



ARKANSAS
DEPARTMENT
OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

December 13, 2010

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Naccaman Williams

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Recognition of 2010 Milken Educators

In 1987, education pioneer Lowell Milken established the National Educator Awards program. His main belief was that an effective way to advance the teaching profession is to reward educators' achievements, enhance their resources, and expand their professional interests. Arkansas was invited to participate in the Awards program in 1991. Since that time 64 Arkansas educators have been named Milken Educators. Today, we recognize the 2010 Arkansas Milken Educator recipients who were surprised with the announcement in October. Our 2010 Milken Educators are Tamika Jordan, Avondale Elementary in the Marion School District, and Tracy Valentine, Bragg Elementary in the West Memphis School District.

Presenter: Dr. Tom Kimbrell

Report-4 Coordinated School Health Report

Updates on Coordinated School Health Sites and the Wellness Center will be provided.

Presenter: Laura McDowell

Consent Agenda

C-1 Minutes: November 8, 2010

Presenter: Phyllis Stewart

C-2 Adoption of State Board of Education Meeting Dates for Calendar Year 2011

Arkansas statute requires that each constitutional board and commission set proposed meeting dates for the next calendar year at the last regular meeting of each calendar year. The State Board of Education has previously set the

second Monday of each month as its regular meeting date.

Presenter: Phyllis Stewart

C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The December report summarizes the PMT for November.

Presenter: Dr. Charity Smith and Willie Morris

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 45 school districts covering a total of 70 teaching positions. Long Term Substitute Waivers were requested from 5 school districts for a total of 14 waivers. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Beverly Williams

C-5 Consideration of Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: Beverly Williams and Clemetta Hood

C-6 Consideration for Approval: Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Commercial Bonds –1 Voted Bond Application – Recommend Approval

Presenter: Cindy Hedrick and Amy Woody

C-7 Consideration of the State Instructional Materials Adoption List and Authorization for Contracts for K-12 English Language Arts

To comply with Ark. Code Ann. § 621-402 through 413 (1995) amended by Act 333 of 1997, it is recommended that the State Board of Education adopt the list of textbooks and other instructional materials recommended by the State English Language Arts Selection Committee. Approval of the recommended State Instructional Materials Adoption List authorizes the Commissioner to execute contracts with publishing companies for the textbooks and instructional materials recommended for state adoption by the selection committees.

Presenter: Dr. Gayle Potter

C-8 Consideration of Request to Extend Contract for K-12 Mathematics Textbook/Instructional Materials

It is recommended that the State Board extend the current Mathematics Textbook and Instructional Materials Contracts pursuant to Ark. Annotated Code 6-21-407. Currently the Arkansas Mathematics Textbook Contracts dates are from July 1, 2006 through June 30, 2012, a period of six years. This provision is part of the official contract stating "... This contract when executed, shall include the right of the State to extend this contract for not less than one (1) year or more than two (2) years, providing the publisher is notified not less than one (1) year prior to the original expiration date of this contract." Approval to extend the present Mathematics Textbook and Instructional Materials Contracts authorizes the Commissioner of Education to execute contracts with present publishers for a period of two (2) years effective July 1, 2011 and ending June 30, 2013.

Presenter: Dr. Gayle Potter

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of License for Three (3) Years, a Fine of \$75 and Substance Abuse Counseling with Quarterly Reports for Case #10-014 – Tommy Broyles

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending three (3) years probation of the teaching license of Tommy Broyles for violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

Presenter: Judy Kaye Mason

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of the Teaching License for Case #10-023 - Amy Arrington

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the Amy Arrington's teaching license for violation of Ark. Code Ann. § 6-17-410(c)(13). Educator was notified of the PLSB recommendation on October 20, 2010, but has failed to respond. Copy of felony conviction is attached.

Presenter: Judy Kaye Mason

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #10-045 – Crystal Dawn Sandage

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of \$50 for Crystal Dawn Sandage for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-12 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Eighteen (18) Months and a Fine of \$75 for Case #10-048 – Stephen Andrews

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Stephen Andrews for a period of eighteen (18) months and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-13 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teaching License for Case #10-064 – Bryan Akines

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending the permanent revocation of

the teaching license of Bryan Akines for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom as well as Ark. Code Ann. § 6-17-410(c)(9). Educator was notified of the PLSB recommendation on August 17, 2010 but has failed to respond. Copy of felony conviction is attached.

Presenter: Judy Kaye Mason

C-14 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case # 10-114 – Dan Mouritsen

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand to Dan Mouritsen and a fine of \$50 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

Action Agenda

A-1 Consideration of Arkansas Better Chance Program Recommendations 2010-11

Pursuant to the authority granted the State Board of Education, DHS/Division of Child Care and Early Childhood Education requests approval of the attached recommendations under the Arkansas Better Chance program.

Presenter: Jamie Morrison

A-2 Consideration of Adoption of Resolution: Arkansas School Board Member Recognition Month

January is the designated month to recognize those who volunteer their services as members of governing boards of school districts throughout Arkansas. It is requested that the State Board adopt the attached resolution declaring January as Arkansas School Board Member Recognition Month.

Presenter: Dan Farley

A-3 Consideration of Request for Open-Enrollment Public Charter School Charter Amendment: Osceola Communication Arts Business School, Osceola, Arkansas

The State Board of Education approved the application for Osceola Communication Arts Business School (OCABS) on November 5, 2007. Grades 7-12 are served with a maximum enrollment of 375. The entity is requesting a hearing before the State Board of Education to amend their current charter.

Presenter: Dr. Mary Ann Duncan and Dr. Buster Lackey

A-4 Consideration for Approval: High School Ratings System to Comply with Act 35 of 2003

The High School Ratings System was developed to comply with Act 35 of 2003. Approval is requested.

Presenter: Dr. Charity Smith

A-5 Consideration for Final Approval: Rules Governing Concurrent College and High School Credit for Students who have Completed the Eighth Grade

On October 11, 2010, in cooperation with the Arkansas Department of Higher Education, the Arkansas Department of Education requested that the State Board amend its existing concurrent credit rules to allow for a one year pilot project. The State Board approved the proposed rules for public comment on October 11, 2010. A public hearing was held in the ADE Auditorium on October 29, 2010 with one (1) person in attendance. That person later submitted the attached written comments and questions. Those comments and questions resulted in a revision to paragraph 5.02.2 of the proposed rules. ADE staff respectfully requests that the State Board grant final approval of these proposed

rules.

Presenter: Dr. Jim Purcell and Jeremy Lasiter

A-6 **Consideration for Final Approval: Rules Governing the Non-Traditional Licensure Program.**

These rules were approved for public comment on September 13, 2010. A public hearing was held in the Auditorium of the Arkansas Department of Education on October 21, 2010. Public comments, written and verbal were received and taken into consideration when revising these rules. Attached is the 19 page matrix reflecting public comments and ADE Resolutions. Consideration of recommendation for final approval of these rules is requested.

Presenter: Beverly Williams

A-7 **Hearing on Revocation of Teacher’s License – Kendall Jackson**

Kendall Jackson has applied for renewal of his license. His original Arkansas Teaching License was issued in 1995. Upon review of his application for renewal, the ADE discovered that Mr. Jackson’s license in Utah was revoked based upon misdemeanor criminal charges and a Georgia license was revoked by reciprocity. Pursuant to Arkansas Code Annotated § 6-17-410, the Arkansas State Board of Education is authorized to revoke, suspend, or place on probation any license which has been revoked in another state. The ADE recommends that the State Board of Education deny his application for a renewal of his teaching license.

Presenter: Katherine Donovan

Minutes
State Board of Education Meeting
Monday, November 8, 2010

The State Board of Education met Monday, November 8, 2010, in the auditorium of the Department of Education building. Dr. Naccaman Williams, Chairman, called the meeting to order at 8 a.m.

Present: Dr. Naccaman Williams, Chairman; Dr. Ben Mays, Vice-Chairman; Sherry Burrow; Jim Cooper; Brenda Gullett; Sam Ledbetter; Alice Mahony; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Vandy Nash, Arkansas Teacher of the Year

Ms. Toyce Newton participated via conference call.

Absent: None

Reports

Chair's Report:

Chairman Williams announced the Coordinated School Health report would be postponed until the December meeting, and Report 4 would be moved to later in the agenda.

Commissioner's Report:

There was no report from the Commissioner.

Consent Agenda

Ms. Mahony noted the number of waivers requested for teachers teaching out of area—over 200 in November and 500 in October. She expressed concern for the challenges school leaders faced in obtaining teachers.

Mr. Cooper moved approval of the Consent Agenda, seconded by Ms. Gullett. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the October 11, 2010, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations

- Waivers to School Districts for Teachers Teaching Out of Area for Longer than 30 Days
- Progress Report on the Status of Districts Classified in Fiscal Distress—Armored, Forrest City, Helena-West Helena, Mansfield, McGehee, Osceola and Yellville-Summit

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Consideration of Report on the Status of the Arkansas Public Charter Schools Program

Charter School Coordinator Dr. Mary Ann Duncan presented a report on the status of public charter schools in the state. The report included school profiles, financial reports and test results for the open enrollment charter schools. School profiles and test scores for 2009-2010 were included for district conversion public charter schools. Also included was the current demographic enrollment data for each of the charter schools.

Mr. Cooper moved, seconded by Ms. Gullett, acceptance of the report and approval for submission to the General Assembly. The motion carried unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Miller-McCoy Academy for Mathematics and Business, Forrest City, Arkansas

Dr. Duncan introduced an open enrollment charter school application from the Miller-McCoy Academy for Mathematics and Business to be located in Forrest City.

Dr. Jerry Woods, Superintendent in the Forrest City School District, spoke in opposition to the application. Dr. Woods stated his district was in fiscal distress and feared the loss of funding that would occur if students left to attend the proposed charter school. He said the district was providing services to prepare students for college and careers and noted its own conversion charter school.

Keith Sanders and Dr. Tiffany Hardwick with the Miller McCoy Network discussed the proposal for serving Grades 5-12 with a maximum enrollment of 400 students.

Ms. Mahony moved, seconded by Ms. Newton, to deny the application for the Miller-McCoy Academy for Mathematics and Business. The motion carried unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Gillett Heritage Academy, Gillett, Arkansas

Dr. Duncan presented an open enrollment charter school application from the Gillett Heritage Academy to be located within the DeWitt School District.

DeWitt School District Superintendent Gary Wayman and Betty Brewer with the Dumas School District spoke against the proposed charter school.

Jennifer Menard with Gillett Civic Group and George Tanner, Director of Entrepreneur Education at the Northwest Arkansas Community College in Bentonville, explained options the proposed charter school would offer students. The school was projected to serve a maximum of 450 students in Grades K-12.

Board members expressed concern regarding the ability of the school to offer the 38 required units with a small enrollment.

Ms. Burrow moved, seconded by Dr. Mays, to deny the application of the Gillett Heritage Academy. The motion carried unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: SIATech, Little Rock, Arkansas

Dr. Duncan presented an open enrollment charter school application from the SIATech to be located within the Little Rock School District.

Chris Heller, attorney for the Little Rock School District, spoke in support of the proposed charter on behalf of the district. He said the proposed school's targeted population would benefit from the nontraditional approach.

Board members had concerns with the plan that allows students to enter and exit the program at any time of the year. Their questions included how the school would teach the 38 required units and how students would take state-mandated tests given only one time per year.

Representatives of the sponsoring entity, New Education for the Workplace (NEWCorp), said the proposed charter would serve a maximum enrollment of 275 former high school dropouts in Grades 9-12. The school would be located at the Little Rock Job Corps Center.

Ms. Gullett moved, seconded by Ms. Newton, to deny the application of the SIATech. The motion failed five (5) to three (3) in a roll call vote.

Cooper—No
Burrow—No
Gullett—Yes
Ledbetter—No
Mahony—Yes
Mays—No
Newton—Yes
Saviers—No

Mr. Ledbetter moved, seconded by Ms. Saviers, to table the application to allow ADE time to provide SIATech technical assistance to try to resolve the issues. The motion carried unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Pine Bluff Lighthouse Charter, Pine Bluff, Arkansas

Dr. Duncan presented an open enrollment charter school application from the Pine Bluff Lighthouse Charter School to be located within the Pine Bluff School District.

Frank Anthony, Pine Bluff School District Superintendent, warned the approval of the proposed charter and the potential loss of students could cause his district to be placed in fiscal distress. He said the failure of the Pine Bluff district could result in the consolidation of the four school districts in Jefferson County.

Dr. Phillis Nichols Anderson, Lighthouse Academies Vice President, said the proposed charter school would serve a maximum of 650 students in Grades 7-12. She said the school will feature a 190-day school year, eight hour school days and a curriculum focus on the arts.

Ms. Saviers moved, seconded by Ms. Burrows, to approve the application of the Pine Bluff Lighthouse Charter. The motion carried unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-Blast Academy, McNeil, Arkansas

Dr. Duncan presented an open enrollment charter school application from the e-Blast Academy Charter School to be located within the Stephens School District.

Representing the Stephens School District, Gene Bramblett spoke in opposition saying there was no significant difference between the proposed charter and what Stephens offered students.

Allen Roberts, attorney for the Camden Fairview School District, said the proposed charter school would adversely impact the desegregation efforts of area schools.

Representatives of the South Arkansas Foundation on Education (S.A.F.E.) said the proposed charter school would be located within the Stephens School District and serve Grades K-8 with a maximum enrollment of 300 students.

Board members expressed concern that the proposed charter would not offer services that are not currently available at local schools.

Ms. Mahony moved, seconded by Mr. Cooper, to deny the application of the e-Blast Academy. The motion carried unanimously.

Ms. Newton ended her participation in the meeting after the vote.

Consideration for Final Approval: Rules Governing Supplemental Education Service Providers

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said federal law requires the Department's approval of external providers for supplemental educational services to schools and the proposed Rules were an updated version of the Department's existing withdrawal standards.

Mr. Ledbetter moved, seconded by Ms. Gullett, final approval of Rules Governing Supplemental Education Service Providers. The motion carried unanimously.

Consideration for Final Approval: Rules Governing Federal Program Complaint Resolution

Dr. Bednar said the proposed Rules were an updated and streamlined version of the Department's existing procedures for resolving complaints.

Mr. Cooper moved, seconded by Dr. Mays, final approval of Rules Governing Federal Program Complaint Resolution. The motion carried unanimously.

Consideration for Final Approval: Repeal of Rules Governing School District Audits Not Conducted by Legislative Audit

Bill Goff, Assistant Commissioner of Finance, said the Rule was not consistent with current law and would be replaced with the proposed new Rule Governing Publicly Funded Educational Institution Audit Requirements.

Mr. Ledbetter moved, seconded by Ms. Saviers, final approval to repeal Rules Governing School District Audits Not Conducted by Legislative Audit. The motion carried unanimously.

Consideration for Final Approval: Repeal of Rules Governing Audit Requirements for School Districts

Mr. Goff said this Rule would be replaced with the new Rule Governing Publicly Funded Educational Institution Audit Requirements.

Mr. Cooper moved, seconded by Mr. Ledbetter, final approval to repeal Rules Governing Audit Requirements for School Districts. The motion carried unanimously.

Consideration for Final Approval: Rules Governing Publicly Funded Educational Institution Audit Requirements

Mr. Goff explained the Rule was to establish the requirements for the completion, filing and review of financial audits for all publicly funded educational institutions including school districts, open enrollment charter schools and education service cooperatives.

Mr. Ledbetter moved, seconded by Ms. Burrow, final approval of Rules Governing Publicly Funded Educational Institution Audit Requirements. The motion carried unanimously.

Consideration for Public Comment: Repeal of Rules Governing Limited English Proficiency

Mr. Goff explained that limited English proficiency funding was no longer in law and recommended repeal of the Rule.

Mr. Cooper moved, seconded by Dr. Mays, approval for public comment the repeal of Rules Governing Limited English Proficiency Funding. The motion carried unanimously.

Consideration for Final Approval: Rules Governing the Arkansas College and Career Readiness Program

In response to public comment, the Rules Governing the Arkansas College and Career Readiness Program were amended and presented for final approval.

Ms. Burrow moved, seconded by Ms. Mahony, final approval of Rules Governing the Arkansas College and Career Readiness Program. The motion carried unanimously.

Consideration for Final Approval: Rules Governing Initial and Standard/Professional Administrator and Administrator-Arkansas Correctional School License

Beverly Williams, Assistant Commissioner of Human Resources, explained a public hearing was held October 27, 2010, on the proposed Rules and the comments were taken into consideration during revision.

Mr. Cooper moved, seconded by Ms. Saviers, final approval of Rules Governing Initial and Standard/Professional Administrator and Administrator-Arkansas Correctional School License. The motion carried unanimously.

Consideration of Recommendation to Replace Praxis Test and Approve Cut Score in Social Studies to be Effective September 1, 2011

Ms. Williams presented a recommendation from the Professional Licensure Standards Board to discontinue social studies test #0081 Content Knowledge and #0082 Analytic Essays at the end of the 2010-2011 testing year. The two tests will be replaced with social studies test #0086 Social Studies Content and Interpretation with a cut score of 153.

