;**
    a. Which students/families are exercising choice into charter schools? What are their primary reasons for seeking charter enrollment?
    b. For those who do not seek to choice into an open-enrollment charter school, what are the primary reasons for not doing so?
        i. Are there services available within students' schools of residence that are not available in charter? Transportation, special education, etc.
        ii. Are there preferences or perceptions that influence families' desire to opt out of traditional public schools into the charter schools or vice versa?

Questions added by Stakeholder Group at meeting on July 11, 2016

- What are the impacts of concentrations of poverty? How should these concentrations be considered in future plans?
- Are there traditional schools that are retaining the student body? Why? What are the characteristics of these schools?
- What are the rules governing enrollment that may create barriers to students in our district/charter taking classes at another school/charter? If Any?
- How to draw kids from private schools into public charters? Zero sum game.
- Why are parents making the decision to leave the district? Is it data related? Is it achievement, facilities, demographics, or a factor beyond what a school can control?

5. **How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns;**

Questions added by Stakeholder Group at meeting on July 11, 2016

- Who decides this with multiple competing systems?
- Is there a statistical relationship between facility status and achievement and growth?

- How are existing state of facilities (not just disrepair, but other factors, i.e. Overall look/feel and modern amenities) contributing to student mobility and choice.
- What does "eye to future demographic patterns" mean? Can we affect future demographic pattern?
- Maps- overlay schools- race, poverty, and feeder patterns.

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.**
    a. What are Little Rock's traditional public schools' and charter public schools' respective strengths and weaknesses?
        i. What is the "low hanging fruit" where collaboration might allow for an early win?
            1. Practice-sharing
            2. Combining basic performance information in a user-friendly way for parents to help them make better schooling choices for their children;
            3. Aligning school enrollment dates;
            4. Combining school fairs, etc.
    b. What are some successful models of collaboration from which we can learn?
        i. What short term benefits have been experienced in other communities?
        ii. What long term benefits have been experienced in other communities?
        iii. What challenges and recommendations can be identified from the lessons learned from communities that have done this work previously?
    c. What resources are needed to support this work?
    d. What resources are available to support this work?

Questions added by Stakeholder Group at meeting on July 11, 2016

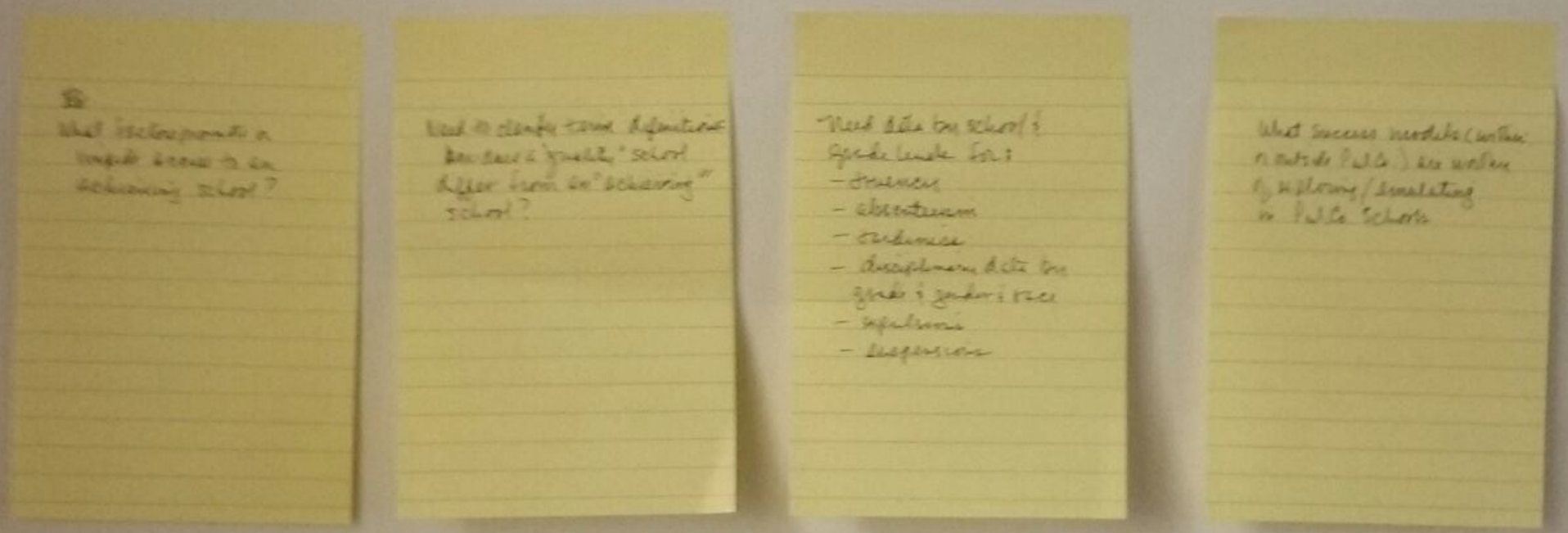
- What are the barriers or factors contributing to a disproportionately low number of educational "at risk" students enrolling in charter schools? Denise Question: What are the data on proportion of educational "at risk" enrolling in charter schools?
- Does collaboration include the perception of equity and fairness re: resources and high achieving students?
- Can current demographics and testing data affect the expansion and creation of new charters?
- What are growth models can be shared traditional and charter schools?
- Can charter schools focus only math growth at middle school level?

