



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

February 14, 2011

Arkansas Department of Education

Auditorium, State Education Building

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 Arkansas Teachers from The Peoples Republic of China Who Are Teaching Mandarin Chinese Language and Culture to Arkansas Students

In conjunction with the Confucius Institute at the University of Central Arkansas the Department is assisting the HANBAN Chinese teachers in the teacher licensure process through the Office of Teacher Quality's Non-Traditional Licensure Program for Arkansas Teachers. These young women from the People's Republic of China have a master's degree in teaching Chinese as a world language. This two-year program began in the summer of 2008. The Memorandum of Understanding with the Chinese Language Council International agrees to explore the possibility of a joint, yearly collaboration to select license and place qualified teachers of Chinese language in Arkansas public school systems. Currently there are eleven (11) teachers from China teaching in Arkansas schools. ADE is pleased to present the following: First Year Teachers: Lina Gan – Wynne School District; Yufei Li – Northwest Arkansas Educational Service Cooperative; Fang Xie (Shirley) – Northwest Arkansas Educational Service Cooperative; Second Year Teachers: Danmei Si (Amy) – Cross County School District; Qi Shao – Waldron School District; Tu Xu (Cory) – Batesville School District; Yu Mao – Hot Springs School District; Xi Chen (Anny) – Conway School District; Liyun Zhang (Lily) – Harrisburg School District; Wen Huang - North Little Rock School District; Third Year Teacher Jie Min – Hot Springs School District; UCA Hanban Confucius Institute Jingjing Li – University of Central Arkansas; Wenjun Zhao – University of Central Arkansas.

Presenter: Beverly Williams

Report-4 Coordinated School Health Joint Use Agreement Grant Program Update

Act 180 of 2009 Tobacco Excise Tax, includes funding for the Joint Use Agreement Grant Program to promote increased opportunities for physical activity through community partnerships by encouraging schools and other community organizations to share indoor and outdoor spaces like gymnasiums, athletic fields, playgrounds, and walking tracks with the intent of maximizing public resources, cutting costs, while serving the needs of communities.

Presenter: Jerri Clark

Report-5 Progress Report on School Improvement Grant

An update will be given on the progress of the seven schools that received 1003G School Improvement Grants in August 2010.

Presenter: Dr. Laura Bednar

Report-6 Charter School Authorizing Evaluation Summary and Update on Charter School Grant

The results of the authorizing evaluation conducted by the National Association of Charter School Authorizers will be provided. Additionally an update will be given regarding the Federal Charter School Grant recently awarded.

Presenter: Dr. Mary Ann Duncan, Margaret Lin and Rachel Ksenyak

Consent Agenda

C-1 Minutes: January 14, 2011

Presenter: Phyllis Stewart

C-2 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 February report summarizes the PMT for January.

Presenter: Dr. Charity Smith and Willie Morris

C-3 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. It is also used to communicate to the members of the State Board on monthly personnel actions.

Presenter: Beverly Williams and Clemetta Hood

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. Requests were received from 34 school districts covering a total of 59 waivers. Long Term Substitute Waivers were requested from 23 school districts for a total of 27 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 Review of 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 2nd Lien Bond Application – Recommend Approval; 2 Voted Bond Applications – Recommend Approval

Presenter: Amy Woody and Cindy Hollowell

C-6 Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and a Fine of \$50 for Case #09-043 – Brenda Allen

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of \$50 for Brenda Allen for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Presenter: Beverly Williams and Michael Smith

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License Commencing on the Date the State Board Accepts the Recommendation and Concluding on August 1, 2011, plus a Fine of \$100. Additionally impose a 1 (one) Year Probation of License to Begin on August 1, 2011 and ending August 1, 2012 as well as Counseling for Case 09-079 – Joe Bob Wise

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending the suspension of the teaching license of Joe Bob Wise commencing on the date the State Board accepts the recommendation and concluding on August 1, 2011, plus a fine of \$100. Additionally impose a one (1) year probation of his license is to begin on August 1, 2011 and end August 1, 2012; as well as quarterly reports of compliance with counseling for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Any substantiated complaint during the probationary period will result in an automatic one year suspension of his license.