Ms. Saviers moved, seconded by Ms. Burrows, to replace social studies tests #0081 and #0082 with #0086 Social Studies Content and Interpretation with a cut score of 153 effective September 1, 2011. The motion carried.

Review of High School Rating System to Comply with Act 35 of 2003

As required by Act 35, Dr. Charity Smith, Assistant Commissioner of Accountability, provided a progress report of the high school rating system. The report will be presented for approval at the December 13 meeting.

Adjournment

The meeting adjourned at 2:45 p.m.

These minutes were recorded by Phyllis Stewart.

**ARKANSAS STATE BOARD OF EDUCATION
CALENDAR**

January 2011 - December 2011

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE
December 17, 2010	December 21, 2010	December 30, 2010	January 10, 2011
January 21, 2011	January 26, 2011	February 4, 2011	February 14, 2011
February 18, 2011	February 23, 2011	March 4, 2011	March 14, 2011
March 18, 2011	March 23, 2011	April 01, 2011	April 11, 2011
April 15, 2011	April 20, 2011	April 29, 2011	May 9, 2011
May 20, 2011	May 25, 2011	June 03, 2011	June 13, 2011
June 17, 2011	June 22, 2011	July 01, 2011	July 11, 2011
July 15, 2011	July 20, 2011	July 29, 2011	August 08, 2011
August 19, 2011	August 24, 2011	September 02, 2011	September 12, 2011
September 16, 2011	September 21, 2011	September 30, 2011	October 10, 2011
October 21, 2011	October 26, 2011	November 04 , 2011	November 14, 2011
November 18, 2011	November 23, 2011	December 02, 2011	December 12, 2011

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
NOVEMBER 30, 2010**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of November 2010.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010
<i>I. Financial Obligation</i>	<p>As of October 31, 2010, State Foundation Funding payments paid for FY 10/11 totaled \$15,938,523 to LRSD, \$9,759,543 to NLRSD, and \$12,085,461 to PCSSD. The Magnet Operational Charge for FY 10/11 paid as of October 31, 2010, was \$4,169,161. The allotment for FY 10/11 was \$15,286,918. M-to-M incentive distributions for FY 10/11 as of October 31, 2010, were \$981,038 to LRSD, \$1,197,782 to NLRSD, and \$2,095,666 to PCSSD. The North Little Rock School District was overpaid for M-to-M in the amount of \$58,059. The \$58,059 was refunded to the ADE on June 28, 2010. In January 2010, General Finance made the second one-third payment to the Districts for their FY 09/10 transportation budget. In September 2010, General Finance made the last one-third payment to the Districts for their FY 09/10 transportation budget. As of September 30, 2010, transportation payments for FY 09/10 totaled \$4,054,730.00 to LRSD, \$1,471,255.67 to NLRSD, and \$2,544,356.20 to PCSSD. In September 2010, General Finance made the first one-third payment to the Districts for their FY 10/11 transportation budget. As of September 30, 2010, transportation payments for FY 10/11 totaled \$1,354,368.33 to LRSD, \$510,218.13 to NLRSD, and \$905,109.15 to PCSSD. Bids were opened on May 7, 2010 for sixteen Magnet and M-to-M buses. The low bid was by Diamond State Bus Sales for a total of \$1,135,960. There are fourteen 65 passenger buses at \$71,210 per unit and two 47 passenger units at \$69,510 per unit. Little Rock will get 8 - 65 passenger buses. Pulaski County Special will get 4 - 65 passenger buses and 2 - 47 passenger buses. North Little Rock will get 2 - 65 passenger buses. In September 2010, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Diamond States Bus Sales \$1,135,960. In July 2010, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY10/11. In July 2010, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 10/11.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010
<i>II. Monitoring Compensatory Education</i>	On October 7, 2010, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Jeremy Lasiter, ADE General Council for Legal Services, said U.S. District Judge Brian Miller is considering the information that was presented in the desegregation unitary status hearings for the North Little Rock School District and the Pulaski County Special School District. He also stated that Arkansas Assistant Attorney General Scott Richardson is preparing a case in response to the lawsuit from the Little Rock School District that accuses the state of violating the desegregation agreement by approving charter schools in Pulaski County.
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 th Legislative Session, and any new ADE rules or regulations.
<i>V. Commitment to Principles</i>	On November 8, 2010, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of October.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010
<i>VI. Remediation</i>	<p>The ADE offered technical assistance for the Fall Administration of the Algebra I End-of-Course Exam in a web conference at 10:30 on August 31, 2010. The conference included the training for the administration of the algebra I retest for students who did not pass the exam per the Rules Governing Public School End-of-Course Assessments and Remediation. District Test Coordinators in each district administering the test were required to attend. Presented by Susan Gray from ADE and Katie Asp from Questar.</p> <p>The ADE offered technical assistance for the English Language Development Assessment (ELDA) Score Interpretation Guide in a Videoconference from 9 a.m. to 11:00 a.m. on September 9, 2010. This CIV addressed the English Language Development Assessment Score Interpretation Guide and was presented by Dr. Mike Bunch of Measurement Incorporated and Susan Gray from the ADE.</p> <p>The ADE offered technical assistance with an Alternate Portfolio Assessment Update for 2010-2011 on September 10, 2010 presented by Charlotte Marvel. This 1 1/2 hour webinar provided updates about the Alternate Portfolio Assessment required under the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program. It was open to all the state school districts.</p> <p>The ADE gave technical assistance in a telephone conference on September 8, 2010 from 9:23 – 10:04 with the PCSSD regarding Course Approvals for Creative Writing I, Newspaper, and Yearbook.</p> <p>The ADE gave technical assistance in a telephone conversation on September 16, 2010 with Gail Phelps at the PCSSD regarding course guide for Journalism and Creative Writing.</p>
<i>VII. Test Validation</i>	<p>On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.</p>
<i>VIII. In-Service Training</i>	<p>On October 19 and 25, 2010, ADE staff facilitated professional development planning meetings at the Pulaski County Special School District Administration Building. Topics included Jim Knight Instructional Facilitating Training, Year Two Instructional Facilitating Training, pre-planning for instruction, embedded classroom instruction, a pre-observational conference, and observations with debriefing. A schedule of training was planned for December 2010 through April 27, 2011.</p>
<i>IX. Recruitment of Minority Teachers</i>	<p>In June 2010, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of anticipated teacher shortage areas by grade and subject.</p> <p>In June 2010, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010																																																													
<i>X. Financial Assistance to Minority Teacher Candidates</i>	Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2009-2010 on February 24, 2010. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards are as follows:																																																													
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IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010
<i>XI. Minority Recruitment of ADE Staff</i>	The MRC met on November 3, 2010 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C129 by race and section for the quarter ending September 30, 2010. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending September 30, 2010, the following three groups met the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 21% black.
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>On September 9, 2010, ADE staff provided a Smart Accountability overview for the LRSD Leadership Team at the LRSD Administration Building. An ADE school improvement advisor asked the district to clarify how the district school improvement plan differs from the individual school plans. Dr. Watson stated that the District Leadership Team receives needs assessments for the schools and includes the needs in the five year district plan for improvement. The peer review included all 46 schools in the district. Teams came in from the schools and worked on their ACSIP while the District Leadership Team provided technical assistance and feedback. An ADE school improvement advisor asked the district to pull technical reports and quarterly reports from the ACSIP so that they could be reviewed. The review could reveal opportunities to build capacity and program evaluation. This may reveal barriers to achievement success for the district. The purpose of the ADE State Support Team (SST) was explained. The SST supports the work of the district team.</p> <p>On September 24, 2010, ADE staff provided information on Smart Accountability for the North Little Rock School District. Topics included narrowing the achievement gap, Professional Learning Communities, making intervention decisions based on individual student data, scholastic audits, Federal Program budgeting to support instruction, including proficient and advanced students in the after school program, including the use of state specialists in district ACSIP, and making sure that all services are included in ACSIP.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2010
<i>XVII. Data Collection</i>	<p>The ADE Office of Public School Academic Accountability has released the 2009 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

NEWLY EMPLOYED FOR THE PERIOD OF November 1, 2010 – November 30, 2010

Carol Bowman – Administrative Specialist III, Grade C112, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 11/01/10.

Melissa Cullen – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/01/10.

*James Graham – Fiscal Support Supervisor, Grade C118, Division of Learning Services, Federal Programs, effective 11/15/10.

Krista Jackson – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/22/10.

Ronna SeGraves – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/22/10.

*Jo Ann Weaver – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 11/01/10.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF November 1, 2010 – November 30, 2010

Steven Bradberry – from Administrative Specialist III, Grade C112, Division of Research Technology, Technical Support, to Administrative Analyst, Grade C115, Central Administration, State Board, effective 11/08/10. Promotion

Murray Britton – from Area Project Planning Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), to Senior Project Administrator, Grade C126, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 11/01/10. Promotion

Thomas Coy – from Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Assessment, to Public School Program Coordinator, Grade C123, Division of Learning Services, Curriculum and Assessment, effective 11/01/10. Promotion

Joseph Rapert – from ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), to Data Warehouse Specialist, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 11/01/10. Promotion

SEPARATIONS FOR THE PERIOD OF November 1, 2010 – November 30, 2010

Polly Davis – Public School Program Advisor, Grade C122, Division of Academic Accountability, Adequate Yearly Progress (AYP), effective 11/05/10. 9 years, 3 months, 26 days. Code: 07

*Tierney James – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Teacher Quality, effective 11/12/10. 1 year, 6 months, 18 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

07 – Career Opportunity

Voted Bonds

Arkansas Code Annotated § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. §1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 13, 2010
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

1 Voted	\$	13,320,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Paragould	Greene	2,829	13,320,000	29,425,000	Funding the District's portion of the following partnership projects: build and equip a new primary school (\$6,500,000), renovate and expand the middle school (\$5,200,000), make additions and improvements to existing facilities (\$1,300,000), and cost of issuance and underwriter's discount allowance (\$320,000) with any remaining funds to be used for other capital projects and/or equipment purchases.

Agency	Purpose of Grant	Amount
Star City School District	transfer of direct services/center	\$ 36,450.00
TOTAL		\$ 36,450.00

Agency	Action	Effective Date
Lil Kim's Playhouse	grant termination	12/14/2010

**Arkansas State Board of Education
Resolution
Arkansas School Board Member Recognition Month
January 2011**

WHEREAS, more than 465,000 students attend public and charter schools in Arkansas;
and

WHEREAS, the Arkansas State Board of Education recognizes the importance of public education in our communities today and in the future; and

WHEREAS, the Arkansas State Board of Education appreciates the vital role of the 1,500-plus elected local school board members who establish the mission and direction for their local districts and approve policies to guide their school systems; and

WHEREAS, school board members contribute countless hours of their time fulfilling their state-mandated roles and responsibilities; and

WHEREAS, school board members must make key decisions regarding the curriculum, instruction, finance and facilities of our public schools; and

WHEREAS, school board members employ and evaluate the superintendent, who has the daily responsibility for the operation of the school district; and

WHEREAS, school board members must participate in professional development every year in order to enhance their knowledge and skills related to their responsibilities;

NOW, THEREFORE, BE IT RESOLVED, That the Arkansas State Board of Education recognizes and salutes the members of local boards of education by proclaiming the month of January, 2011, as Arkansas School Board Member Recognition Month.

Adopted this Thirteenth Day of December, 2010

Naccaman Williams, Ed.D.
Chairman, State Board of Education

Tom W. Kimbrell, Ed.D.
Commissioner, Arkansas Department of Education

November 23, 2010

Dr. Mary Ann Duncan
Program Coordinator, Public Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201

RE: Charter Amendment – Osceola Communication, Arts and Business School

Dear Dr. Duncan:

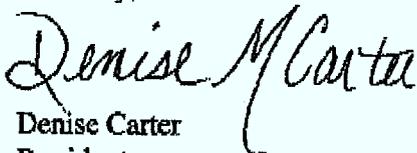
We have attached to this letter a request for proposed charter amendments for consideration by the Arkansas State Board of Education (State Board) at its December 13, 2010, meeting for the Osceola Communication, Arts and Business School.

Pending the State Board's approval of the charter amendments, the Osceola Communication, Arts and Business School Board of Directors (OCABS Board) and the Osceola Communication, Business and Arts, Inc. Board of Directors (OCBA Board) will be reconstituted in the manner set forth in the amendments. Proof of the change in the board structures will be submitted to the State Board and the Department of Education within thirty (30) days after the State Board's approval of the charter amendments.

Please contact Dr. Buster Lackey at 870-622-0550 should you have any questions about this request or if you need additional information.

Thank you for your consideration of this matter.

Sincerely,



Denise Carter
President
Osceola Communication, Arts and Business School
Board of Directors



Buster Lackey
Director
Osceola Communication, Arts and
Business School

Osceola Communication, Arts and Business School

Proposed Charter Amendments

Background

The Osceola Communication, Arts and Business School (OCABS) is an innovative, year-round school. We opened in August 2008 and currently serve ninety (90) students in Grades 7 – 12. Using Malcom Baldrige Education criteria, we partner with area agencies, businesses and the local community college. We locate and support jobs, internships and youth apprenticeships for our students. Utilizing concurrent credit classes through Arkansas Northeastern College, our students can take technical courses and STEM classes. On our campus, we offer Arkansas' first Performing Arts Theatre program and first NCCER construction program. With the support of our community partners and our families, our school will be a model for preparing students for college, careers and lifelong learning.

Proposed Amendments

Proposed Change #1:

- Recognize that no other individuals or Board members have control or authority over the governing Board of Directors except as provided in the amended OCABS charter.
- Establish a single governing Board of Directors with complete and full governing authority, including oversight of all finances and funding of OCABS.

OCABS petitions the State Board of Education (SBE) to allow it to amend its charter concerning governing structure. Currently, the OCABS charter recognizes and requires the existence of two (2) separate boards which exercise control over different areas of OCABS. OCABS is asking the SBE to amend its charter to recognize and require only one (1) Board which will exercise governing and oversight authority over OCABS. This Board will be the Osceola Communication, Business and Arts, Inc. Board (OCBA Board). The OCBA Board is currently referenced in the OCABS charter as the "Sponsoring Entity" Board.

Upon the granting of this amendment by the SBE, the other Board recognized by OCABS' charter, the OCABS Board of Directors, will be dissolved.

Proposed Change #2:

- Clarify that the student enrollment cap is 375 students, and not 350.

The charter application submitted by OCABS listed its requested student enrollment cap as 375 students. The SBE did not direct that the cap number be lowered to 350, as is listed in OCABS' charter. Therefore, OCABS is requesting that the drafting error that led to 350 students being

placed in its charter as the student enrollment cap be corrected to reflect the application's cap of 375 students.

Proposed Change #3:

- Expand the permitted grade levels for OCABS to K-12.

In OCABS' charter application, it listed "K-12 (Literacy level)" under the section marked "Grade Level(s) for the School." This response has been interpreted by the Department of Education to limit the actual grade levels offered at OCABS to Grades 7-12. The intent of OCABS, at the time of its charter application and now, is to serve students from Grades Kindergarten through 12th Grade. While OCABS' charter application stated that it would "focus" on high school dropouts, the school's goal and plan has always been to offer a quality educational experience to students across the entire K-12 educational spectrum. The demand in the Osceola area for OCABS to provide quality educational opportunities across all grade levels is there and OCABS requests that the charter be amended to clearly reflect its legal ability to do so.

Proposed Change #4:

- Waive the various requirements contained in the Arkansas Code and Arkansas Department of Education (ADE) Rules concerning teacher certification. Specifically, OCABS requests waivers of Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, and 6-17-902; Sections 15.03.1 and 15.03.2 of the ADE Rules Governing Standards for Accreditation of Public Schools, and the ADE Rules Governing Highly Qualified Teachers (with the exception of Section 3.07.3).

With the expansion of our educational offerings (pursuant to the granting of "Proposed Change #3, above), OCABS will need to add teachers to its staff. From both its own hiring experience and observation of the staffing difficulties faced by its neighboring school districts, OCABS is keenly aware of the problems that exist in attracting licensed teachers to the Delta. Being granted a waiver from the teacher certification requirements will place us in a much better position (and bring us in line with the flexibility enjoyed by other charter schools) to attract well-qualified, but not necessarily licensed, teachers to provide quality educational instruction to our students.

PROGRESS REPORT

Development of the Arkansas Act 35 Rating Models for High School Annual Performance and Improvement

Charity Smith
Assistant Commissioner for Public School Accountability
Arkansas Department of Education

and

The Arkansas Department of Education
Technical Advisory Committee for Accountability

William J. Brown, Jr., Chair, Jasper I LLC
Thomas H. Fisher, Fisher Education Consulting, Inc.
Huynh Huynh, University of South Carolina
Eugene Kennedy, Louisiana State University
Robert Kennedy, University of Arkansas for Medical Sciences
Janinne Riggs, JR Consulting
Roger Trent, Trent Consulting

PREFACE

This document was prepared by the Arkansas Department of Education's Technical Advisory Committee for Accountability that reports directly to Dr. Charity Smith, Assistant Commissioner for Academic Accountability. The content of this document is the responsibility of the Committee members.