1

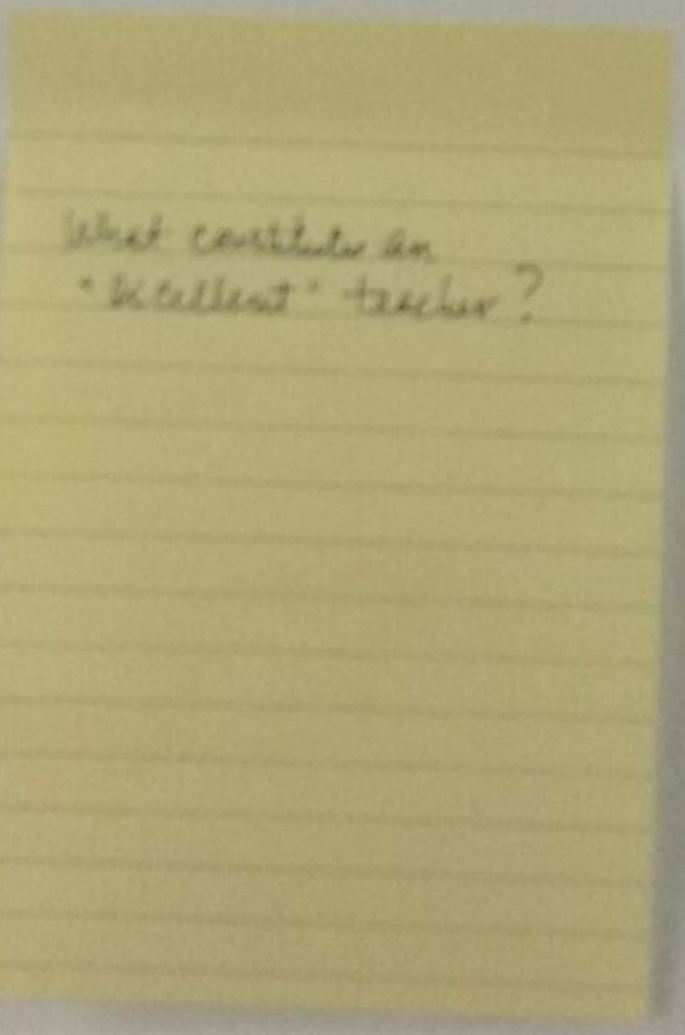
1. **How every student can have access to a school that is achieving;**
   a. What constitutes an achieving school? The extent to which students have access to an achieving school depends on how you define this term. See https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=38927664 and the section titled Measures of Success

      i. Based on how you define an achieving school, which schools are or are not achieving schools within the south of the river Little Rock area?

      ii. To what extent do all students have access to an achieving school?
         1. What factors impact access to an achieving school?