Presenter: Beverly Williams and Michael Smith

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teaching License for Case #10-016 – Greg McGill

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of Greg McGill for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Beverly Williams and Michael Smith

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #10-110 – Sandra Blasengame

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

Presenter: Beverly Williams and Michael Smith

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License for Five (5) Years and a Fine of \$100 for Case #10-125 – Toni Sayers-Barnett

Consideration of Recommendation of the Professional Licensure Standards Board for suspension of teaching license for five years and a fine of \$100 for Toni Sayers-Barnett for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices, Standard 4: An educator entrusted with public funds and

property honors that trust with honest, responsible stewardship and Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Presenter: Beverly Williams and Michael Smith

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for a Suspension of License for One (1) Year and a Fine of \$100 for Case 11-004 – Cyndi Najar

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Cyndi Najar and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

Presenter: Beverly Williams and Michael Smith

C-12 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for Three (3) Years and a Fine of \$75 for Case #11-008 – Robert Garrison

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license for three (3) years and a fine of \$75 dollars for Robert Garrison for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Beverly Williams and Michael Smith

Action Agenda

A-1 Consideration of the Advanced Cut Score and Performance Level for the Grade 11 Literacy Examination

It is recommended that the State Board of Education give requisite approval of the attached recommended advanced cut score based upon the revised performance level descriptor for the Grade 11 Literacy Examination.

Following a plan recommended by the Technical Advisory Committee (TAC), a state-wide committee of educators engaged in a standard setting process on November 8-10, 2010. This committee analyzed student work from the Grade 11 Literacy Examination administered in previous years using the revised performance level descriptor specific to reading and writing literacy at grade 11. Based on the work of this committee, the Arkansas Department of Education is recommending a revised raw cut score of 173 for the performance level of Advanced. The TAC and the Arkansas Department of Education reviewed the committee's work and longitudinal data in bringing this recommendation forward.

Presenter: Dr. Gayle Potter

A-2 Consideration of Request for Open-Enrollment Public Charter School Amendment: Academics Plus Charter School, Maumelle, Arkansas

The State Board approved the application for Academics Plus Charter School on February 12, 2001. The current charter contract for the school goes through June 30, 2012. Grades K-12 are approved with a maximum enrollment of 650 students. The entity board is requesting to increase their current student enrollment cap to 1,300 students through a phase in process over the next seven years. The entity is requesting a hearing before the State Board of Education to amend their current charter.

Presenter: Dr. Mary Ann Duncan and Rob McGill

A-3 Hearing on Waiver Request for Certified Teacher's License - Jennifer Tyson Lackey

Jennifer Tyson-Lackey has applied for provisional licensure. Ms. Tyson-Lackey has been employed in the Hamburg School District through the MAT program while attending UA Monticello. Her criminal background check revealed a disqualifying offense. Ms. Tyson-Lackey signed a release of her sealed record showing that she pleaded guilty to a disqualifying offense in 1999, completed her probation and her case was expunged. Under Ark. Code Ann. §6-17-410, the Arkansas State Board of Education may deny licensure to an applicant who has pleaded guilty to a disqualifying conviction even if it was expunged. Ms. Tyson-Lackey has requested a waiver. She is not represented by counsel.

Presenter: Katherine Donovan

A-4 Consideration of Request for Approval of the Creation of Career and Technical/Vocational Permits in the Areas of Mandarin Chinese for Grades P-8

Arkansas Currently has a 7-12 Vocational Permit for Mandarin Chinese. Several districts have expressed an interest in expanding this permit to include a P-8 as well as the 7-12 permit due to the importance of beginning languages at a much younger age. Having both levels of licensure will be in line with the recently approved permits for Japanese and Latin. The Professional Licensure Standards Board voted at its January 2011 meeting.

Presenter: Beverly Williams

Reports

Report-1 Designation of Nominations Committee for 2011-2012

The Board Operating Guidelines provide for the naming of a Nominations Committee that will prepare a slate of officers (chairman and vice-chairman) for the 2011-2012 fiscal year. The Nominations Committee will report at the regular May meeting.

Presenter: Dr. Naccaman Williams

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JANUARY 31, 2011**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2011.

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 |
|--|--|
| <i>I. Financial Obligation</i> | <p>As of December 31, 2010, State Foundation Funding payments paid for FY 10/11 totaled \$26,564,205 to LRSD, \$16,265,905 to NLRSD, and \$20,142,436 to PCSSD. The Magnet Operational Charge for FY 10/11 paid as of December 31, 2010, was \$7,001,589. The allotment for FY 10/11 was \$15,498,875. M-to-M incentive distributions for FY 10/11 as of December 31, 2010, were \$1,962,076 to LRSD, \$2,395,564 to NLRSD, and \$4,191,332 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 JANUARY 31, 2011 |
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| <i>II. Monitoring Compensatory Education</i> | On January 13, 2011, 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. Mark White from ADE Legal Services said that 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 the Little Rock School District had requested information about individual students that can not be released because of Federal student privacy regulations. Little Rock School District Superintendent Linda Watson resigned. The Little Rock School Board chose Morris Holmes as the interim superintendent. Facility plans by the Pulaski County Special School District to close several schools caused concerns by parents in the district. The plan included closing Robinson High School and sending students to Maumelle High School. Closing College Station Elementary was also part of the plan. |
| <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 January 10, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December. |
| <i>VI. Remediation</i> | Mid-Year District Test Coordinator Training was held on December 8, 2010 at 9:00 a.m. The training was required for all school districts that will test students in Algebra I, Biology, Geometry, or Algebra II in January. This was presented by Susan Gray from ADE and Katie Asp from Questar. |
| <i>VII. Test Validation</i> | On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities. |