Drs. Huynh Huynh and Robert Kennedy completed the data analyses cited in the report. The data sets used in the report were provided by Denise Airola of the National Office for Research, Measurement, and Evaluation Systems (NORMES) at the University of Arkansas.

The work of the TAC in assisting the Department to implement the Act 35 school accountability program has been facilitated by staff of the Division of Academic Accountability.

DRAFT

Chapter One

Introduction

Act 35 enacted by the 84th General Assembly, State of Arkansas (Act 35; 2004) includes provision for design and implementation of two models of school accountability. The first model (§ 6-15-1902) measures and reports the *annual improvement category* levels of educational achievement of schools. The second (§ 6-15-1903) measures and reports the *annual performance category* levels of educational achievement. In common language, the first model is known as a *growth model*. The second is a *status model*. In this paper, the terms “improvement,” “growth, and “gain” shall mean the same thing. The terms “performance” and “status” also shall be equivalent.

In general, Act 35 requires that school improvement and status categories be based on the criterion-referenced Benchmark Examinations (assessments in grades three through eight). For grades 3-8, the Benchmark Examinations are in Literacy and Mathematics. At the high school level, students are tested with the grade 11 Literacy Examination and the end-of-course examinations (EOC) in Algebra I and Geometry. Both end-of-course tests can be taken starting at grade eight and can be retaken as long as needed. The Grade 11 Literacy Examination will be phased out and replaced by the grade 10 English EOC starting with the 2013-14 academic year. For the purpose of Act 35 school ratings, a high school will be any school that enrolls students in at least one of the 9th, 10th, 11th, or 12th grades and administers at least one of the high school examinations.

The annual improvement classification for rating schools is determined by tracking students’ achievement gains over time on the state’s criterion-referenced tests. Act 35 also directs that a school’s annual improvement gain be based upon the changes in student achievement from one year to the next and that schools will be classified into one of the following five *improvement category* levels:

Level 1: Schools in need of immediate improvement

Level 2: Schools on alert

Level 3: Schools meeting improvement standards

Level 4: Schools exceeding improvement standards

Level 5: Schools of excellence for improvement

Act 35 requires the Arkansas Department of Education (ADE) to produce an annual report that will classify each school as being in one of five *status* categories based on performance outcomes on the criterion-referenced Benchmark Examinations. These categories (levels) and their associated labels are:

Level 1: Schools in need of immediate improvement

Level 2: Schools on alert

Level 3: Schools meeting standards

Level 4: Schools exceeding standards

Level 5: Schools of excellence

The Arkansas Department of Education (ADE) established the Technical Advisory Committee for School Accountability (TAC) to provide advice and assistance in designing models that meet the legislative requirements. The two models for grades 3-8 have been designed and approved by the Arkansas State Board of Education (SBE). School incentive monies have been awarded to selected schools on the basis of these accountability models. Detailed information on the models for grades 3-8 are provided in the following technical documentations.

Smith, C. & TAC (2007 July). *Technical Documentation for the Arkansas Act 35 School Performance Rating System*. Available from Arkansas Department of Education.

Smith, C. & TAC (2008 August). *Technical Documentation for the Arkansas Student and Educational Accountability Act, School Gain Rating System*. Available from Arkansas Department of Education.

The above reports were released as part of the symposia presented at the annual meeting of National Council on Measurement in Education (NCME) and National Conference on Student Assessment (organized by Council of Chief State School Officers) in 2007 and 2008. They also served as instructional materials for a NCME training course taught by Drs. Huynh Huynh, Robert Kennedy, and Charity Smith in San Diego in 2009.

The main purpose of this progress report is to document the work that has been accomplished so far on the extension of the grades 3-8 improvement model to the high schools. The data sets used by the TAC did not contain confidential student information such as student identification numbers and names.

This report is based on data available to the Technical Advisory Committee prior to the end of 2009. The tentative ratings reported in both Chapters 2 and 3 did not fully reflect achievement status or growth of all students in some schools. For example, the ratings did not include any data from 2008 students enrolled at junior high schools in grade 8 or below. Thus, ratings could have been different for these schools. Finally, even though the Act 35 school accountability system based on the grades 3-8 Benchmark Examinations was already approved by the Arkansas State Board of Education and has been used operationally for monetary award distribution, the extension of the system to high schools has yet to be approved by various Arkansas authorities. Rules and regulations may need to be adopted to specify the general operations of the rating systems and to specify provisions for any special circumstances that may affect the availability of necessary student data.

Chapter Two

Development of the High School Annual Performance Index

The development of an annual high school performance (status) rating system in Arkansas involved three distinct steps. First, the TAC and the ADE examined ways to compute a school index to be used to assign an annual performance category to each school. Second, the TAC determined how to set the cut-scores that would define each of the five school performance categories specified in Act 35. Third, the TAC made recommendations to the ADE as to how it could interact with various stakeholder groups to get their feedback on the proposed rating system. These steps are discussed in this chapter of the report.

Calculating the High School Performance Index

The calculations for the high school performance index are identical to those used in grades 3-8 (hereafter referred to as the “lower grades”). For the high schools, the Benchmark Examinations are the Grade 11 Literacy Examination and the end-of-course (EOC) examinations of Algebra I and Geometry. The Grade 11 Literacy Examination will be phased out and replaced by the Grade 10 English EOC beginning with the 2013-14 academic year.

All Benchmark scores are categorized in four student proficiency levels: Below Basic (BB), Basic (B), Proficient (P), and Advanced (Adv). These levels are assigned the numerical values of one through four for the purpose of computing the school index of performance (status). For each grade 11 student, there can be only one proficiency value for Literacy since the test is only taken one time. Each of the two EOC examinations, however, may be taken as early as grade 8 and may be retaken as needed. For the purpose of high school rating, the most recent EOC score will be used. For a student who takes only one EOC test in a given year, either Algebra I or Geometry, the proficiency value for mathematics is based on that test. For a student who takes both EOC examinations in a given year, the average proficiency values are taken as the proficiency value for mathematics.

As in the lower grades, the high school performance index is taken as the average of the proficiency values in Literacy and mathematics for all students who attend the school and have a valid score. This index varies from one to four and is reported to three decimal places. Cut-scores are specified so that each school is classified into one of the five performance categories.

Table 1 reports the ranges of the index for the school performance categories for the lower grades (Smith and TAC, 2007). These were approved by the Arkansas State Board of Education for use with grades 3-8.

TABLE 1: *Range of Annual School Performance Index for Lower Grades*

Performance Level	Category Labels ^a	Range of School Index
Level 1	Schools in Need of Immediate Improvement	1.718 or below
Level 2	Schools on Alert	1.719 to 2.20
Level 3	Schools Meeting Standards	2.21 to 2.78
Level 4	Schools Exceeding Standards	2.79 to 3.22
Level 5	Schools of Excellence	3.23 or above

^aThe labels are specified in Act 35.

Technical Characteristics of High School Annual Performance Index

Based on High School Data

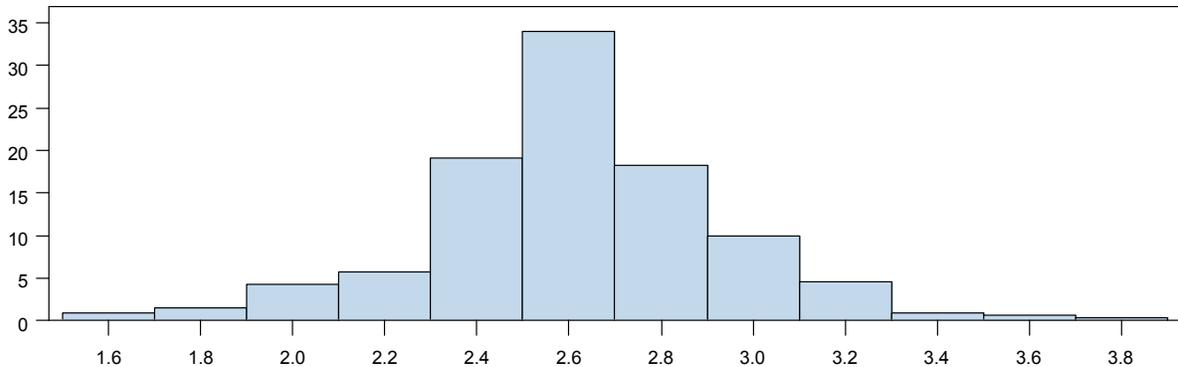
The Arkansas Department of Education (ADE) and the TAC decided to use the 2007-08 as the base year for the high school indices. This also is the year in which matched high school data are available for computation of the Act 35 school annual improvement index. (See Chapter Three for more details.) To gauge the technical characteristics of the annual performance (status) index for high schools, data collected in 2008 (midyear and spring) of high school students were used in the computation of the high school index on the base year. For schools with 40 or more test scores, the summary statistics for the index are: mean = 2.606, median =

2.600, skewness = 0.013, and standard deviation = 0.322. Because the mean and median are almost identical and with near-zero skewness, the shape of the distribution can be described as almost symmetrical. The symmetry can also be seen in Figure 1. In this figure, the horizontal axis represents the value of the school performance (status) rating, and the vertical axis the number of schools.

For the research purposes documented in this progress report, the score ranges from Table 1 (for the Benchmark examinations for grades 3-8) were applied to the computed high school index. Table 2 reports the annual performance categories for all high schools as well as those with 40 or more valid scores in the high school examinations (Grade 11 Literacy, Algebra I, and Geometry).

FIGURE 1

Histogram of Rating Index for Schools with 40+ Test Scores



As documented by Smith and TAC (2007), the percentages of 2006 school labels for the lower grades for schools with 40 or more students with valid scores are 1.6, 13.9, 55.6, 27.6, and 1.2. It may be noted from the data of Table 3 that, as compared with Grades 3-8, there are more high schools in Level 3. This is caused by the very small percentage Advanced students in Grade 11 Literacy.

TABLE 2

School Performance Level for High Schools Based on 2008 data

(Based on Performance Cut-Scores for Grades 3-8)

Category	All High Schools		High Schools with 40+ Test Scores	
	N of Schools	%	N of Schools	%
Level 1	5	1.4	3	0.9
Level 2	34	9.6	28	8.5
Level 3	233	65.8	224	67.9
Level 4	71	20.1	67	20.3
Level 5	11	3.1	8	2.4
Total	354	100%	330	100%

As previously noted, a high school will be those schools that enroll students in at least one of the 9th, 10th, 11th, or 12th grades and administer at least one of the high school examinations, namely the end-of-course Algebra I and Geometry examinations and the Grade 11 Literacy Examination. Most of these schools are classified as “high school,” “junior high,” and “middle school.” Thus, not all students in these schools have scores in both Literacy and mathematics. For some schools, the annual performance index will be based on only the mathematics test, only on the Grade 11 Literacy Examination, or on both tests. For all 354 schools, there were two schools with rating index bases only on the Grade 11 Literacy Examination, 62 schools based only on the mathematics test, and the remaining 290 schools based on both Literacy and mathematics.

Table 3 reports the number of schools in each school type for each level of annual improvement. In this table, the category “Others” include all schools whose names do not have the explicit label of high school, junior high, or middle school. It also includes the few schools that do not have a name listed in the data set used for this analysis. Three schools did not have all information needed for the table.

It may be seen that the proportion of schools in Levels 4 and 5 is higher among junior high schools ($25/37 = 68\%$) than among high schools ($43/276 = 16\%$). As noted previously, the index for many junior high schools is based solely on the mathematics data as there are no grade

11 students in these schools.

TABLE 3

Type of Schools for School Performance Level Based on 2008 Data for High Schools with 40+ Test Scores (Based on School Performance Cut-Scores for Grades 3-8)

Level	Type of Schools				
	High School	Junior High	Middle School	Others	Total
Level 1	1			2	3
Level 2	26	1			27
Level 3	206	11	2	3	222
Level 4	42	19	3	3	67
Level 5	1	6		1	8
Total	276	37	5	8	327

DRAFT

Chapter Three

Creation of the High School Annual Improvement Index

The development of the school improvement rating system in Arkansas involved three distinct steps. First, the TAC and the Arkansas Department of Education examined ways to compute a school index to be used to assign an annual improvement category to each school. Second, the TAC deliberated on how to set the cut-scores for this index to define each of the five school improvement categories legislated by Act 35 and listed in the previous chapter. Third, the TAC made recommendations to the ADE as to how it could interact with various stakeholders to get their feedback on the proposed rating system.

Student Performance Subcategories

General descriptions

Act 35 (§6-15-1902 (c)(1)) requires school improvement categories to be based on the criterion-referenced examinations in grades kindergarten through twelve. For all Benchmark Examinations including Grade 11 Literacy and all end-of-course examinations (hereafter referred to as the “high school examinations”), individual student performance is categorized as Below Basic, Basic, Proficient, and Advanced. This categorization permits implementation of a “transition matrix growth model” that is well-documented in the professional literature.

To assess annual changes more precisely, eight subcategories of student performance were created. The Benchmark Examinations for grades 3-8 in Literacy and Mathematics were revised in 2005, and scores have been reported on a vertical scale since then. The cut-scores for the new tests were also set in 2005 in a standard setting that involved a deliberation of vertical articulation for these cut-scores across grades. For school accountability purposes, each student performance level (BB, B, P, and Adv) was split into two subcategories. The process yielded an 8-subcategory scale for student performance that were treated as “qualitatively equivalent” across grades. More details may be found in the technical documentation for the growth model cited in Chapter 1 of this document.

The high school examinations were first administered in 2001, and, since then, student performance has been recorded also as Below Basic, Basic, Proficient, and Advanced. The creation of the examinations and the cut-scores predate by several years those of the grade 3-8

Benchmark Examinations. Therefore, it was not possible to create vertical articulation of content standards, performance level descriptors (PLD), and cut-scores between the high school examinations (created in 2001) and the grade 3-8 Benchmark Examinations (revised in 2005). Under these circumstances, the student performance categories (BB, B, P, and Adv) cannot be treated as “qualitatively equivalent” between grade 8 and the high school examinations. Therefore, ADE and the TAC relied on the “equipercentile” process to create the 8-subcategory scale for student performance on the high school examinations. Generally speaking, this process created an 8-subcategory scale for each high school test that mimicked the proportion of the *same students* in each student performance subcategory in grade 8 in the common subject area (Literacy or Mathematics).

Student Performance Subcategories for Grade 11 Literacy

For the Grade 11 Literacy Examination the equipercentile process was conducted for the 2008 cohort of grade 11 students with valid scores on the grade 11 examination in 2008 (when they were in grade 11) and valid score on the Benchmark Literacy test in 2005 (when they were in grade 8). As said previously, spring 2005 was the first year of test administration for the revised Benchmark Examinations for grades 3-8. This data set had 27,093 students with valid scores. The 8-subcategories for the grade 8 Literacy test were taken as the one used in the growth models based on the grade 3-8 Benchmark Examinations. More details are given in the next four sections and in Appendix A.

Student Performance Subcategories for Algebra I

For the end-of-course Algebra I examination, the equipercentile process was conducted for the combined cohort of grade 9 students in 2007 and grade 10 students in 2008 who had valid scores on both Algebra I and grade 8 Benchmark Mathematics examination (when they were in grade 8 in 2006). This combined cohort had 22,804 students with valid scores. The 8-subcategories for the grade 8 Mathematics Examination were taken as the ones used in the growth models based on the grade 3-8 Benchmark Examinations. More details are given in the next four sections and in Appendix A.

Student Performance Subcategories for Geometry

For the end-of-course Geometry Examination, the equipercentile process was conducted for the combined cohort of grade 9 students in 2007 and grade 10 students in 2008 who had valid scores on both Geometry and the grade 8 Benchmark Mathematics Examination (when they were in grade 8 in 2006). This combined cohort had 21,640 students with valid scores. The 8-subcategories for grade 8 Mathematics were taken as the one used in the growth models based on the grade 3-8 Benchmark Examinations. More details are given in the next four sections and in Appendix A.

Cut-Scores for the Subcategory Scale

Table 4 provides the score range for the 8-subcategory scale for student performance in the grade 8 Benchmark Examinations of Literacy and Mathematics and the high school examinations. The score ranges for the grade 8 examinations were taken from the technical documentation on the Act 35 growth model (Smith and TAC, 2008).

Equipercentile data for the 8-subcategory scale

Table 5 provides the percentage of students in the eight subcategories for the three cohorts of students used for creating the 8-subcategory scale for Grade 11 Literacy, Algebra I, and Geometry examinations. The data clearly shows that the percentage distributions of students in the eight categories are almost identical for each pair of examinations. More data are presented in Appendix A.