2. **How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;**
   a. To what extent are the educational needs of the diverse student population being met or not met? Are there factors that might impact the degree to which students' needs are being met in all schools? Some schools?
      i. Note: One concern was whether concentrations of students living in poverty within a school impact the ability to meet the needs of students to the same degree as in schools with lower poverty concentrations.
      ii. Do all students have access to excellent teachers?
      iii. Are human and fiscal resources allocated with equity given the diversity of student populations?
      iv. Are there instructional models that are successful for diverse student populations that are occurring within schools south of the river? (Innovation, waivers, etc.—charter or traditional?)



3

3. **How to be most cost effective and fiscally efficient in the delivery of education;**
   a. What fiscal plans are in place that enable, replicate, and expand strong positive student outcomes?
      i. This is usually answered in one way by a district and another (or several other ways) by the charters.
   b. To what extent are funds allocated to and expended by schools based on student need?
      i. For a district, this often raises the question of how much central office, rather than schools themselves, manages funds, whether funds are distributed equitably, and related to the equity question, to what extent funds are directed toward "legacy" or fixed costs.
      ii. For a charter school, this often raises the question of whether funds are being spent on facilities, transportation, recruiting, food, and other expenses in education that are outside the classroom.

3. Duplicate systems in same Geography

Duplicate/excess facilities

Excessive transport costs

3

① How can we get a statistical map of where we should where we are now

4

4. **How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;**
   a. Which students/families are exercising choice into charter schools? What are their primary reasons for seeking charter enrollment?
   b. For those who do not seek to choice into an open-enrollment charter school, what are the primary reasons for not doing so?
      i. Are there services available within students' schools of residence that are not available in charter? Transportation, special education, etc.
      ii. Are there preferences or perceptions that influence families' desire to opt out of traditional public schools into the charter schools or vice versa?

What are the impacts of concentrations of poverty?

How should these concentrations be considered in future plans?

4.

Are there traditional schools that are retaining the student body? and why? what are the characteristics of these schools?

4. Zero sum game?

How to draw kids from private schools into public/charter?

① Why are parents making the decision to ~~be~~ leave the district?

Is it data related?
Is it achievement, facilities, demographics, or factor beyond what a school can control?

What are the rules governing enrollment that may create barriers to students in one district/charter taking classes at another school/district/charter? If any?

4

5

5.How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns;

5. Who decides this w/ ~~so often~~ multiple, competing systems?

maps (5)

overlay schools

race

poverty

feder patterns

How are existing state of facilities (not just images, but also factors, ie overall ~~quality~~ teaching/learning quality) equitably ~~distributing~~ to student mobility and choice

Is there a ~~stats~~ Statistical relationship between facility status and achievement and growth?

(5)

What is does "eye to future demographic patterns"?

Can "we" affect ~~that~~ future ~~is~~ demographic pattern

6

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.

a. What are Little Rock's traditional public schools' and charter public schools' respective strengths and weaknesses?
   i. What is the "low hanging fruit" where collaboration might allow for an early win?
      1. Practice-sharing
      2. Combining basic performance information in a user-friendly way for parents to help them make better schooling choices for their children;
      3. Aligning school enrollment dates;
      4. Combining school fairs, etc.

b. What are some successful models of collaboration from which we can learn?
   i. What short term benefits have been experienced in other communities?
   ii. What long term benefits have been experienced in other communities?
   iii. What challenges and recommendations can be identified from the lessons learned from communities that have done this work previously?

c. What resources are needed to support this work?

d. What resources are available to support this work?

What are the barriers or factors contributing to a disproportionately low number of educational "at risk" students enrolling in charter schools?

6

Does collaboration include the perception of equity and fairness re: resources and high achieving students

6a

Can current demographics and testing data affect the expansion and creation of new charters?

(2) What are growth models can be shared among traditional and charter schools

(3) Can charter schools focus only math growth at middle school level