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 |
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| <i>VIII. In-Service Training</i> | <p>Professional Development on Site Based Observation Training (SBOT) Classroom Management was provided to Instructional Facilitators on December 7, 2010 at Mills High School in the PCSSD. Classroom observation tools used to collect data on student engagement were discussed. Instructional Facilitators asked clarifying questions about procedures for the classroom visit and completion of the tools. Data was collected for 30 minutes in an eleventh grade English class. Video recorded from the classroom was analyzed. Time-on-task percentages were shared. The following topics on student engagement were discussed: transition time, protocols to address interruptions and absent students, clear explanation of tasks, purposeful grouping, teacher movement among small groups in the classroom and use of a timer. Transition time was the time used when students moved from one physical location to another.</p> |
| <i>IX. Recruitment of Minority Teachers</i> | <p>In December 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>During the month of December 2010, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the fall of 2010.</p> <p>In December 2010, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.</p> |

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p><i>X. Financial Assistance to Minority Teacher Candidates</i></p> | <p>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:</p> <table border="0"> <tr> <td>STAR</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>White</td> <td>38</td> <td>156,000</td> <td>175</td> <td>716,000</td> <td>213</td> <td>872,000</td> </tr> <tr> <td>Black</td> <td>2</td> <td>6,000</td> <td>19</td> <td>78,000</td> <td>21</td> <td>84,000</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>3</td> <td>15,000</td> <td>3</td> <td>15,000</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td>2</td> <td>12,000</td> <td>2</td> <td>12,000</td> </tr> <tr> <td>Totals</td> <td>40</td> <td>162,000</td> <td>199</td> <td>821,000</td> <td>239</td> <td>983,000</td> </tr> </table> <table border="0"> <tr> <td>MTS</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>Black</td> <td>5</td> <td>22,500</td> <td>30</td> <td>129,544</td> <td>35</td> <td>152,044</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>1</td> <td>2,500</td> <td>1</td> <td>2,500</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>1</td> <td>5,000</td> <td>1</td> <td>5,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>5</td> <td>22,500</td> <td>32</td> <td>137,044</td> <td>37</td> <td>159,544</td> </tr> </table> <table border="0"> <tr> <td>MMF</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>Black</td> <td>8</td> <td>38,750</td> <td>33</td> <td>142,500</td> <td>41</td> <td>181,250</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>2</td> <td>7,500</td> <td>2</td> <td>7,500</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>2,500</td> <td>2</td> <td>2,500</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>1</td> <td>1,250</td> <td>1</td> <td>1,250</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>8</td> <td>38,750</td> <td>38</td> <td>153,750</td> <td>46</td> <td>192,500</td> </tr> </table> | STAR | Male | Male | Female | Female | Total | Total | Race | Count | Award | Count | Award | Count | Award | White | 38 | 156,000 | 175 | 716,000 | 213 | 872,000 | Black | 2 | 6,000 | 19 | 78,000 | 21 | 84,000 | Hispanic | | | 3 | 15,000 | 3 | 15,000 | Other | | | 2 | 12,000 | 2 | 12,000 | Totals | 40 | 162,000 | 199 | 821,000 | 239 | 983,000 | MTS | Male | Male | Female | Female | Total | Total | Race | Count | Award | Count | Award | Count | Award | Black | 5 | 22,500 | 30 | 129,544 | 35 | 152,044 | Hispanic | | | 1 | 2,500 | 1 | 2,500 | Asian | | | 1 | 5,000 | 1 | 5,000 | Native Amer | | | | | | | Totals | 5 | 22,500 | 32 | 137,044 | 37 | 159,544 | MMF | Male | Male | Female | Female | Total | Total | Race | Count | Award | Count | Award | Count | Award | Black | 8 | 38,750 | 33 | 142,500 | 41 | 181,250 | Hispanic | | | 2 | 7,500 | 2 | 7,500 | Asian | | | 2 | 2,500 | 2 | 2,500 | Native Amer | | | 1 | 1,250 | 1 | 1,250 | Other | | | | | | | Totals | 8 | 38,750 | 38 | 153,750 | 46 | 192,500 |
| STAR | Male | Male | Female | Female | Total | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race | Count | Award | Count | Award | Count | Award | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 38 | 156,000 | 175 | 716,000 | 213 | 872,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 2 | 6,000 | 19 | 78,000 | 21 | 84,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | | 3 | 15,000 | 3 | 15,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | 2 | 12,000 | 2 | 12,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 40 | 162,000 | 199 | 821,000 | 239 | 983,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MTS | Male | Male | Female | Female | Total | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race | Count | Award | Count | Award | Count | Award | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 5 | 22,500 | 30 | 129,544 | 35 | 152,044 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | | 1 | 2,500 | 1 | 2,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | | | 1 | 5,000 | 1 | 5,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Amer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 5 | 22,500 | 32 | 137,044 | 37 | 159,544 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MMF | Male | Male | Female | Female | Total | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race | Count | Award | Count | Award | Count | Award | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 8 | 38,750 | 33 | 142,500 | 41 | 181,250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | | 2 | 7,500 | 2 | 7,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | | | 2 | 2,500 | 2 | 2,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Amer | | | 1 | 1,250 | 1 | 1,250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 8 | 38,750 | 38 | 153,750 | 46 | 192,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>XI. Minority Recruitment of ADE Staff</i></p> | <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 |
|---|--|
| <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 December 6, 2010, ADE staff provided information on Smart Accountability for the LRSD Leadership Team at the LRSD Administration Building. Evidence was presented showing that there has been a narrowing of the achievement gap due to gains in subgroups. There was discussion about classroom walkthrough data for building administrators. Building administrators were encouraged to spend time in the classrooms to help teachers with professional growth plans. The following suggestions were presented: professional development for teachers should be focused on student and teacher needs to help schools that are in school improvement; data should be analyzed at the school and teacher levels; monitoring should be done to ensure that information from professional development is implemented in the classrooms; ACSIP needs should be specific to the schools; professional growth plans written by the teachers should connect to school learning goals; for information regarding writing measurable professional development goals, the Professional Development Toolkit can be accessed on the Arkansas Ideas website link provided:</p> <p>http://ideas.aetn.org/pd/how_do_i_build_a_professional_development_plan.</p> |