TABLE 4

Score Range for Student Performance Subcategories by Grade and Subject

Grd	Subject	Student Performance Subcategory							
		1	2	3	4	5	6	7	8
8	Lit	1-453	454-506	507-602	603-699	700-806	807-913	914-957	958+
	Math	1-611	612-654	655-676	677-699	700-750	751-801	802-839	840+
11	Lit	0-164	165-169	170-181	182-193	194-207	208-221	222-232	233+
HS	Algebra I	0-165	166-194	195-211	212-221	222-253	254-277	278-298	299+
HS	Geometry	0-163	164-188	189-198	199-209	210-242	243-266	267-285	286+

TABLE 5

Equipercntile Data for Subcategories by Grade and Subject

Grd	Subj	N	1	2	3	4	5	6	7	8
8	Lit	27,093	6.04	3.03	9.79	17.57	28.13	20.72	8.99	5.68
11	Lit	27,093	5.87	2.58	10.31	17.17	27.11	21.70	9.32	5.94
8	Math	22,804	18.95	20.44	12.91	9.41	24.49	9.74	2.95	1.11
HS	Alg I	22,804	18.92	20.29	13.09	8.91	23.81	10.48	3.24	1.28
8	Math	21,640	9.18	13.46	10.24	8.66	28.07	16.49	7.61	6.29
HS	Geo	21,640	8.54	13.91	8.88	9.34	28.82	15.74	8.38	6.38

General Principles in Creating the High School Growth Index

As reported by Smith and TAC (2008) for the lower grades, the Arkansas Department of Education (ADE) decided to compute the school index on annual *improvement gain* using *changes in student achievement* from one year to the next. As applied to high schools, these changes are computed between grade 8 Benchmark Examination and the high school Literacy and EOC Examinations. As a consequence of this decision, no value will be added to the index if instruction does not move a student's achievement from a given performance subcategory to a higher performance subcategory. In addition, if a student's achievement moves to a lower performance subcategory, value is lost. An exception is made for a student who is in the highest subcategory (subcategory 8) in both years. An "extra credit" is given to this student to acknowledge the effort of maintaining the highest achievement level across the two years.

In making the decision on the composition of the school index, the ADE adopted the following three fundamental principles. (1) First, the school index is based on an aggregation of student changes in Literacy and mathematics. (2) Next, the index reflects the expectation that (a) students who are proficient or higher will either maintain or improve their performance classification, and (b) students who are Basic or Below Basic will reach Proficiency. (3) Finally, as expected by Act 35, the rating system based on the index needs to be transparent, replicable, and easily understood by Arkansas stakeholders.

Computation of Annual Student Gain

Student growth is based upon changes in student performance levels between grade 8 and the high school examinations. Table 6 shows the value-added points for a student based upon whether or not he/she improves, stays the same, or regresses in achievement. For example, if a student earns achievement ratings of subcategory 2 in the 8th grade and of subcategory 3 in the high school (at least one year later), he/she would be given a value-added score of +0.5. Similar value-added scores would be calculated for each student in each school.

Allocation of Student Gain in Mathematics

There are two student gains in mathematics, one for Algebra I and one for Geometry. If the student takes both tests in the same high school, the average gain will be allocated to this school as the student gain in mathematics. Otherwise, if the student takes the two tests in two different schools, the gain (in either Algebra I or Geometry) will be assigned to the school where the student takes the test.

Computation of Annual Improvement Gain Index

For each school, the annual improvement gain index is the average of all value-added points across all students, subject areas, and grades within the school. Potentially, the range of the index is from -3.5 to +3.5, but, in practice, the range will be smaller. The value of zero indicates no growth, positive values indicate improvement, and negative values indicate decline in achievement. Table 7 records the range of the school index for the five school annual improvement categories as approved by the Arkansas State Board of Education for use with the lower grades (based on the Benchmark Examinations for grades 3-8).

TABLE 6
Value-added Points for Changes in Student Achievement

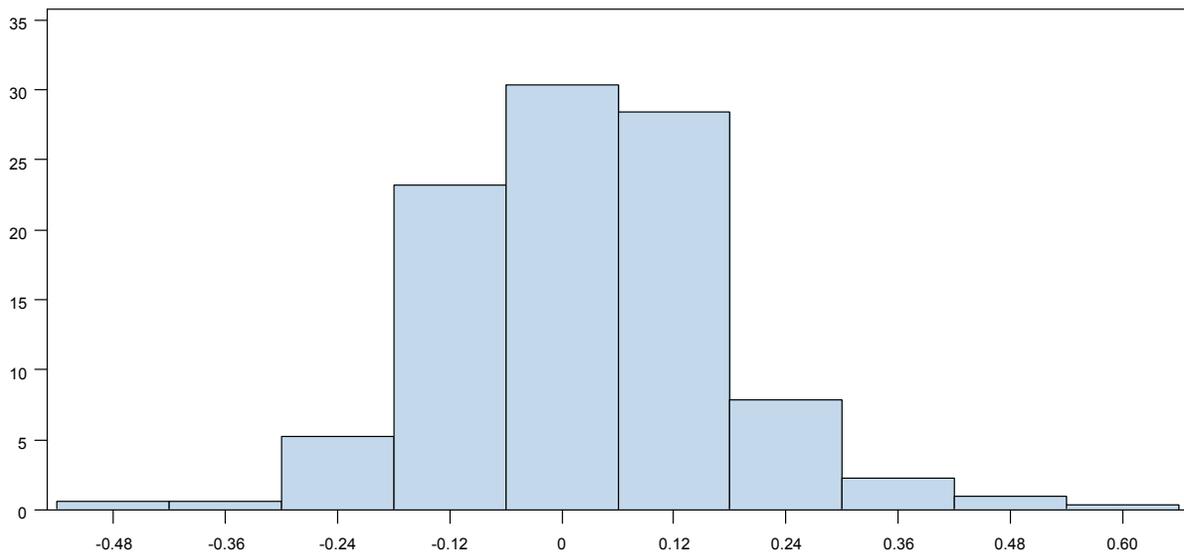
		High School Subcategory							
		1	2	3	4	5	6	7	8
8th Grade	1	0	0.5	1	1.5	2	2.5	3	3.5
	2	-0.5	0	0.5	1	1.5	2	2.5	3
	3	-1	-0.5	0	0.5	1	1.5	2	2.5
	4	-1.5	-1	-0.5	0	0.5	1	1.5	2
	5	-2	-1.5	-1	-0.5	0	0.5	1	1.5
	6	-2.5	-2	-1.5	-1	-0.5	0	0.5	1
	7	-3	-2.5	-2	-1.5	-1	-0.5	0	0.5
	8	-3.5	-3	-2.5	-2	-1.5	-1	-0.5	0.5

Technical Characteristics of the High School Annual Improvement Index
Based on 2007 and 2008 High School Data

The Arkansas Department of Education (ADE) and the TAC decided to use the 2007-08 as the base year for the high school indices. To gauge the technical characteristics of the annual improvement (growth) index for high schools, data from both 2007 and 2008 (midyear and spring) high school students were used in the computation of the high school index on the base year (2008). This combination was done to render more stability in the labeling of schools in the 2008 base year.). For schools with 40 or more test scores, the summary statistics for the index are: mean = 0.019, median = 0.010, skewness = 0.302, and standard deviation = 0.150. With the mean being greater than median and with positive skewness, the shape of the distribution can be described as positively skewed. This characteristic can also be seen in Figure 2. In this figure, the horizontal axis represents the value of the rating and the vertical axis the number of schools.

FIGURE 2

Histogram of Growth Rating Index for Schools with 40 + Test Scores



For the research purposes documented in this progress report, the score range of Table 7 (for the Benchmark Examinations for grades 3-8) was applied to the computed high school

index. Table 7 reports the annual improvement categories for all high schools as well as those with 40 or more valid scores in the high school examinations (Grade 11 Literacy, Algebra I and Geometry).

As documented by Smith and TAC (2008), the percentages of 2006 school labels for the lower grades are 14.6, 28.9, 32.3, 17.7, and 6.5 for schools with 40 or more students with valid scores. It may be noted from the data of Table 4 that the percentages of high schools in the five school improvement levels (in the base-year 2008) match closely with those of the lower grades (in the base-year 2006).

TABLE 7

*Range of Annual Improvement Index for Lower Grades
(Approved for Use with Grades 3-8 by SBE)*

Performance Level	Descriptor	Score Range for Improvement Index
Level 1	Schools in need of immediate improvement	-0.13 and below
Level 2	Schools on alert	-0.12 to 0.00
Level 3	Schools meeting improvement standards	0.01 to 0.12
Level 4	Schools exceeding improvement standards	0.13 to 0.24
Level 5	Schools of excellence for improvement	0.25 and above

TABLE 8

*School Improvement Categories for High Schools Based on 2007 and 2008 Data
(Based on Cut-Scores for Lower Grades)*

Performance Level	All High Schools		High Schools with 40+ Test Scores	
	N of Schools	%	N of Schools	%
Level 1	63	17.4	46	15.0
Level 2	113	31.2	97	31.7
Level 3	105	29.0	96	31.4
Level 4	52	14.4	47	15.4
Level 5	29	8.0	20	6.5
Total	362	100%	306	100%

As previously noted, a high school will be those schools that enroll students in at least one of the 9th, 10th, 11th, or 12th grades and administer at least one of the high school examinations--specifically, the end-of-course Algebra I and Geometry Examinations and the Grade 11 Literacy Examination. Most of these schools are classified as “high school,” “junior high” and “middle school.” With differing range of grades, not all students in these schools have scores on both Literacy and mathematics. Thus, for some schools the annual improvement index is based on only the mathematics test, only on the Grade 11 test, or both tests. For all 362 schools, there were four schools with rating index bases only on the Grade 11 Literacy test, 71 schools based only on the mathematics test, and the remaining 287 schools based on both Literacy and mathematics.

Table 9 reports the number of schools in each school type for each level of annual improvement. In this table, the category “Others” include all schools whose names do not have the explicit label of high school, junior high, or middle school. It also includes the few schools that do not have a name listed in the data set used for this analysis. Two schools do not have all information needed for the table. There are also two schools without school identifications.

It may be seen that the proportion of schools in Levels 4 and 5 is higher among junior high schools ($11/40 = 25\%$) than among high schools ($52/254 = 20\%$). As noted previously, the index for many junior high schools is based solely on the mathematics data as there are no grade 11 students in these schools.

TABLE 9

Type of Schools for School Improvement Level Based on 2007 and 2008 Data for Schools with 40+ Test Scores (Based on Cut-Scores for Lower Grades)

Level	Type of Schools				
	High School	Junior High	Middle School	Others	Total
Level 1	42	3		1	46
Level 2	78	16		3	97
Level 3	82	10	2	1	95
Level 4	40	6			46
Level 5	12	5	2	1	20
Total	254	40	4	6	304

Relationship between Annual Improvement Level and Annual Performance Level

It is often thought that there would be no room for improvement for schools which are on the top of the performance rating scale. To check this assumption, a data analysis was conducted to assess the relationship between the annual improvement and annual performance categories for the high schools studied in this progress report. The overall results are reported in Table 10. School performance data are based on 2008 midyear and spring test administrations of high school students. School improvement data are based on 2007 and 2008 midyear and spring test administration of high school students, and on spring 2006 Benchmark Examination data earned by these students at the 8th grade. The data show that out of eight high schools in Level 5 of performance, two actually are in the Level 5 on annual improvement. Similarly, out of 60 schools in Level 4 of performance, 23 actually are in the Levels 4 or 5 on annual improvement.

TABLE 10

*Improvement Levels for each Performance Level for Schools with 40+ Test Scores
(Based on School Performance and Improvement Cut-Scores for Grades 3-8)*

Performance Level	Improvement Level					
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Level 1	1					1
Level 2	10	12	5			27
Level 3	35	69	65	28	9	206
Level 4	5	13	19	15	8	60
Level 5	3	1	2		2	8
Total	54	95	91	43	19	302

Chapter Four
Field Presentations and Stakeholder Meetings
About the High School Rating Models

General Description

As in the case of the school rating models based on the Benchmark Examinations for grades 3-8, field reviews of the proposed models for rating high schools were conducted for various stakeholder groups. The main purpose of these meetings was to invite discussions on important components of the growth model required by Act 35 and to receive feedback from stakeholders on the suitability of the proposed model. This chapter describes three types of stakeholder meetings: (1) field presentations conducted in 2009 across the state by Arkansas Department of Education accountability staff, (2) stakeholder meeting in Little Rock on April 2, 2010, with presentation by Dr. Charity Smith and members of the Technical Advisory Committee, and (3) presentations at the Arkansas Association of Educational Administrators' Annual Meeting August 3, 2010, by Drs. Charity Smith and Robert Kennedy.

Field Presentations

ADE accountability staff, Dr. Charity Smith and Mr. Willie Morris, conducted several field reviews of ADE work on the Act 35 school annual improvement (growth) rating models for high school. Following are the dates and locations where presentations were made about the model:

2/6/2009 – Southcentral Arkansas Coop, Camden, AR

8/12/2009 – J.A. Fair High School, Little Rock, AR

8/14/2009 – Northcentral Arkansas Coop, Melbourne, AR

8/14/2009 – School Improvement Unit Training, ADE, Little Rock, AR

9/8/2009 – Arkansas System Office, 2494 North Univ. Ave., Little Rock, AR

10/9/2009 – OUR Coop, Harrison, AR

Stakeholder Meeting in Little Rock

April 2, 2010

General Descriptions

By the end of 2009, major work on Act 35 high school rating models (on both annual performance and improvement) were completed and discussed in meetings of ADE accountability staff and the Technical Advisory Committee. In consultation with the TAC, ADE organized a stakeholder meeting to inform the participants of the progress made on designing the Act 35 rating for annual performance and improvement for high schools and to seek their comments and suggestions on the proposed models. Three participants were invited from each of the following groups, for a total of fifteen people:

- Arkansas Association of Educational Administrators (AAEA)
- Arkansas Education Association (AEA)
- Arkansas Parent Teacher Association (APTA)
- Arkansas School Board Association (ASBA)
- Economics Arkansas (EA)

The meeting was conducted in Little Rock on April 2, 2010. All seven TAC members were present at the meeting. Appendix B records the agenda of the meeting. The meeting started with a general description of the ADE obligations under the sections of Act 35 for school accountability and the progress made for the lower grades (grades 3-8). The presentation was followed with a description of the rating models for high schools as currently studied by the TAC and ADE.

Questions and Answers

During the recess, all stakeholders were invited to write their questions for the TAC to answer. A number of illustrating questions were selected for TAC answering when the meeting reconvened. Appendix C lists some of the major questions and associated TAC responses.

Participant Evaluation

At the conclusion of the meeting, all participants were asked to complete an evaluation form. Answers to the first five items were coded as: SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; and SA = Strongly Agree. Answers to the last two evaluations are either N = No or Y = Yes. Their comments are transcribed verbatim without editing. The 12 participants who completed the evaluation form were from these organizations: AAEA (2), AEA (2), APTA (2), ASBA (2), EA (3), and Unmarked (1).

Table 11 records the frequency of responses to the evaluation items and their comments. Overall, all participants indicated agreement that the purpose of the stakeholders' meeting was clearly stated and the discussion was useful. All of them agreed that the rating system as presented has a sound technical basis.

TABLE 11
Frequency of Responses on the Evaluation Form and Comments

Evaluation Rating Items	SD	D	NS	A	SA
1. <i>The purpose of the stakeholders meeting was clearly presented.</i> Comments: Detailed agenda & thorough presentation by committee				5	7
2. <i>There was a broad range of stakeholders represented at the meeting.</i> Comments: <ul style="list-style-type: none"> • Would like to have seen more secondary principals attend. • Could have been a few more school administrators • I would have liked to have seen more parents involved in the meeting. 				7	5
3. <i>I understood the nature of the process and how it can be used to rate high schools.</i> Comments: None				7	5
4. <i>The facilitator provided opportunities to ask questions.</i> Comments: <ul style="list-style-type: none"> • She did a wonderful job. • Very open, transparent forum 				1	11

5. <i>I found the discussion to be useful.</i>				2	10
Comments: <ul style="list-style-type: none"> • Yes and have a clear understanding. 					
Evaluation Questions	No	Yes			
6. <i>Do you think the rating has a sound technical basis?</i>		12			
Comments: <ul style="list-style-type: none"> • Absolutely. • I'm very impressed with the expertise of the panel 					
7. <i>Do you have recommendations for improving the rating system?</i>	7	4			
Comments: <ul style="list-style-type: none"> • I am impressed with the expertise of the panel. • Constrained by Act 35 but still need to include other relevant variables • One year's growth to be included – not as a zero (*) • Thank you for the incredible expertise and time invested. 					

* Interpretation of response is uncertain.

