

Meeting Date	September 7, 2023
Attendees	Phil Baldwin, Tracie Jones, Dr. Wolf, Gary Newton, Timothy Ray, Jennifer Feeny, Lori Smith

Draft Rule/Policy Component	Work Group Feedback
Executive Summary	<ul style="list-style-type: none"> a. executive summary – for renewals for high performing charters, a renewal application could possibly be even as short as a single page. b. Have rubric for those things that will be measured and looked at for accountability. c. Supporting the distinctive mission of charter schools. The purpose of charters is to improve student achievement but to also “let a thousand flowers bloom” so that there are diverse learning opportunities. The more test scores are introduced into charters, the more they are diluted and resemble typical traditional public schools. This turns many charters into academic press schools. d. Comparing charter schools to public schools in the area. Geography comparison is important.
Executive Order	<ul style="list-style-type: none"> e. Continue effective charter schools and expand/replicate the models of existing high performers. f. Be very transparent with application as to how and what will be measured. g. Remind ourselves of legislative intent. i. Question: in looking at these things, on instruction side, are charters also required to use HQIM listed materials? Yes. ii. “I wonder when this law was written, it was a much less choice friendly environment and maybe the law should be changed. I become concerned about

	<p>the future based on laws that have been passed in the past.” ACA 6-23-102 (2020) is still applicable to improving outcomes for students even as written today.</p>
<p>Define High-Quality Charter School</p>	<ul style="list-style-type: none"> h. Much like any high-quality school is one that activates learning for a distinct group of students. In the “how” that happens can be very diverse. “You know it when you see it.” i. As a non-educator, it’s now hard to find people to hire who have sufficient skills in writing and math. “Most valuable things I learned in KG, to tell the truth, get along with people, and to be nice.” Let’s not overcomplicate this. A HQCS should help students achieve their dreams. “It’s a feeling that I have that.” j. We should not only educate, but also provide direction. Bring things alive and applicable to their lives. k. Culture and climate. How does it make me feel? Processes and procedures, and academics. Well-rounded students. We have to expand the horizon and view of what can be achieved. Go back to the vision and mission that they put in the application. Is there evidence of impact regarding the standards. Equal balance of academics, job opportunities, and enhancements in life. l. Accessible to all students. Staffed to support students regardless of a waiver. m. HQCS is dependent on the market. It might be HQ in one market, but not another. n. With the amount of social/emotional concerns that we have coming in, a good charter will think about the whole child and the basic needs being met.
<p>Charter School Innovation – What is going to make a charter school different/innovative and distinct from the school across the street?</p>	<ul style="list-style-type: none"> o. This is one of the questions that I came into this meeting with. p. The “bling” factor. The availability to do what they want. “I feel far more scrutinized in charters than I ever did in

	<p>traditional schools.”</p> <ul style="list-style-type: none">iii. What makes you feel more scrutinized? Answer: we have a D on our report card and had to come in to explain to the CAP. Public school in town didn't have to.iv. Public, Charter, Private. How is the family supported?v. There must be a “hook” of something that is different that students/parents want.q. A HQCS is that which can provide a need that traditional public schools cannot.r. Unfortunately, we sometimes get students because families are trying to escape a possible change in placement, such as ALE, or they don't like the discipline policies so they “try” a charter school.
Loss of Distinction	<ul style="list-style-type: none">s. If it's going to take state funding, it should take anyone just as other public school.t. If a student chooses a charter, they should be allowed to go there.u. If you're taking public funds, you take all students. Although your mission may be fine arts (for example), you still have a well-rounded education although the theme of your school may be something else.v. Follow up question: The charter has a focus, if the kids that win the lottery get in and those kids who want to go there for the mission/vision, is that fair?vi. It does become harder, but when you look across the state, there is nothing across the state. We do not have equal access across the state for all our students – there's nothing in south Arkansas, for example.vii. 'm favorably inclined toward small schools. Education is often better delivered on a small scale. Over time, and with some coaxing, the whole school choice process can work. It begins with schools communicating their

	<p>distinctiveness and culture. Providing clear idea as to what expectations, culture, and values the students will be a part of. If the child doesn't accommodate themselves, then they're not going to be as satisfied. Distinctive schools need to communicate their culture. If it fills up, "just open another school."</p>
--	--

<p>Next Steps</p>	<p>Preview of Draft will be sent after this zoom meeting. Asked participants to look at current charter application and draft application that's been developed and be ready to give feedback on what they do and do not like about each.</p>
--------------------------	---