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 |
|---|--|
| <p><i>XVI. Monitor School Improvement Plans (Continued)</i></p> | <p>On December 10, 2010, ADE School Improvement staff Ida Pettus and Elbert Harvey conducted a Smart Accountability meeting for administrators from North Little Rock Schools that are in school improvement years four and beyond. Superintendent Ken Kirspel and State Specialists were also in attendance. The meeting was held at the North Little Rock School District Office. Some of the schools are undergoing Scholastic Audits. Elbert Harvey shared the state's commitment to support schools at the district level. He asked how the ADE team could help build sustainability within the district. Information on the State Literacy Plan was shared. Each building principal was asked to discuss successes and positives in school improvement that have occurred since the September meeting. Some implementations were Hive data training involving comprehensive district planning with all stakeholders, Science Journals in K-5, Professional Learning Communities and increased use of assessment walls. Successes included significant improvement in collaboration among math coaches/teachers. The district was awarded the 1003G grant and used it to purchase one-to-one computers. ACSIP is now becoming more of a living document. Schools were reminded to embed completion of actions and successes in ACSIP. Schools were provided Creative Positive Training to identify underprivileged children and a checklist for follow-up. Literacy Assessment Training is being utilized to focus on individual students. An ELL student who entered NLR Schools in tenth grade as a non-English speaker scored an 18 on the ACT test. This has been considered a major success. Over 700 students in the NLRSD are participating in Supplemental Education Services. The Parent Contact has been very successful.</p> <p>On December 13, 2010, ADE School Improvement staff conducted a Smart Accountability meeting for administrators from the Pulaski County Special School District. The following schools had administrators at the meeting: Jacksonville High School, North Pulaski High School, Sylvan Hills High School and Oak Grove High School. The superintendent reported that district administrators had been in every building at least twice conducting building audits. Information was shared about schools that are in school improvement years six and above. Successes were discussed, including improvement in test scores at North Pulaski High School, Sylvan Hills High School and Oak Grove High School. Professional Development on Cognitively Guided Instruction, classroom walkthroughs and observation of classrooms was requested.</p> |

| IMPLEMENTATION PHASE ACTIVITY | PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011 |
|---|--|
| <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 December 17, 2010 – January 21, 2011

***Stephanie Benton – Legal Services Specialist, Grade C115, Division of Human Resources/Licensure, Professional Licensure Standards Board, effective 12/20/10.**

Bobby Lester – ADE Coordinator of Special Programs, Grade N905, Division of Learning Services, Federal Programs, effective 01/07/11.