Presentations at the 2010 Annual Meeting of
Arkansas Association of Educational Administrators
August 3, 2010

General Descriptions

Dr. Charity Smith was invited by the Arkansas Association of Educational Administrators to speak about the development of the Act 35 growth model during their annual meeting at the Little Rock Peabody Hotel on August 3, 2010. Technical Advisory Committee member Dr. Robert Kennedy joined Dr. Smith for the presentation, conducted once in the morning and once in the afternoon. Each session was attended by close to 200 participants of the meeting, some of whom were at both presentations.

Presentation by Dr. Smith

Dr. Smith began the presentation with an overview of the improvement gain model, referencing Act 35 and initial design considerations. She described the transition matrix model that has been used in Arkansas, and then introduced the proposed growth model for high school Literacy and mathematics. The primary features were delineated: base year is grade 8, growth is measured in terms of changes from grade 8, and the index is based on changes that occurred over that time. The 8th grade Benchmark Examinations are used as the base and for high school, the Grade 11 Literacy test and the Algebra I and Geometry end-of-course examinations are used to measure progress. Dr. Smith defined high schools as those with 9th, 10th, 11th, and/or 12th grades and which offer the end-of-course examinations and the Grade 11 Literacy Examination, as appropriate for the given grades. Dr. Smith then chronicled the progress that has been made to date for the various measures.

Next, she discussed the common index of achievement that is being used for 8th grade performance and will be used to develop a compatible index for the selected high school courses. The categories comprise Level 1 through Level 8. These eight categories are needed because the advanced level of Algebra I cannot practically be split into two sub-categories. Finally, Dr. Smith outlined the fundamental principles followed in developing the school index. It is based on an aggregation of changes in student performance in literacy and mathematics. It is expected that students who are proficient or advanced will maintain or improve their standing and that students who are below proficiency will reach that level. Finally, the rating system is transparent, replicable, and easily understood by Arkansas stakeholders.

Presentation by Dr. Robert Kennedy

At this point, Dr. Smith introduced Dr. Robert Kennedy who spoke about the calculation of the high school annual improvement index. He explained the method of equipercentiles that was used to develop the eight-subcategory scale for student performance on the high school examinations. The proportion of the same students in each performance subcategory in grade 8 was created for the common subject areas of Literacy and mathematics in high school. He noted

that each of the groups of students on whom the equipercentile process was conducted were very large, and thus, very stable.

The cut-score table in the draft handout was referenced to show the specific score ranges for grade 8 for Literacy and mathematics and for 11th grade Literacy and high school Algebra I and Geometry. The eight subcategories were shown. The equipercentile table for the eight subcategories was also referenced. The percentage of students in each of the cells showed the very close match between the 8th grade and the high school courses in Literacy and mathematics.

Finally, the value-added table was also referenced to show that value was added only when performance was greater than expected. Also, “extra” credit of 0.5 value added units was given to high performance students who maintained their high performance.

Questions and Answers

At this point, the discussion returned to Dr. Smith who described the stakeholder experience in the process thus far. She reviewed several of the more common questions that have arisen to date. Some of these questions were similar with those addressed at the Stakeholders meeting on April 2. See Appendix C for these questions and edited responses by the Technical Advisory Committee.

APPENDIX A
Creation of Equipercentile Subcategories

MEMORANDUM FOR THE RECORD

TO: Dr. Charity Smith, Arkansas Department of Education

COPY TO: Technical Advisory Committee on Accountability

RE: Cut Scores for High School Improvement Index

FROM: Huynh Huynh and Robert Kennedy

DATE: January 20, 2010

Per TAC discussion and agreement, eight student achievement categories need to be created for the high school Grade 11 Literacy examination and the End-of-Course (EOC) examinations of Algebra I and Geometry. These categories are determined by seven cut-scores for each test. The cut-scores are to be set up by using a matched set of students with data on the Benchmark Examination in 2005 for Literacy and in 2006 for the EOC examinations. The eight student achievement categories for each high school exam are to be set via the equipercentile method. The method sets the high school achievement categories that will have the same percentage of students as the grade 8 achievement categories. The seven cut-scores for each grade 8 Benchmark exam (in Literacy and Mathematics) were already set and can be found in the “Technical Documentation for the Arkansas Student Assessment and Educational Accountability Act, School Gain Rating System” dated August 20, 2008. The eight student achievement categories for examinations are assigned the achievement values of 1.0 to 4.5 in steps of 0.5. Using the procedure as described and three data sets of matched students created by NORMES, the high school cut-scores were set. They are reported in Table 1 in this Appendix. This table also includes the cut-scores for the Grade 8 Benchmark Examinations in Literacy and Mathematics. Tables 2, 3, and 4 report the percentage of students in various achievement categories.

**APPENDIX A
(Continued)**

**TABLE 1
CUT-SCORES FOR STUDENT ACHIEVEMENT SUBCATEGORIES
BY GRADE AND SUBJECT**

Sub			Student Achievement Subcategories							
			1	2	3	4	5	6	7	8
Grd	Subject									
8	Lit		1- 453	454- 506	507- 602	603- 699	700- 806	807- 913	914- 957	958+
	Math		1- 611	612- 654	655- 676	677- 699	700- 750	751- 801	802- 839	840+
11	Lit		0- 164	165- 169	170- 181	182- 193	194- 207	208- 221	222- 232	233+
HS	Algebra I		0- 165	166- 194	195- 211	212- 221	222- 253	254- 277	278- 298	299+
HS	Geometry		0- 163	164- 188	189- 198	199- 209	210- 242	243- 266	267- 285	286+

**APPENDIX A
(Continued)**

TABLE 2

**LITERACY GRADES 8 AND 11
FREQUENCY DATA**

G8LIT Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1637	6.04	1637	6.04
2	830	3.06	2467	9.11
3	2653	9.79	5120	18.90
4	4761	17.57	9881	36.47
5	7622	28.13	17503	64.60
6	5614	20.72	23117	85.32
7	2436	8.99	25553	94.32
8	1540	5.68	27093	100.00

G11LIT Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1591	5.87	1591	5.87
2	700	2.58	2291	8.46
3	2792	10.31	5083	18.76
4	4651	17.17	9734	35.93
5	7346	27.11	17080	63.04
6	5880	21.70	22960	84.75
7	2524	9.32	25484	94.06
8	1609	5.94	27093	100.00

DATA SOURCE: Matched set of student data, grade 8 in 2005 and grade 11 in 2008. Data are from NORMES.

**APPENDIX A
(Continued)**

TABLE 3

**MATH GRADE 8 AND HIGH SCHOOL ALGEBRA
FREQUENCY DATA**

G8MATH Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4321	18.95	4321	18.95
2	4662	20.44	8983	39.39
3	2944	12.91	11927	52.30
4	2146	9.41	14073	61.71
5	5585	24.49	19658	86.20
6	2220	9.74	21878	95.94
7	673	2.95	22551	98.89
8	253	1.11	22804	100.00

ALGEBRA Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4314	18.92	4314	18.92
2	4626	20.29	8940	39.20
3	2986	13.09	11926	52.30
4	2031	8.91	13957	61.20
5	5429	23.81	19386	85.01
5	2389	10.48	21775	95.49
5	738	3.24	22513	98.72
8	291	1.28	22804	100.00

DATA SOURCE: Matched set of student data, grade 8 in 2006 and either grade 9 in 2007 or grade 10 in 2008. Data are from NORMES.

**APPENDIX A
(Continued)**

**TABLE 4
MATH GADE 8 AND HIGH SCHOOL GEOMETRY
FREQUENCY DATA**

G8MATH Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1987	9.18	1987	9.18
2	2913	13.46	4900	22.64
3	2215	10.24	7115	32.88
4	1875	8.66	8990	41.54
5	6074	28.07	15064	69.61
6	3569	16.49	18633	86.10
7	1646	7.61	20279	93.71
8	1361	6.29	21640	100.00

GEOMETRY Subcategory	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1849	8.54	1849	8.54
2	3011	13.91	4860	22.46
3	1921	8.88	6781	31.34
4	2022	9.34	8803	40.68
5	6236	28.82	15039	69.50
6	3407	15.74	18446	85.24
7	1813	8.38	20259	93.62
8	1381	6.38	21640	100.00

DATA SOURCE: Matched set of student data, grade 8 in 2006 and
Either grade 9 in 2007 or grade 10 in 2008. Data are from NORMES

APPENDIX B

Arkansas Public School Technical Advisory Committee (TAC) Stakeholder Meeting on Rating High Schools

AGENDA

9:00 a.m. to 12:00 p.m. Friday, April 2, 2010

Welcome and Introductions -----Dr. Charity Smith

Purpose of the Meeting: To use an outside group of stakeholders to validate the process being considered to rate high schools

- Describe the Legislative Requirement for Elementary and High Schools
 - Which High School Courses Will Be Used to Rate Schools
 - How to Count Students Taking High School Courses Prior to Entering High School
 - When Will High School Ratings Be Reported
1. Describe the Procedure Used to Rate Elementary Schools
 - Explain the Rationale for the Rating Models for Elementary Schools (Performance and Improvement) –Dr. Brown
 - Describe the Procedure for Rating Schools With 3-8 Grades on Status and Performance– Dr. Robert Kennedy
 - Provide the Results of the Ratings (without school names)- Dr. Robert Kennedy
 2. Describe the Procedure Proposed for Rating High Schools
 - Explain the Rationale for the High School Rating Models (Performance and Improvement)- Dr. Bill Brown
 - Describe the Procedure for Rating High Schools (Performance and Improvement) –Dr. Huynh Huynh
 - Provide the Pilot Results of the Ratings (without school names) –Dr. Huynh Huynh
 3. Discussion With Stakeholders

Adjourn-----Noon

APPENDIX C

Stakeholder Meeting on Rating High Schools Questions and Answers

Participants were given the opportunity to write their questions for the TAC to answer. Here are the major questions and TAC edited answers.

1. *The current models for evaluating school performance and improvement for grades 3-8 are limited to the core academic areas of mathematics and literacy. What can we do in grades 9-12 to include areas in addition to math courses and literacy as criteria for rating schools? For example: attendance, dropout rates, percent of students taking the ACT or SAT, or something pertaining to the arts.*

Answer

Act 35 does not allow any criteria for evaluating schools that are not based on student achievement.

2. *A lower percentage of 11th graders score at the Advanced level on the 11th Grade Literacy exam than at other grades tested on Literacy. Thus, there is a perception among high school personnel that the 11th grade Literacy standard for Advanced is set higher than at other grades. Will this situation, regardless of the cause, affect the validity of the improvement model that is used for determining high school ratings for improvement?*

Answer

2.1. The high school Performance Model adheres to the current classification of student performance levels (Below Basic, Basic, Proficient, and Advanced) in all Benchmark examinations including Algebra I, Geometry, and Grade 11 Literacy. The scale score ranges of these classifications are already defined and approved by the Arkansas State Board of Education and cannot be altered without its approval. They are used in computing the school index in the Performance Model.

2.2. The Improvement Model used in high school needs adequate precision in assessing student growth from one year to a subsequent year. To accomplish this goal, an eight-subcategory scale was created for each high school examination (Algebra I, Geometry, and Grade 11 Literacy). This was accomplished based on the equipercentile statistical procedure.

2.3. The equipercentile procedure, in simple terms, uses the metrics at the eighth grade for math and Literacy as the baseline for comparisons with the high school examinations. To make the comparisons comparable, a matched set of students are selected for the

eighth grade and each of the high school examinations. Using the eighth grade eight-subcategory scale (already in operation) as a baseline, the equipercentile statistical procedure is then applied to each matched set of students. This procedure establishes the eight-category scales for the high school examinations (Algebra I, Geometry and Grade 11 Literacy). Each subcategory for the high school examinations and the corresponding Grade 8 examination include about the same percentage of students in the matched set of students.

2.4. Across examinations, the eight-subcategory scale in each content area (mathematics or Literacy) can be considered as equivalent. Therefore, if a student's performance subcategory changes from the eighth grade to the high school examination with which it is being compared, change has occurred. The change may be either an improvement or a decline.

2.5. The scale score ranges that correspond to performance subcategories at the eighth grade and the high school courses are considered as baseline criteria and do not change annually.

3. *Since Algebra I is required for graduation and geometry is not, will there be a problem with student motivation or level of difficulty in combining them?*

Answer

Test taking motivation can differ among tests and can affect student scores. Other testing variables also affect test performance. These factors are always present. However, student motivation for Algebra I should be high since it is required for graduation, and students taking Geometry usually are well motivated and college bound.

4. *How is the Algebra I score being compared to the 8th grade Benchmark test?*

Answer

4.1. The 8th grade Benchmark tests will serve as the baseline for comparisons with Algebra I and Geometry. High school ratings for performance (status) will be made as they were in the grade 3-8 model for performance. High school ratings for improvement will be made using an equi-percentile statistical process. This process is described in Question 2 above.

4.2. Some Algebra I and Geometry courses are taught at earlier grades than grade nine. When the proposed high school rating model is merged with the current Grades 3-8 school rating system (already approved by the State Board of Education), these students' scores will be included in the rating of the school that taught the course.

5. *Why is there a gap between the 8th grade Literacy test and the 11th grade Literacy test?*

Answer

The 11th grade Literacy exam was established as a cumulative measure of Literacy near the end of high school. This test will be replaced by a 10th grade English test in academic year 2013-14.

6. *What steps have been put in place to align cut-scores and performance levels for each of the tests?*

Answer

The matching of students across subjects/courses and the use of equipercentile procedures provide the comparability. (See the answers in Section 2 for more detail.)

7. *Why is a zero given for a student who remains at the same performance level from one year to the next? Didn't the student make some growth just to stay at the same level?*

Answer

All students know more from one year to the next just by being older. The improvement model requires that there be growth in relative position from year to year using a static (or stable) scheme. The improvement model does not change the growth expectation from year to year. This means that students are not competing with a floating expectation. Of course, the expectation for growth can be changed after several years of use. In the improvement model, students get a 0.5 value if they are at the top performance level since no further growth is possible.

8. *How will students from low performing schools be evaluated when they change schools or districts?*

Answer

The student's scores will transfer with them. If the student takes Algebra I in one school and Geometry in another school, the score for each subject will be counted at the school that taught the course.

9. *Are there any flaws in the grade 3-8 improvement model?*

Answer

The school Improvement and the Performance models are quite transparent, and they have been disseminated at professional meetings nationally. There are assumptions that are required for the models to work, and there is evidence that these assumptions have validity. There were other models considered that were not transparent and were not as

broadly applicable as the model chosen. Finally, the models have been tested with actual data, and they appear to work well.

DRAFT

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR
STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE
~~Concurrent College and High School Credit for Students Who have Completed the Eighth~~
~~Grade~~
October 2010

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 6-18-223.

~~1.00 Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade~~

~~1.01 These regulations shall be known as the Arkansas Department of Education regulations governing concurrent college and high school credit for students who have completed the eighth grade.~~

~~1.02 These regulations are enacted pursuant to the State Board of Education's authority under Act 1097 of 1991, Arkansas Code Annotated 6-18-223 (Supp. 1991).~~

~~2.00 Purpose~~

~~2.01 The purpose of these regulations is to provide concurrent college and high school credit for public school students who have successfully completed the eighth grade.~~

~~3.00 Definitions~~

3.0 DEFINITIONS

3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.

3.02 ~~Consistent with Act 34 of 1984, as amended, a~~ A student in grades 9-~~12~~11 is considered "enrolled" in a public secondary school ~~if so long as he/she is~~ counted

~~for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C), taking four high school courses which count toward high school graduation, and a student in grade 12 is considered "enrolled" in a public secondary school if he/she is taking three high school courses which count toward high school graduation.~~

- 3.03 “Private institution” is defined as an institution of higher education school accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

~~4.00 Enrollment Guidelines for Students Who Have Completed the Eighth Grade~~

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, ~~or~~ four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.
- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by ~~such~~ a publicly supported community college, technical college, or four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations.
- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, ~~or~~ four-year college or university, or private institution shall be the equivalent of one-half unit of high school credit.
- 4.05 College credit earned at a publicly supported community college, technical college, ~~or~~ four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for All costs of higher education courses taken for concurrent college credit ~~are the student's responsibility.~~

5.00 Exception

~~5.01 Any public school student who was enrolled in and successfully completed a course(s) offered by a college or university after January 1, 1990, but prior to July 15, 1991, regardless of the student's grade level, shall be entitled to receive both college and high school credit, including credit toward graduation, as outlined in these regulations.~~

6.00 Effective Date

~~6.01 These regulations will become effective July 15, 1991.~~

5.0 2010-2011 PILOT PROJECT

5.01 For the 2010-2011 school year only, three semester hours of college credit taken by a public school student in grade 12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area which shall count toward high school graduation.

5.02 For the 2010-2011 school year, a student in grade 12 who possesses an ACT score of 17 or 18 may enroll in developmental education courses in English, reading or mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.