Rosemarie Lovato – Administrative Analyst, Grade C115, Division of Human Resource/Licensure, Teacher Quality, effective 01/18/11.

Jana Villemez – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 01/18/11.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF December 17, 2010 – January 21, 2011

***Angelica Scott – from an Administrative Specialist II, Grade C109, Division of Academic Accountability, to Administrative Specialist III, Grade C112, Division of Academic Accountability, effective 01/10/11.**

SEPARATIONS FOR THE PERIOD OF December 17, 2010 – January 21, 2011

Teri Dorrrough – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Teacher Quality, effective 12/31/10. 4 years, 11 months, 28 days. Code: Retirement

***Janice Haynes – Public School Program Advisor, Grade C122, Division of Learning Services, Federal Programs, effective 12/27/10. 1 year, 4 months, 24 days. Code: Retirement**

Norma Lowery – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Assessment, effective 12/29/10. 3 years, 6 months, 25 days. Code: 01

*** Victor McMurray – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 12/30/10. 2 years, 10 months, 11 days. Code: 01**

Melody Morgan – Public School Program Advisor, Grade C122, Division of Academic Accountability, Desegregation/AYP, effective 01/21/11. 1 year, 2 months, 11 days. Code: 01

***Ida Pettus – Public School Program Advisor, Grade C122, Division of Learning Services, Arkansas Coordinated School Improvement Plan (ACSIP), effective 01/14/11. 6 years, 8 months, 24 days. Code: 02**

***Minority**

AASIS Code:

01 – Voluntary Termination

02 – Involuntary Termination

Retirement

Waivers for Teachers Teaching Out of Area
February 2011

| LEA | District | # Waivers Requested | Teacher | License Areas | ALP | | Yrs | |
|--------------|---|---------------------|------------------|--|------|--|--------------|-----------------|
| | | | | | Code | Out of Area | ALP | Granted/ Denied |
| AR River ESC | | 2 | Spadoni, Cynthia | Elem 1-6, MS Social Studies | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| | | | Stone, Jennifer | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| | | | Broach, Tomisha | MS Social Studies, Elem K-6, Spec Ed P-4 | 230 | Sp Education Instructional Specialist 4-12 | 10-11 | Granted |
| 6302 | Benton School District | 2 | Sullivan, Tamara | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| | | | Dillon, Katie | PE/Wellness/Leisure 7-12 | 168 | Science/Mathematics 4-8 | 10-11 | Granted |
| 4304 | Cabot School District | 2 | Taylor, Amanda | Elem 1-6, Art P-8, MS SS/English | 295 | Library Media Science P-8 | 10-11 | Granted |
| | | | Taylor, Amanda | Elem 1-6, Art P-8, MS SS/English | 296 | Library Media Science 7-12 | 10-11 | Granted |
| 4901 | Caddo Hills School District | 4 | Harris, Kathryn | Music P-12 | 201 | Art P-8 | 09-10, 10-11 | Granted |
| | | | Harris, Kathryn | Music P-12 | 202 | Art 7-12 | 09-10, 10-11 | Granted |
| | | | Kelly, Mary Jo | MS Language Arts/Social Studies | 230 | Sp Education Instructional Specialist 4-12 | 09-10, 10-11 | Granted |
| 5204 | Camden Fairview School Dist. | 1 | Kelly, Mary Jo | MS Language Arts/Social Studies | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | Trisolini, Geoff | PE/Wellness/Leisure | 170 | Life/Earth Science 7-12 | 09-10, 10-11 | Granted |
| 1305 | Cleveland County School District Communication Made Easy, Inc. | 1 | Knoedl, Tristan | PE/Wellness/Leisure, Coaching | 167 | Social Studies 7-12 | 09-10, 10-11 | Granted |
| | | | Parks, Crissie | ECE P-4, Special Ed 4-12 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |

Waivers for Teachers Teaching Out of Area
February 2011

| LEA | District | # Waivers Requested | Teacher | License Areas | ALP | | Yrs | |
|------|-------------------------------------|---------------------|-------------------|-------------------------------------|------|-------------------------------|---------------------|-----------------|
| | | | | | Code | Out of Area | ALP | Granted/ Denied |
| | Crowley's Ridge Academy | 1 | Lewallen, Susan | Social Studies | 166 | English/ Language/ Arts 7-12 | 10-11 | Granted |
| | DDS - Magnolia Specialized Services | 1 | Herring, LaDonna | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| 0101 | DeWitt School District | 1 | Patterson, Paige | English | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| 1802 | Earle School District | 1 | McVay, Donald | Health, Secondary PE | 313 | Building Administrator 7-12 | 10-11 | Denied |
| | Elizabeth Richardson Center | 1 | Crutcher, Dayan | ECE P-4, 5th/6th Endorsement | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | First Step, Inc. | 1 | Duggan, Mindy | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| | | | | | | | 08-09, 09-10, 10-11 | |
| 6201 | Forrest City School District | 1 | Kern, Regina | Middle School Math, Elem 1-6 | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| 5602 | Harrisburg School District | 2 | Little, Carol | Social Studies | 299 | Guidance & Counseling P-8 | 10-11 | Granted |
| | | | Little, Carol | Social Studies | 300 | Guidance & Counseling 7-12 | 10-11 | Granted |
| 1202 | Heber Springs School District | 1 | Thomas, Lesli | Special Education P-12 | 200 | Mathematics 7-12 | 10-11 | Granted |
| 5403 | Helena/ W.Helena School Dist. | 1 | Blakely, Alysia | MS English | 169 | Physical /Earth Science 7-12 | 10-11 | Granted |
| 0601 | Hermitage School District | 2 | Sharp, Dewana | Special Ed | 305 | Gifted & Talented P-8 | 10-11 | Granted |
| | | | Sharp, Dewana | Special Ed | 306 | Gifted & Talented 7-12 | 10-11 | Granted |
| 2605 | Lake Hamilton School District | 1 | Miller, Katrina | ECE P-4, FACS., 5th/6th Endorsement | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| 6001 | Little Rock School District | 2 | Carter, Carolyn | Middle Level Education | 200 | Mathematics 7-12 | 10-11 | Granted |
| | | | Van Norton, Paula | English 7-12, Journalism 7-12 | 114 | Speech Endorsement 7-12 | 10-11 | Granted |
| 1804 | Marion School District | 2 | Vaughn, Kimberly | ECE P-4, Middle Level Education | 305 | Gifted & Talented P-8 | 10-11 | Granted |
| | | | Vaughn, Kimberly | ECE P-4, Middle Level Education | 306 | Gifted & Talented 7-12 | 10-11 | Granted |
| 5604 | Marked Tree School District | 1 | Jones, Denishia | Life/Earth Science | 169 | Physical /Earth Science 7-12 | 10-11 | Granted |

Waivers for Teachers Teaching Out of Area
February 2011

| LEA | District | # Waivers Requested | Teacher | License Areas | ALP | | Yrs | | |
|---------------------------------|---------------|---------------------|-----------------------|-----------------------------------|-------|-------------|--|---------------------|---------|
| | | | | | Code | Out of Area | ALP | Granted/ Denied | |
| MiChild Enrichment Center | | 5 | Blaylock, Tonya | ECE P-4 | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | Brown, Elisa | ECE P-4 | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | Collins, Kerri | ECE P-4 | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | Wade, Victoria | ECE P-4, Social Studies | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | Whitbey, Shawna | ECE P-4 | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| 1611 Nettleton School District | | 2 | Williams, Danna | K-12 Curriculum | | 321 | Curr/Program Adm/Curr P-8 | 10-11 | Granted |
| | | | Williams, Danna | K-12 Curriculum | | 322 | Curr/Program Adm/Curr 7-12 | 10-11 | Granted |
| Northwest Arkansas ESC | | 1 | Graf, Darlene | ECE P-4, Middle Level Education | | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Denied |
| | | | Myers, Angelina | Special Education P-12., ESL P-12 | | 166 | English/ Language/ Arts 7-12 | 10-11 | Granted |
| 5303 Perryville School District | | 2 | Denn, Troy | Middle Level Education | | 235 | Physical Education, Wellness & Leisure P-8 | 10-11 | Denied |
| 1203 Quitman School District | | 8 | Gregory, Julie | Health, PE | | 231 | Sp Ed Ech Inst Specialist P-4 | 10-11 | Granted |
| | | | Adams, Ciara | Language Arts | | 230 | Sp Education Instructional Specialist 4-12 | 10-11 | Granted |
| | | | Adams, Ciara | Language Arts | | 208 | Drama/Speech 7-12 | 10-11 | Granted |
| | | | Eichelberger, Michele | Language Arts | | 295 | Library Media Science P-8 | 10-11 | Granted |
| | | | Eichelberger, Michele | Language Arts | | 296 | Library Media Science 7-12 | 10-11 | Granted |
| | | | Inman, Jason | Mathematics | | 169 | Physical /Earth Science 7-12 | 10-11 | Granted |
| | | | Ogle, Angela | Elementary | | 295 | Library Media Science P-8 | 08-09, 09-10, 10-11 | Granted |
| | | | Verser, Paula | Language Arts | | 208 | Drama/Speech 7-12 | 10-11 | Granted |
| Verser, Paula | Language Arts | | 108 | Journalism 7-12 | 10-11 | Granted | | | |