5.02.1 A three-semester hour developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

5.02.2 Public school students in grade 12 who successfully complete developmental education courses in English, reading and/or mathematics and who have an exit exam score of 19 or higher on the ACT or an equivalent measure in that subject area will meet minimum state requirements for placement in college-level courses upon admission to a publicly supported community college, technical college, four-year college or university, or private institution.

5.02.3 If an Arkansas public college or university or private institution requires a course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student in grade 12 must meet that institution's admissions/placement requirements.

5.02.4 Public school students in grade 12 who are enrolled in developmental education courses will not be counted for higher education funding purposes.

5.03 Participation in this pilot program is voluntary. Nothing in this subsection shall be construed to require Arkansas public schools, publicly supported community

colleges, technical colleges, four-year colleges or universities, or private institutions to participate in this pilot program.

5.04 This pilot program will be reviewed by the Arkansas Department of Education and the Arkansas Department of Higher Education. In July 2011, the Arkansas Department of Education and the Arkansas Department of Higher Education shall present its findings to the Arkansas State Board of Education.

Public Comments – Concurrent College and High School Credit

Date	Submitting Party	Comment	ADE Response
11/15/2010	Mr. Matthew Miller, Staff Attorney, Arkansas Bureau of Legislative Research	While the rule has historically applied to private institutions, Ark. Code Ann. § 6-18-223 mentions “publicly supported” colleges and universities. Are private institutions “publicly supported” in some way? The definition of private institution simply refers to accreditation. Do private institutions meet the qualifications?	Comment considered. Ark. Code Ann. § 6-18-223 applies to “publicly supported community colleges or four-year college or university.” There are no private community colleges in Arkansas. Additionally, private institutions in Arkansas are eligible to receive and do receive state support through financial aid and scholarship funds paid to the institutions.
11/15/2010	Mr. Matthew Miller, Staff Attorney, Arkansas Bureau of Legislative Research	Section 5.02 needs further explanation. Section 5.02 and 5.02.1 seem to apply to students with an ACT score of 17 and 18. Section 5.02.2 and 5.02.3 seem to apply to students with a 19 on their ACT. What issue is the rule trying to solve? Is there something that currently prohibits students with these scores from enrolling in the courses?	Comment considered. These sections refer to developmental education. The score of 19 on the ACT is important because it serves as the cutoff for remediation. If students do not score a 19 on the ACT, they are not deemed to be college-ready and cannot enroll in college level courses for college credit. Currently, high school students cannot enroll in developmental education courses at colleges and universities during the school day. Because this portion of the pilot program is limited to high school seniors only, it is necessary to limit student participation in developmental education courses pursuant to this rule to those who scored a 17 or 18 on the ACT.
11/15/2010	Mr. Matthew Miller, Staff Attorney, Arkansas Bureau of Legislative Research	Should 5.02.2 mean “19 or greater,” or does it mean a score of exactly 19?	Yes. The rule will be changed to reflect this comment.
11/15/2010	Mr. Matthew Miller, Staff Attorney, Arkansas Bureau of Legislative Research	Will any institution that chooses to participate in the pilot also adopt this language?	Comment considered. A college/university is not required to participate in this voluntary program. If institutions choose to participate, the Arkansas Department of Higher Education will approve those institutions with the understanding that the requirements of the rule must be followed in order for the students to receive appropriate course credit and for high school seniors to enroll in developmental education courses.

Westlaw Key Number Searches: 48Ak144.1(1); 345k160.
 C.J.S. Motor Vehicles §§ 290 to 314.
 C.J.S. Schools and School Districts §§ 734 to 739.

§ 6-18-223. College credits

(a)(1) A public school student who is enrolled in a public school in Arkansas and who has successfully completed the eighth grade shall be eligible to enroll in a publicly supported community college or four-year college or university in accordance with rules and regulations adopted by each institution in consultation with the Arkansas Higher Education Coordinating Board.

(2) A student who enrolls in and successfully completes a course or courses offered by an institution of higher education shall be entitled to receive appropriate academic credit in both the institution of higher education and the public school in which such student is enrolled, which credit shall be applicable to graduation requirements.

(b) The State Board of Education is authorized to adopt rules and regulations as may be necessary for implementation of this requirement.

Acts of 1989 (3rd Ex. Sess.), Act 60, § 1; Acts of 1991, Act 1097, § 1.

Cross References

Accreditation, development of regulations and standards, see § 6-15-202.

Library References

Schools ☞ 164.
 Westlaw Key Number Search: 345k164.
 C.J.S. Schools and School Districts §§ 701, 782 to 783, 817.

§ 6-18-224. Early graduation

Any student who is enrolled in a public high school in Arkansas and has earned the number of credits required by the local school district for graduation shall be eligible to graduate from the high school without regard to the grade level the student is enrolled in at the time such credits are earned.

Acts of 1997, Act 275, § 1, eff. Feb. 26, 1997.

Library References

Schools ☞ 178.
 Westlaw Key Number Search: 345k178.
 C.J.S. Schools and School Districts §§ 803 to 806.

§ 6-18-225. "Community truancy board" defined

As used in this section and § 6-18-226, "community truancy board" means a board composed of members of the local community in which the child attends school.

Acts of 1999, Act 1579, § 1, eff. July 30, 1999.

Historical and Statutory Notes

Arkansas Code Revision Commission

Technical changes were made in 2007 to conform with the official Arkansas Code of 1987 as approved by the Arkansas Code Revision Commission.

§ 6-18-226. Community truancy board—Members—Duties

(a) The local school district boards of directors may create a community truancy board or may use other boards that exist or are created such as diversion boards. However, a diversion or other existing board must agree before it is used as a community truancy board.

(b) Members of the community truancy board shall be selected from representatives of the community.

(c) Duties of a community truancy board shall include, but not be limited to, recommending methods for improving school attendance such as assisting the parent or the child to obtain supplementary services that might eliminate or ameliorate the causes for the absences or suggesting to the school district that the child enroll in another school, an alternative education program, an education center, a skill center, a dropout prevention program, or another public or private educational program.

Acts of 1999, Act 1579, § 2, eff. July 30, 1999.

Historical and Statutory Notes

Arkansas Code Revision Commission

Technical changes were made in 2007 to conform with the official Arkansas Code of 1987 as approved by the Arkansas Code Revision Commission.

Cross References

Annual school enrollment census, determination of student dropout rate, see § 6-18-215.

Library References

Schools ☞ 161.
 Westlaw Key Number Search: 345k161.
 C.J.S. Schools and School Districts §§ 740 to 743.

Public Comments – Non-Traditional Licensure Program

Date	Name	Affiliation	Section	Comments	Resolution
10-08-10	18 Current & Past TFA Corp Members	Current and Past TFA Corps Member	5	Fully supports changes	No proposed changes or revisions to respond to
10-11-10	Scott Shirey	Executive Director, Kipp Delta Public Schools	5.03.16	Change for Section 5.03.1.6, which required "TFA Option" participants to complete the Praxis I, II and III assessments prior to the issuance of a standard teaching license. It has been my experience that the training TFA participants receive is a more than adequate substitute for the Praxis III's observation and evaluation process.	This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.
10-15-10	Thomas Gathen	Superintendent, Mc Gehee School District	7.03.1	Requests that music be added as one of the content licensure areas for secondary NTL. While this may not be considered as core currently, it is one of the areas hard to fill. It works, oftentimes, hand-in-hand with Speech/Drama candidates.	This recommendation was considered and will be included in the final rule proposal in section 7.03.1.
10-21-10 (revised 10-26-10)	Dr. Tony Finley	Professional Licensure Standards Board	3.15	Would like an exact definition of "low income urban" and "rural public school" and an explanation of the rationale for this change. How will this change the number of schools that will be targeted by TFA? This is not in line with the language on the top of page 6 that says, "becomes the teacher of record in any Arkansas public school." How will this impact education in	This phrase defines the mission statement of the TFA national organization. It is not necessary to define these terms for the purpose of these rules.

Public Comments – Non-Traditional Licensure Program

10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	4.01.7.3	Arkansas in K-12 level and impact teacher education programs? The PLSB does not support this change. We adamantly support six hours of reading coursework.	This comment was considered and the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute.
10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	5.01.1.1	Why must NTL and traditionally licensed teachers have to have Arkansas history before they begin teaching, and TFA candidates do not?	A. C.A. § 6.17.418 (b) requires “social studies teachers and elementary school teachers entering Arkansas from another state shall receive a one-year, non- renewable provisional certificate to teach in Arkansas. Therefore, section 4.01.7.3 of the rule will be modified to require the completion of the AR History course prior to the second year of employment in an AR public school.
10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	5.04.1	TFA candidates are given a standard license after a provisional license and “skip” the initial license. Why? All other candidates in the state’s NTL program and the university programs must go from a provisional to an initial then to a standard.	This comment was considered. However, all Arkansas educators licensed through a NTL program and who meet requirements for a standard license are issued a standard license after a provisional license.
10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	5.03.1.4	Does this mean that TFA teachers are not required to participate in the State’s mentoring system (Pathwise). If so, we do not support this change. We support an aligned, systemic mentoring program for all new	This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates.

Public Comments – Non-Traditional Licensure Program

				<p>Arkansas teachers. To allow one group of teachers to have their own mentoring program does not support systemic alignment.</p> <p>The Pathwise Mentoring Program provides several pluses. Not only does it provide encouragement and reflective learning for the candidate (which TFA may do as well), but it also provides an opportunity for the candidate to become part of the team of the school. The mentor and the candidate work together over an extended period of time developing ways to team up with other professionals to make those skills stronger. The mentor is knowledgeable about many of the strengths of the other professionals within the building/district. The mentor can assist the candidate as they make connections with other professionals and acquire the information/knowledge/skills necessary to help students make the academic gains necessary and desired. Pathwise Mentoring also helps the candidate to become acquainted with the school community and the community at large. TFA candidates are new to the area and may not know much about the community and the assets available. The mentor helps</p>	
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Public Comments – Non-Traditional Licensure Program

10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	5.03.1.5	<p>to provide that information as well.</p> <p>How many hours are required by TFA? What is the format of the TFA PD? Is there a technology component? How many hours? Parent involvement? Will TFA teachers still be held to the 60 hour PD requirement for Arkansas? Will school districts be expected to pay for substitutes and travel for TFA teachers to attend their "separate" professional learning? Are TFA's professional development plans required to meet this same criteria?</p>	<p>This comment was considered. As with all Arkansas educators, TFA teachers will be expected to meet the contractual obligations of the employing school district with regard to their professional development hours.</p>
10-21-10 (revised 10-26- 10)	Dr. Tony Finley	Professional Licensure Standards Board	5.03.1.7	<p>We (PLSB) do NOT support allowing TFA teachers to have only a three hour reading course sponsored by TFA. Statistically, students in rural schools and low income schools have a greater number of students reading below grade level. Therefore, we do not support this portion of the rule that would allow TFA teachers to have fewer hours (6) than NTL teachers. This is an issue both of equity and the best interest of students. We adamantly support six hours of college course work in reading.</p>	<p>This comment was considered and the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute.</p>
10-21-10	Scott Smith	Arkansas Public School Resource Center	5.03.1.6	<p>Change for Section 5.03.1.6, which required "TFA Option" participants to complete the Praxis I, II and III assessments prior to the issuance of a standard teaching license. It has been</p>	<p>This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.</p>

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				my experience that the training TFA participants receive is a more than adequate substitute for the Praxis III's observation and evaluation process.	
10-22-10	Matt McClure	Superintendent, Cross County School District	5.03.1.6	Change for Section 5.03.1.6, which required "TFA Option" participants to complete the Praxis I, II and III assessments prior to the issuance of a standard teaching license. It has been my experience that the training TFA participants receive is a more than adequate substitute for the Praxis III's observation and evaluation process.	This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.
10-21-10	Mike Leach	Director of Public Policy Southern Bancorp	5.02.1	Allowing Teach for America teachers to be given a two year provisional license instead of applying for an initial license in year one, then reapplying for another one year license in year two.	This comment was considered and a two (2) year provisional license is deemed appropriate to address the candidates in the TFA program.
10-21-10	Mike Leach	Director of Public Policy Southern Bancorp	5.03.1.5	Not requiring Teach for America teachers to participate in the state's Pathwise training and state mentorship program, given Teach for America's own professional development model, mentoring and coaching.	This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates. In addition as with all Arkansas educators, TFA teachers will be expected to meet the contractual obligations of the employing school district with regard to their professional development hours.
10-21-10	Mike Leach	Director of Public	5.03.1.7	Waiving Teach for America	This comment was considered and

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10-21-10	Mike Leach	Director of Public Policy Southern Bancorp	5.03.1.6	Allowing Teach for America, along with the Praxis III assessor, to avow that a teacher has met all the respective requirements for licensure.	elementary and middle school teachers from taking and paying for Reading II.	the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute. This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.
10-21-10	Donna Morey	President, Arkansas Education Association	5.04.2	Substantial changes proposed that eliminate the requirement of Teach for America teachers in Arkansas to participate in the mentoring and successfully complete Praxis III before obtaining a standard teaching license. The argument is that TFA teachers are so great they alone should not be required to meet the standards. Also suggested that the requirements discourage TFA participants from seeking standard license. The Arkansas Education Association believes there is no credible evidence presented to support these arguments. Current rules adopted after much research and extensive discussion over several years involving all stakeholders. The requirement that all candidates for licensure complete the Pathwise Mentoring program and the three		This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates. This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates.

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				<p>Praxis tests was adopted to ensure that all candidates, no matter what preparation program they went through, could demonstrate an adequate performance level.</p> <p>If policymakers believe these requirements are no longer necessary to ensure that newly prepared teachers are ready to receive a standard license, it would be appropriate to research that content as it applies to all teacher preparation programs, not just one program.</p> <p>The AEA supports the position that a state mentoring program and the use of the Praxis are a necessary component to teacher licensing system. The AEA supports multiple pathways for entrance into the teaching position and obtaining full licensure. None should be considered inferior or superior and all should be fully accredited by NCATE. That requires teachers to be granted an initial license to teach and set forth to demonstrate effective practice during the first few years of teaching.</p>	<p>This comment was considered. However, all Arkansas educators who are licensed through a NTL program and who meet requirements for a standard license are issued a standard license after a provisional license.</p>
10-21-10	Tony Finley	Dean, College of Education, Harding University Member of	5.03.1.6	Supports AEA view and strongly disagrees with the proposed changes. Had received data on retention rate of teachers in Arkansas through	This comment was considered but no recommendations were made.

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		<p>Professional Licensure Standards Board Represent the Arkansas ACTE Council of Deans</p>		<p>different paths. The one that was really shocking was the TFA. The five year retention rate on TFA following those people who came in that route was around 2%; traditional routes between 65 and 75%.</p> <p>Praxis III is looked upon as a very good assessment tool. I wanted to speak on behalf of the three groups I represent, which strongly disagree with the changes that are listed in this document.</p>	<p>This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.</p>
<p>10-21-10</p>	<p>Jan Morgan</p>	<p>Chair, Teacher Education, Harding University</p>	<p>4.01.7.3 5.03.1.6</p>	<p>I support Praxis III because it is a very successful tool in helping first year teachers have the support they need. It is helpful for all teachers including Teach for America. We want all teachers from all programs to have Praxis III.</p> <p>We think it is very necessary that they have Arkansas history and six hours of reading.</p>	<p>This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.</p> <p>A. C.A. § 6.17.418 (b) requires "social studies teachers and elementary school teachers entering Arkansas from another state shall receive a one-year, non-renewable provisional certificate to teach in Arkansas. Therefore, section 4.01.7.3 of the rule will be modified to require the completion of the AR History course prior to the second year of employment in an AR public school.</p> <p>This comment was considered and</p>

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					the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute.
10-21-10	Donnie Lee	Associate Dean of Education, Harding University	5.03	We believe it does not create an equitable system to have a group come into Arkansas and be able to essentially provide a license to beginning teachers without any of these constraints placed upon them that we operate under. We are not arguing that we have those constraints removed from us. We're arguing that they be placed on everyone, or be removed, or at least be reviewed.	The comment has been reviewed and there are no recommended changes.
10-21-10	Ron Nurnberg	Executive Director, Teach for America, Arkansas and Mississippi	5.03.1.6	We see that an addition of the Praxis III, I would argue that it potentially isn't necessary and I would say that not only is it not necessary for Teach for America teachers, but potentially for everyone.	This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.
10-21-10	Mitch Holifield	On behalf of the Arkansas Professors of Educational Administration	5.03.1.7 5.04.2	ArPEA does not support allowing TFA teachers to have fewer than six hours of reading. Also, does not support allowing TFA to not go through the Arkansas mentoring program. We believe that	This comment was considered and the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute.