Waivers for Teachers Teaching Out of Area
February 2011

| LEA | District | # Waivers Requested | Teacher | License Areas | ALP Code | Out of Area | Yrs | |
|--|---|---------------------|---------------------------------------|--|----------|--|--------------------------------|-----------------|
| | | | | | | | ALP | Granted/ Denied |
| | Searcy County Friendship Community Care | 2 | Brown, Jessie Elaine | ECE P-4, Elem K-6 | 231 | Sp Ed Ech Inst Specialist P-4 | 07-08, 08-09, 09-10 | Denied |
| | | | | | | | | Granted |
| 0406 | Siloam Springs School District | 2 | Milam, Kimberly | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | | | | | | Granted |
| 5504 | South Pike County School District | 1 | Granrud, Michelle | Social Studies 7-12 Middle Level Education, PE/Wellness/Leisure, Coaching, Career Orientation | 230 | Sp Education Instructional Specialist 4-12 | 10-11 | Granted |
| | | | | | | | | Granted |
| 5504 | South Pike County School District | 1 | Reynolds, Michael | Social Studies 7-12 | 167 | Social Studies 7-12 | 10-11 | Granted |
| | | | | | | | | Granted |
| 3510 | The Pattilo Center-School | 1 | Turner, Laura | Family & Consumer Science | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | | | | | | Granted |
| 34 | White Hall School District | 1 | Moore, Elizabeth | Spec Ed 4-12 | 231 | Sp Ed Ech Inst Specialist P-4 | 09-10, 10-11 | Granted |
| | | | | | | | | Granted |
| # Districts Requesting Waivers for Teachers | | 59 | # Waivers Requested this Month | | | | | |
| | | | | | | | Number Waivers Granted | 55 |
| | | | | | | | Number Waivers Denied | 4 |
| | | | | | | | Total Waivers Requested | 59 |

Waivers Requested for Substitute Teachers
February 2011

| LEA | District | # Waivers Requested | Substitute Name | Subject | Teacher of Record | Granted/ Denied |
|------|--|---------------------|---|------------------------------|------------------------------------|--------------------|
| 1601 | Bay School District | 1 | Webb, Heather | 6th Literacy/ Social Studies | Therrell, Tasha | Granted |
| 3701 | Bradley School District | 1 | Palmer, Brenda | FACS | Wrinkles, Melissa | Granted |
| 7202 | Farmington School District | 1 | Turner, Lisa | English | Peterson, Kelly | Granted |
| 7203 | Fayetteville School District | 1 | Grisso, Ashley | Social Studies | Stewart, Martha | Granted |
| 4501 | Flippin School District | 1 | Byrd, Hiram | Music | Morris, Harold Joe | Granted |
| 6201 | Forrest City School District | 1 | Williamson, Anitra | Civics/Economics | Chapman, Kathy | Granted |
| 2807 | Greene County Tech School District | 1 | Wilkinson, Tammy | Special Education | Dean, Ashley | Granted |
| 5403 | Helena/West Helena School District | 1 | Ford, Jean | Library Media | Throgmorton, Beverly | Granted |
| 6804 | Highland School District | 1 | Stutts, Cherish | Mathematics | Murray, Laurel | Granted |
| 6605 | Lavaca School District | 1 | Davenport, Laurie | Special Education | Morgan, Johnna | Granted |
| 1402 | Magnolia School District | 1 | Sharp, Kayla | Spanish | Ford, Sharon | Granted |
| 5804 | Pottsville School District | 1 | Clark, Jenece | Algebra | Stewart, Anna | Granted |
| | Rivendell AltaCare | 2 | Fox, Adeena | Special Education | Rasner, Carolyn | Granted |
| | | | Kosmach, Erica | Special Education | Clark, Constance | Granted |
| 0405 | Rogers School District | 1 | Weaver, Emily | Language Arts | Easterling, Sarah | Granted |
| 2705 | Sheridan School District | 1 | Bland, Ruth | Biology/Anatomy, Physiology | Stansbury, Maryanne | Granted |
| 0406 | Siloam Springs School District | 2 | Campbell, Melinda | First Grade | Adams, Alissa Jane | Granted |
| | | | Williamson, Deillah | Special Education | Stanislaus, Cheryl | Granted |
| 2906 | Spring Hill School District | 1 | Light, Tracy | Language Arts | Rigney, Kelly | Granted |
| 7009 | Strong-Hutig School District | 2 | Kyle, Shirley | English | Stevenson, Tess | Granted |
| | | | Ochs, Sarah | Special Education | Ball, Therese | Granted |
| 0104 | Stuttgart School District | 1 | Gibbs, Kelly Ashcraft | Social Studies | Bowen, Georgia | Granted |
| | The ACCESS Schools | 1 | Baker, Lorie | Pre-Kindergarten | Dolan, Jena | Granted |
| 2307 | Vilonia School District | 1 | Stracener, Candace | Science (8th grade) | Stanley, Sandra | Granted |
| 0602 | Warren School District | 1 | Raley, Sharon | Oral Communications/Drama | O'Neill, Anne | Granted |
| 1803 | West Memphis School District | 2 | Ball, Meghan | Music | Rowe, Stephanie | Granted |
| | | | Castle, Patti | Physical Science | Person, James | Granted |
| 23 | # Districts Requesting Waivers for Substitutes | 27 | # Substitute Waivers Requested this Month | | Substitute Waivers Granted | 27 |
| | | | | | Substitute Waivers Denied | 0 |
| | | | | | Total Substitute Waivers Requested | 27 |