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				to allow these exceptions is contrary to state expectations regarding teacher efficacy in serving children.	This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	3.15	Definitions of "professionals", "career interests". What is the end goal of providing regulatory authority to TFA to operate in Arkansas?	The goal of these rules is to have the licensure procedures for Teach For America be reflected in the Non-Traditional Licensure rules.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	4.01.2	Official transcript(s) documenting as awarded four-year degree. There is nothing stating that this degree must be related to the area of licensure that is being sought by the applicant to the program. What about people who come to Arkansas from states that do not require NCATE accreditation?	This question was reviewed and it is true that educators from for all AR non-degree, non-traditional route programs do not have to have a degree related to the area of licensure. Accreditation of licensure programs within other states is a local state department decision of the respected states.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	4.01.3.1.2	Demonstrates a minimum of 2.0 undergraduate or graduate grade point average – The above description does not correspond to the requirements set in 4.01.3. The required GPA is 2.5 grad or undergrad with a 2.75 on the last 60 hours. This doesn't make sense. It seems to be a bad precedent to accept a GPA of 2.0 for a teacher, even if a candidate has 15 years experience in a field. If a candidate holds a Master's	This is in existing rules and practices for all AR non-degree, non-traditional route programs and was placed there upon recommendation of the Legislative Rules Committee several years ago.
10-21-10	Dr. Tony	ARACTE Council of	4.01.4.1.1		This master's degree referenced in

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	Finley	Deans		degree or above – There is nothing in this statement that says the Master’s degree must be from a regionally or NCATE accredited institution. Online programs should certainly be monitored.	<p>this section is only for substituting an entrance examination in to the Master’s program in place of Praxis I exam.</p> <p>The bachelor’s degree does have to be from a nationally or regionally accredited institution for licensure purposes.</p> <p>Master’s degrees which are not from nationally or regionally accredited institution will not be reflected on the educator’s license.</p> <p>This comment was considered. However, all Arkansas educators who are licensed through the NTL program and who meet requirements for a standard license are issued a standard license after a provisional license.</p> <p>TFA’s incorporation into the NTL rules allows authority for the issuance of a teacher’s license through ADE.</p> <p>This comment was considered and a two (2) year provisional license is deemed appropriate to address the candidates in the TFA program.</p>
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	4.01.7.3	TFA candidates skip to a standard from a provisional licensure. Why? All other candidates go from a provisional to a n initial then to a standard license. Why is TFA allowed to skip?	
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.0	Why try to hide under NTL program when it is a stand-alone program with different rules and regulations even for the state NTLP, much less alternative programs offered by IHEs.	
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.02.1	Needs to be awarded the same as everyone else. No such thing as a two year provisional. A one year provisional cannot be renewed but can be reapplied for and a candidate can receive provisional for a second year.	
10-21-10	Dr. Tony	ARACTE Council of	5.03.1.2	Why would we consider having out-of-	These comments were considered.

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	Finley	Deans		state organization and university TFA candidate to receive licensure and teach in our schools through different standards than traditionally trained teachers? Also, why not private schools – discriminating between teacher prep at university and NTLP – a license is a license.	This is a non-traditional licensure program and may involve different delivery of the same standards. This comment was considered, there is no proposed changes or revisions to respond to.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.03.1.3	What is the content of the TFA training? Does this mean that five weeks is the training in total? Redundant?	These questions were considered and it is not necessary to fully detail the TFA training in these rules.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.03.1.5	Why is it so much easier for TFA to come into Arkansas and prepare teachers as compared to what universities have to do to offer programs? (equity) What would prevent a start-up organization from offering teacher preparation and license?	TFA is only providing a means for licensure it is not a degree-awarding institution or program.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.03.1.6	TFA not under any requirement for program approvals, SPAs or NCATE (neither is NTLP). Strongly agree – including two year mentoring program. Seems to be part of a strategic effort to diminish teacher education programs in Arkansas	Neither of these alternative pathways to licensure are degree-awarding institutions or programs. This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.03.1.7	Require only three hours of literacy through Delta State only compared to six hours from NTLP and traditional	This comment was considered and the ADE determined that the three hours of coursework in reading and

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10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.04.1	Issue a standard license – traditional get initial license – inequitable. Why are these candidates allowed to skip the initial license phase of teacher induction?	route through nationally accredited universities? Is Delta State "locked up" with TFA?	the job embedded professional development provided in the area of reading is an appropriate substitute. This comment was considered. However, all Arkansas educators who are licensed by the NTL program and who meet requirements for a standard license are issued a standard license after a provisional license.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	5.04.2	Dangerous to say "shall not be required to comply with any other requirements of these rules." Leaves it open to any possibility. Clinton School of Public Service is listed as a TFA partner –not even an education preparation program.		This comment was considered and the following sections of the rule will also be included for compliance: Sections 7.03 and 7.04.
10-21-10	Dr. Tony Finley	ARACTE Council of Deans	Conclusion	This appears to be the beginning of a merger of NTLP and TFA. Will TFA become the NTLP? These rules and regulations intentionally set up an inequitable system of teacher preparation and licensing in Arkansas. While there may be alternate routes, should not all routes – whether from an IHE, agency or organization – be held to the same standards to ensure integrity in the process?		These comments were considered. This is a non-traditional licensure program and may involve different delivery of the same standards.
10-25-10	Carolyn Odom	Principal, Randall G. Lynch Middle School Farmington, AR	4.01.7.3	TFA teachers need at least six hours of Methods of Teaching Reading. The reading strategies obtained in these classes are vital to students that read		This comment was considered and the ADE determined that the three hours of coursework in reading and the job embedded professional

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10-25-10	Carolyn Odom	Principal, Randall G. Lynch Middle School Farmington, AR	5.04.1	TFA candidates should go through the same licensure process as an NTL or a university candidate – a provisional to an initial then to a standard.	below grade level.	development provided in the area of reading is an appropriate substitute. This comment was considered. However, all Arkansas educators who are licensed through the NTL program and who meet requirements for a standard license are issued a standard license after a provisional license.
10-25-10	Carolyn Odom	Principal, Randall G. Lynch Middle School Farmington, AR	5.03.1.7	We do not support this portion of the rule that would allow TFA teachers to have fewer than six hours in reading courses.		This comment was considered and the ADE determined that the three hours of coursework in reading and the job embedded professional development provided in the area of reading is an appropriate substitute.
10-26-10	Diana Pounder	Dean, School of Education, University of Central Arkansas	General	It is frustrating to see yet another set of standards and procedures proposed to accommodate a special interest group – in this case, Teach for America (TFA). If this Non-Traditional Licensure (NTL)/TFA proposal is supported and approved, it will suggest that there is insufficient support for NCATE standards or other regulations applied to state educator licensing. If policy-makers really don't feel that these national standards or licensure regulations improve teacher quality, then why would university prep programs need to adhere to them? Either we believe in and support the		These comments were considered but there were no recommendations responsive to the NTL rule being proposed.

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				<p>standards across ALL lines of preparation (NTL, TFA, and university-based) because there is evidence they improve teacher quality – OR we don't believe in and support the standards and should make them optional for all preparation routes – including universities.</p>	
<p>10-27-10</p>	<p>Dr. Linda Arnold</p>	<p>NTL Site Facilitator</p>	<p>General</p>	<p>I am adamantly opposed to exempting TFA teachers from Arkansas' licensure requirement. While I am cognizant of the opinions of some that TFA teachers are so well versed in their disciplines that they do not need anything further, I am of the opinion that all new teachers can benefit from the pedagogical expertise of seasoned professionals.</p> <p>I have worked with and observed TFA teachers at schools in the state. Based on my observations, TFA teachers need mentoring and assessment even more than their local counterparts.</p> <p>In a recent conversation with a TFA teacher, I was quite impressed with the teacher's understanding of the role of the TFA program. She said, "The TFA program is a band aid. It is a stop-gap measure that cannot solve the problem. The schools need teachers who will stay here beyond</p>	<p>This comment was considered and the ADE has determined that the mentoring offered through the TFA program meets the needs of these teacher candidates.</p> <p>This recommendation was considered and it is the opinion of the ADE that the Praxis III assessment should also be administered to TFA teacher candidates.</p>

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			<p>the two years and become part of the community."</p> <p>I would suggest that her words also hint at a problem with TFA teachers in general. They truly are not members of the community. They have been oriented to the area through the program. They meet with other TFAs to share experiences and offer support. But they are not part of the culture or community. As a result, there is much they do not understand about the students they teach, the families they touch, and the area they are serving. Rather, they need a member of the professional community at the site to gain insights and to feel a part of the society into which they have been thrown.</p> <p>While the TFA program may provide support personnel who travel among schools and work with the TFA teachers, this is no substitute for the guidance of a teacher in the school system who has firsthand knowledge of the student and community population. Also, the needs of new teachers are not limited to what can be addressed in passing conferences or occasional contact. A steady, deliberate process of mentoring is needed to ensure TFA teachers have</p>	
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				<p>the help they need to succeed. The mentoring process is not haphazard. It is methodical. It leads the novice teacher in developing skills and dispositions so necessary for success.</p> <p>The mentoring and assessment programs in Arkansas have been recognized nationally. We have moved from the bottom of the ratings to near the top when it comes to improving teacher quality. Why would anyone want to go back to where we were before? Why would any new teacher not welcome the opportunity to receive professional support that has been proven to work? I am at a loss to answer these questions.</p>	
11-01-10	Matthew Miller	Administrator, Administrative Rules Review, Bureau of Legislative Research	General	<p>Arkansas Code Annotated 6-17-402 requires every first-time applicant for a license to take and complete a test recognized by the National Council for Accreditation of Teacher Education and approved by the State Board of Education. I noticed a person under this rule is required to take some tests – do those tests meet this threshold?</p> <p>Is the professional development under this section just during the two year period they're in the TFA program or do they keep getting TFA professional development after licensure?</p>	<p>Yes, subsections 4.01.4.1 and 4.01.4.2 of these rules states that the NTL candidate, including the TFA candidate (subsection 5.01.1.1) must complete Arkansas's Praxis I and II assessments for admission into the respective programs.</p> <p>Yes. They are asking to attend their own professional development workshops for those two years and that their teachers not be mentored through the state's Pathwise © program.</p>
11-01-10	Matthew Miller	Administrator, Administrative Rules Review, Bureau of Legislative Research	5.03.1.5		

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11-01-10	Matthew Miller	Administrator, Administrative Rules Review, Bureau of Legislative Research	5.03.1.7	What are the reading or literacy courses? Are those done in a university setting?	<p>However, as with all Arkansas educators, TFA teachers will be expected to meet the contractual obligations of the employing school district with regard to their professional development hours.</p> <p>The first three (3) hour course is from Delta State University which is an NCATE accredited institution in Mississippi.</p> <p>The ADE determined that the three hours of coursework in reading plus the on-going job embedded professional development provided in the area of reading is an appropriate substitute.</p>
11-01-10	Matthew Miller	Administrator, Administrative Rules Review, Bureau of Legislative Research	4.01.5	Is a person in the TFA program required to get the child maltreatment screenings that are required by law now? It didn't seem to have a reference to them.	<p>Yes, per state law all new first year teachers, regardless of the preparation route, reciprocity, etc. must complete and pass the child maltreatment screening. This comment will be added to the final proposal of the rule in section 4.01.5.</p>
11-4-10	David Burks	President Harding University	General	<p>Inequity in the shortcuts proposed for TFA candidates.</p> <p>Believes in quality and supports standards for quality.</p> <p>Believes in fairness and equity of treatment for all candidates and does not see equity in play with the</p>	<p>These comments were considered but there were no recommendations responsive to specific sections of the NTL rule being proposed.</p>

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11-5-10	Larry Long	V-Pres. Harding University	General	<p>proposed rules. Uneven playing field Believes in fairness and equity of treatment for all candidates and does not see equity in play with the proposed rules.</p>	<p>These comments were considered but there were no recommendations responsive to the NTL rule being proposed.</p>
11-12-10	Karen Wright	Director of Accountability, Harding University	General	<p>Comments on the requirement of NCATE for IHEs in Arkansas and is in agreement. Shared the concern on the different requirements for TFA across the regions in the country. Seems to temporarily fix a shortage without regard for a strategic plan to ensure future quality in P-12 classrooms.</p>	<p>These comments were considered but there were no recommendations responsive to the NTL rule being proposed.</p>

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE NON-TRADITIONAL
LICENSURE PROGRAM
~~July 2007~~ September 2010**

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through the Arkansas Department of Education (ADE) Non-Traditional Licensure Program.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Non-Traditional Licensure Program.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 6-17-401, Ark. Code Ann. § 6-17-409, Ark. Code Ann. § 6-17-410, Ark. Code Ann. § 6-17-418, and Ark. Code Ann. § 25-15-204.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

3.01 Area of Licensure - a particular content field as identified in Appendix A, Areas and Levels of Licensure/Endorsement.

3.02 Induction - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. The induction period concludes with successful completion of the state-mandated performance assessment.

3.03 Initial Teaching License - a three-year teaching license, issued by the State Board of Education, which allows one to teach in Arkansas public schools.

3.03.1 The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education as referenced in Appendix A, Areas and Levels of Licensure/Endorsement, which are hereby incorporated into these rules.

3.03.2 The Initial license may be issued to:

3.03.2.1 Teachers who have completed an approved teacher education program from a regionally and/or National Council for Accreditation of Teacher Education accredited college or

- university (including the appropriate state-mandated assessments).
- 3.03.2.2** Teachers who have completed the Non-Traditional Licensure Program (including the appropriate state-mandated assessments).
- 3.03.2.3** Teachers who were prepared out of state but did not license.
- 3.04** **Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure/Endorsement.
- 3.05** **Mentor** - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management and professional behaviors.
- 3.06** **Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency and professional development.
- 3.07** **Non-Traditional Licensure Program (NTLP)** - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a Provisional license. The program requirements consist of two years of teaching and instructional modules, which must be completed within three years.
- 3.08** **(Non-Traditional) Provisional License** – the provisional teaching license issued to participants in the Non-Traditional Licensure Program.
- 3.09** **Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom-teaching experience, not including student internship or substitute teaching.
- 3.10** **Out-of-Country Candidate** - a person from a foreign country who holds the equivalent of a four-year degree, and who comes from a foreign country that does not have reciprocity with Arkansas.
- 3.11** **Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
- 3.11.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score/minimum passing score.

- 3.12 Professional Teaching Permit** – a one-year permit issued to an experienced professional to teach one or two classes per semester as teacher-of-record in an Arkansas public school. This may be issued under the auspices of the Non-Traditional Licensure Program to any active professional in the field related to the teaching/licensure subject area or any retired professional with at least three years of experience in the field related to the teaching/licensure subject area.
- 3.13 Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.
- 3.14 Provisional Teaching License** - a temporary teaching license available to candidates who have not completed all requirements for the Initial or Standard Arkansas teaching license.
- 3.14 Standard Teaching License** - a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools. The Standard License is issued to:
- 3.14.1** Initial License holders who have successfully completed the state required induction for novice teachers and the performance assessment.
 - 3.14.2** Provisional License holders who have successfully completed the Non-Traditional Licensure Program (including all appropriate assessments), the state required induction for novice teachers, and the performance assessment .
 - 3.14.3** Teachers who have completed all requirements for standard licensure through reciprocity.
- 3.15 Teach for America** – the nationally-established program consisting of recent college graduates and professionals of all academic majors and career interests who commit to a minimum of two (2) consecutive years of classroom teaching in either a low-income urban or rural public school.
- ~~3.15~~ 3.16 Teacher of Record** - an instructional teacher, who is officially responsible for a class and its grades, employed under contract (in a licensed staff position) by a school, school district or other Arkansas agency or organization requiring an Arkansas teaching license.

4.0 REQUIREMENTS FOR ADMISSION TO THE NTL PROGRAM

- 4.01** The following is required for admission to the NTL program:
- 4.01.1** A completed Non-Traditional Licensure Program application with all required accompanying documentation.
 - 4.01.2** Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from a regionally and/or National Council for Accreditation of Teacher Education (NCATE) accredited institution.

- 4.01.2.1** For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an accredited institution of higher learning in the United States. The degree is to be evaluated by a private credential evaluation agency. This must be a course-by-course-evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).
- 4.01.3** Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 on the last 60 credit hours of coursework.
- 4.01.3.1** Candidates for the NTLP may be exempt from the standard minimum GPA requirement if all the following conditions are met:
- 4.01.3.1.1** Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.
 - 4.01.3.1.2** Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average.
 - 4.01.3.1.3** Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.
 - 4.01.3.1.4** Have two (2) professional letters of recommendation submitted by references to the NTL office.
 - 4.01.3.1.5** Complete the regular NTL application process.
- 4.01.4** An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:
- 4.01.4.1** The basic skills assessment (all parts)
 - 4.01.4.1.1** If a candidate holds a Master's Degree or above, and has taken the graduate level assessment, and has scored at or above the State Board established cut-score/minimum passing score, that assessment be accepted in lieu of the basic skills assessment(s).
 - 4.01.4.2** The state required subject-content-area assessment(s) for the specific licensure area(s) sought.
- 4.01.5** Documentation of passing the required background checks by the Arkansas State Police, ~~and~~ the Federal Bureau of Investigation, and clear a Child Maltreatment Central Registry Check to be conducted by the Department of Human Services as required by Ark. Code Ann. § 6-17-410.
- 4.01.6** Payment of the Non-Traditional Licensure Program Fee which is established annually by the Arkansas Department of Education.

- 4.01.7** Applicable college/university coursework (in advance) from a regionally/nationally accredited institution recognized by the U. S. Department of Education or the Council for Higher Education Accreditation. Required coursework includes:
- 4.01.7.1** Three (3) college credit-hours of *Arkansas History* (in advance) for the licenses of: Early Childhood Education (P-4), Middle Childhood Education (4-8), and Social Studies (7-12). Ark. Code Ann. § 6-17-418
- 4.01.7.2** Six (6) college credit-hours in *Methods of Teaching Reading* (in advance, completed with a grade of “C” or better) for the licenses of: Early Childhood Education (P-4) and/or Middle Childhood Education (4-8).
- 4.01.7.3** Individuals who are in the Teach for America Program Option for NTL must complete the requirements of Section 4.01.7.1 ~~and 4.01.7.2~~ of these Rules before ~~being eligible to receive a standard teaching license~~ **beginning their second year in an Arkansas public school.**

5.0 Requirements for Admission Into, and Completion of, NTL Program – Teach for America Option

5.01 Admission into NTL Program

5.01.1 Individuals who are participants in the Teach for America Option are eligible to apply for admission into the NTL Program by complying with the following requirements:

5.01.1.1 Compliance with Sections 4.01 – 4.01.5 of these Rules;

5.01.1.2 Compliance with Section 4.01.7.1 of these Rules shall not be required for admission into the NTL Program, but must be attained before the candidate shall be deemed to have successfully completed the NTL Program.

5.02 Issuance of Provisional Teaching License

5.02.1 Upon admission into the NTL Program, the ADE shall issue the Teach for America Option candidate a provisional teaching license valid for the entire two-year period that the candidate remains in the Teach for America Program, teaching in an Arkansas public school.

5.03 Requirements for Obtaining a Standard Teaching License Through Teach for America Option

5.03.1 To obtain a Standard Teaching License through the NTLP – Teach for America option, a candidate must:

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- 5.03.1.1 Comply with Section 5.01 of these Rules;
- 5.03.1.2 Participate in and successfully complete an intensive, five (5) week summer institute designed to prepare new teachers to enter the classroom, conducted by Teach for America, before the candidate becomes the teacher of record in any Arkansas public school;
- 5.03.1.3 Simultaneously, with the completion of the requirements of Section 5.03.1.2 of these Rules, the candidate will complete Teach for America's training curriculum for professional development;
- 5.03.1.4 Participate in and successfully complete a weeklong induction, conducted by Teach for America, to orient the candidate to Arkansas and his/her assigned public school(s), before the candidate becomes the teacher of record in any Arkansas public school;
- 5.03.1.5 Complete all appropriate professional development provided by Teach for America throughout the school year, as required for successful completion of the Teach for America Program;
- 5.03.1.6 Complete the appropriate Praxis I, II and III assessments prior to the issuance of a standard teaching license; and
- 5.03.1.7 Complete all requirements for obtaining appropriate graduate course credit through the Teach for America reading program which shall include the three-hour Literacy Development course, unless equivalent course work has already been completed through prior college or university studies. No other reading or literacy course shall be required aside from those recognized and approved by the Teach for America Program.

5.04 Issuance of Teaching License

- 5.04.1 Upon the submission of proof from a duly authorized official of the Teach for America Program that the candidate has successfully completed the Teach for America two-year program, and has complied with all the applicable requirements of these Rules pertaining to the Teach for America Program option, the Department shall issue the candidate a standard teaching license for the appropriate grade and subject area(s) of certification licensure completed by the candidate.

5.04.2 A candidate who participates in the Teach for America option for NTL licensure shall not be required to comply with any of the other requirements of these Rules, with the exception of those requirements listed in this Section 5.0, Sections 7.03 and 7.04 and Sections 8.02.1, 8.02.2, and 8.02.6 of these Rules.

5.0 6.0 PROFESSIONAL TEACHING PERMIT

- ~~5.01~~ 6.01A Professional Teaching Permit (PTP):
- ~~5.01.1~~ 6.01.1 Is a one-year permit issued to an experienced professional for the purpose of teaching one or two classes per semester as teacher-of-record in an Arkansas public school.
- ~~5.01.2~~ 6.01.2 Is issued for licensure content areas in grades 9-12 only.
- ~~5.01.2.1~~ 6.01.2.1 Any candidate who teaches for three (3) years with a PTP and applies to the Non-Traditional Licensure Program (NTLP) would be eligible for the NTLP “one-year” track.
- ~~5.01~~ 6.02 To obtain a Professional Teaching Permit a candidate must:
- ~~5.02.1~~ 6.02.1 A Bachelors degree with a minimum of three years of working experience in the content area of the class to be taught.
- ~~5.02.2~~ 6.02.2 Be offered employment to teach one (1) or no more than two (2) regularly scheduled, for-credit classes in an AR public school.
- ~~5.02.3~~ 6.02.3 Submit to the Office of Teacher Quality a complete PTP application.
- ~~5.02.4~~ 6.02.4 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants’ credentials to teach the subject in question.
- ~~5.02.5~~ 6.02.5 Have two (2) professional letters of recommendation submitted by references to the Office of Teacher Quality.
- ~~5.02.6~~ 6.02.6 Pass the appropriate Praxis II Content Knowledge test for the class to be taught.
- ~~5.02.7~~ 6.02.7 Pass a non-criminal background check.
- ~~5.02.8~~ 6.02.8 Successfully complete a forty (40)-hour PTP pedagogy training within the first year of teaching. Reinforcement of pedagogical skills will be scheduled as needed by the ADE, Office of Teacher Quality.

6.0 7.0 REQUIREMENTS FOR OBTAINING A (NON-TRADITIONAL) PROVISIONAL TEACHING LICENSE

- ~~6.01~~ 7.01 To obtain a Provisional Teaching License through NTLP a candidate must:
- ~~6.01.1~~ 7.01.1 Be admitted into the Arkansas Department of Education’s Non-Traditional Teacher Licensure Program (NTLP)
- ~~6.01.2~~ 7.01.2 Successfully complete the summer instructional modules
- ~~6.01.3~~ 7.01.3 Document appropriate employment as teacher-of-record, teaching a minimum of five hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school or a

private school within the state of Arkansas accredited by a nationally recognized accrediting association during the provisional licensure period.

~~6.01.3.1~~ 7.01.3.1 If employment is not secured by September 1, of the year of admission into the NTLP, the participant shall accept teaching employment (if offered) working in conjunction with the ADE Office of Teacher Recruitment.

~~6.01.3.2~~ 7.01.3.2 If the candidate does not accept said employment, he or she may be administratively withdrawn from the program.

~~6.01.3.3~~ 7.01.3.3 If appropriate employment is not found by the candidate or the Office of Teacher Recruitment, the candidate shall be maintained on “hold” (one year only), until the following year.

~~6.01.3.4~~ 7.01.3.4 A candidate on “hold” shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two years of teaching within a three-year period.)

6.02 7.02 A one-year Provisional teaching license is:

~~6.02.1~~ 7.02.1 Issued to NTL participants at the beginning of each year of the program

~~6.02.2~~ 7.02.2 Effective as of August first of the year of issue

~~6.02.3~~ 7.02.3 Active for one year

6.03 7.03 Provisional licenses are issued to participants (in one license area, except as follows) based upon the areas and levels of teaching assignment as according to Appendix A, NTL Teaching Areas and Levels of Licensure/Endorsement.

~~6.03.1~~ 7.03.1 Secondary NTLP participants teaching in the content licensure areas of Mathematics, English, Science, Social Studies, Speech/ Drama, **Music** or any Foreign Language may be issued a license in two (2) of these areas. Participants may be licensed in both areas if they have successfully completed all content specific licensure Praxis exams, and have a teaching assignment, in both licensure areas. (Those candidates wishing to add social studies must also complete the required three (3) college credit-hours of *Arkansas History*, in advance of licensure.)

~~6.03.1.1~~ 7.03.1.1 A Journalism endorsement may be added as the second area of licensure to any of these five areas if the required program of study for Journalism has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in Journalism.

~~6.03.1.2~~ 7.03.1.2 An English Second Language (ESL) endorsement (grades 7-12) may be added as the second area of licensure to any of these five areas if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in ESL.

~~6.03.2~~ 7.03.2 An ESL endorsement (P-8) may be added to an Early Childhood (P-4) or Middle Childhood (4-8) provisional license if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed and the teacher has a teaching assignment in ESL.

~~6.03.2.1~~ 7.03.2.1 The ESL endorsement does not allow teachers licensed in Early Childhood or Middle Childhood to “test-out” in any Secondary Licensure area.

~~6.03.3~~ 7.03.3 A Coaching endorsement may be added as the second area of licensure to any license area if the required program of study for Coaching and the appropriate Praxis II assessment are successfully completed and the teacher has a position that requires a Coaching endorsement.

6.04 7.04 NTLP participants may not file an ALP or teach out-of- licensure area while enrolled in the NTLP.

7.0 8.0 **GENERAL POLICIES AND PROCEDURES RELATING TO THE NON-TRADITIONAL LICENSURE PROGRAM**

~~7.01~~ 8.01 There are two tracks in the NTLP, a one-year program or a two-year program.
~~7.01.1~~ 8.01.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five years of the date of application.

~~7.01.2~~ 8.01.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five years before the date of application, must complete a two-year program.

7.02 8.02 Participants in the Non-Traditional Licensure Program shall:

~~7.02.1~~ 8.02.1 Be employed as the teacher of record in an Arkansas school

~~7.02.2~~ 8.02.2 Teach a minimum of five hours per day in their licensure area(s)

~~7.02.2.1~~ 8.02.2.1 Teach for one year, if in the one-year program

~~7.02.2.2~~ 8.02.2.2 Teach for two years, if in the two-year program

~~7.02.3~~ 8.02.3 Be assigned to, and attend, a Non-Traditional Licensure Program satellite site for instructional modules

~~7.02.4~~ 8.02.4 Be mentored according to the Arkansas Department of Education Teacher Induction Guidelines

~~7.02.5~~ 8.02.5 Complete all instructional modules prescribed by the Arkansas Department of Education

~~7.02.6~~ 8.02.6 Pass the appropriate state mandated pedagogical assessment(s)

~~7.02.7~~ 8.02.7 Become eligible to participate in the state-mandated performance assessment in their final semester in the program, after the pedagogical assessment has been successfully completed

~~7.02.8~~ 8.02.8 Adhere to and abide by all the policies and procedures as outlined in the published NTL Handbook for the year of admission

7.03 8.03 The required NTL program prescribed by the Arkansas Department of Education includes:

~~7.03.1~~ 8.03.1 Required Instructional Modules during the summer

- ~~7.03.2~~ 8.03.2 Required Instructional Modules during the school year
- ~~7.03.3~~ 8.03.3 Development of a professional portfolio
- ~~7.03.4~~ 8.03.4 Novice Teacher Induction (which includes Mentoring by a trained and certified mentor)
- ~~7.03.5~~ 8.03.5 Teaching a minimum of five hours per day (or the equivalent) in the licensure area(s)

~~7.04~~ 8.04 Successful completion of the Non-Traditional Licensure Program may yield either an Initial or a Standard Teaching license:

- ~~7.04.1~~ 8.04.1 To receive an Initial teaching license, the participant shall:
 - ~~7.04.1.1~~ 8.04.1.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education, and
 - ~~7.04.1.2~~ 8.04.1.2 Pass the appropriate state mandated pedagogical assessment(s).
- ~~7.04.2~~ 8.04.2 To receive a Standard teaching license, the participant shall:
 - ~~7.04.2.1~~ 8.04.2.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education
 - ~~7.04.2.2~~ 8.04.2.2 Pass the appropriate state mandated pedagogical assessment(s)
 - ~~7.04.2.3~~ 8.04.2.3 Successfully complete Induction and the state required performance assessment
- ~~7.04.3~~ 8.04.3 If the pedagogical assessment is not successfully completed within the NTLP program period, a subsequent license will not be issued. The participant will be allowed to attend ADE-scheduled remedial sessions for one year, during which time the participant may attempt to pass the assessment and, if successful, will be issued an Initial license.
- ~~7.04.4~~ 8.04.4 If the pedagogical assessment is not successfully completed within the remedial year, the participant will be administratively withdrawn from the program.

~~7.05~~ 8.05 Annual enrollment in the NTL program may be limited by:

- ~~7.05.1~~ 8.05.1 Licensure requirements.
- ~~7.05.2~~ 8.05.2 Licensure area and level of candidates (shortage areas may be given preference).
- ~~7.05.3~~ 8.05.3 Program capacity (in which case applications will not be accepted after capacity is reached).

~~8.0~~ 9.0 **RULES PERTAINING TO NOVICE TEACHER INDUCTION FOR NON-TRADITIONAL NOVICE TEACHERS**

~~8.01~~ 9.01 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district's approved plan for mentoring.

- ~~8.01.1~~ 9.01.1 Implementation of the district mentoring plan shall include:
 - ~~8.01.1.1~~ 9.01.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form

- ~~8.01.1.2~~ 9.01.1.2 Providing a trained mentor for each NTL enrollee
- ~~8.01.2~~ 9.01.2 Support includes:
- ~~8.01.2.1~~ 9.01.2.1 Providing a minimum of two (2) hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together
- ~~8.01.2.2~~ 9.01.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities
- ~~8.01.2.3~~ 9.01.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development
- ~~8.01.3~~ 9.01.3 Monitoring of the quality of the district program is achieved by review of the required mentoring documentation by the District Project Director.
- ~~8.01.4~~ 9.01.4 All other mentoring documents shall become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions be collected and maintained by the District's Project Director. At the conclusion of Induction all documentation, exclusive of the timesheets, become the sole possession of the Novice Teacher.
- 8.02** 9.02 Mentoring observational information shall not be utilized in any way to make employment decisions unless students are at risk, either physically or emotionally.

9.0 10.0 GENERAL POLICIES PERTAINING TO LICENSES

- 9.01** 10.01 NTL participants are issued the Provisional License in level(s)/area(s) of licensure based on having passed the assessment(s) in that licensure level(s)/area(s) and securing appropriate teaching employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission.
- 9.02** 10.02 NTL participants will be issued either the Initial or Standard Teaching License in the level(s)/area(s) of licensure based on having passed the assessment(s) in that licensure level(s)/area(s) and successfully completing two years of employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission. (One year of teaching is permitted for those candidates who have been identified in the "one-year" program).
- 9.03** 10.03 NTL teachers must teach in a traditional classroom setting. An ESL endorsement is granted to allow the NTL teacher to work with ELL students in the regular classroom environment. (This excludes the NTL teacher from being assigned to a transitional or any other non-regular classroom setting.)

- 9.04** 10.04 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating “duplicate”) to the Office of Professional Licensure.
- ~~9.04.1~~—10.04.1 A duplicate license will be issued only for a license that is current.
- 9.05** 10.05 All information and documentation submitted for an Arkansas Teacher License must be timely, accurate, authentic and unaltered in any way.
- ~~9.05.1~~—10.05.1 Any license issued as a result of information submitted that is not in compliance with section 8.04 will be null and void and shall be rescinded by the Office of Professional Licensure, as authorized by the State Board of Education.
- 9.06** 10.06 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teacher License that has been issued in error.
- 9.07** 10.07 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to non-renew a Non-Traditional Provisional License if the licensee does not successfully complete the required preparation modules, and non-renewal is recommended by the Non-Traditional Licensure Office. The Office of Professional Licensure shall not convert a provisional license to an initial license if the candidate fails to meet all criteria of the NTL program.

Appendix A
Arkansas Department of Education
NTL Teaching Areas and Levels of Licensure/Endorsement

Areas of Licensure	Grade Levels*		
Early Childhood	P-4		
Middle Childhood: Math/Science	4-8		
Middle Childhood: English-Lang Arts/Social Studies	4-8		
Mathematics		7-12	
English		7-12	
Social Studies		7-12	
Physical/Earth Science		7-12	
Life/Earth Science		7-12	
Drama/Speech		7-12	
P.E. Wellness & Leisure	P-8	7-12	
Art	P-8	7-12	
Music, Vocal, & Instrumental	P-8	7-12	
Spanish	P-8	7-12	
French	P-8	7-12	
German	P-8	7-12	
Family & Consumer Science	4-8	7-12	4-12
Agriculture	4-8	7-12	4-12
Industrial Technology	4-8	7-12	4-12
Business Technology	4-8	7-12	4-12
Marketing Technology	4-8	7-12	4-12
Areas of Endorsement			
Coaching		7-12	
ESL	P-8	7-12	
Journalism		7-12	
Mandarin Chinese		7-12	

* Level of licensure issued is determined based on grade level(s) taught in the NTL program.