Section 1
Second Lien Bonds

Arkansas Code Annotated § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
FEBRUARY 14, 2011
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

| | | |
|-------------------|-----------|-------------------|
| 1 2nd Lien | \$ | 630,000.00 |
|-------------------|-----------|-------------------|

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

| DISTRICT | COUNTY | ADM | AMOUNT OF APPLICATION | TOTAL DEBT W/THIS APPLICATION | PURPOSE |
|-----------------|---------------|------------|------------------------------|--------------------------------------|---|
| Concord | Cleburne | 445 | 630,000 | 2,773,000 | Erecting and equipping a new cafeteria, paving, and covered walkways (\$600,510), cost of issuance and underwriter's discount allowance (\$29,490) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities. |

Section 2 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.

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

| DISTRICT | COUNTY | ADM | AMOUNT OF APPLICATION | TOTAL DEBT W/THIS APPLICATION | PURPOSE |
|-------------|------------|-------|-----------------------|-------------------------------|--|
| Barton-Lexa | Phillips | 751 | 2,550,000 | 2,878,557 | Refunding the July 1, 2003 bond issue (\$470,000); funding the District's portion of the following partnership projects: constructing and equipping a new multi-purpose facility including classrooms, Project #1112-5401-015 (\$1,778,300); and the following non-partnership projects: constructing and equipping a concession stand (\$215,000); and cost of issuance and underwriter's discount allowance (\$86,700) with any remaining funds to be used for other capital projects and equipment purchases. |
| Malvern | Hot Spring | 2,135 | 4,060,000 | 12,663,549 | Refunding the July 1, 1998 and December 1, 1998 bond issues (\$785,000); constructing and equipping the following partnership project: a new middle school - Project #1011-3004-002 (\$3,148,734); cost of issuance and underwriter's discount allowance (\$126,266) with any remaining funds to be used for other capital projects and equipment purchases. |

Arkansas Grade 11 Literacy
ADVANCED PERFORMANCE LEVEL DESCRIPTOR

In reading, students clearly demonstrate thorough, thoughtful, and comprehensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with accurate and relevant examples from the text.

In writing, students respond appropriately to the task and audience, consistently employing an effective organizational strategy; relevant, illustrative, and varied supporting details; and sophisticated and purposeful sentence constructions and rich language to enhance meaning. The students demonstrate consistent, though not necessarily perfect, command of grammar, punctuation, capitalization, and spelling.

A Case of Instructional Sensitivity A Review of Longitudinal Results

Background

One of the goals of testing under the No Child Left Behind Act (NCLB, 2001) is that students will make progress in learning reading and math. This goal is so much a part of the Act, that it is expected that all children will be proficient in both reading and mathematics by 2014.

Furthermore, the Act mandates at least three levels of proficiency or achievement (e.g., below proficient, proficient, and advanced). The use of levels of achievement indicate that students who are taught the material covered by the academic standards within a state should progress in their knowledge as demonstrated by scores on the test and in movement from one lower level to the next. If this movement of student's learning, as measured by the tests given under NCLB, is expected to progress from below proficient to proficient, it stands the test of reasoning that students who are well taught and motivated to learn would also make gains from the proficient level to the next higher level. In Arkansas, there are four levels of performance defined: Below Basic, Basic, Proficient, and Advanced. This research report investigates the standards set for the Augmented Benchmark, End-of-Course, and Grade 11 Literacy Examinations and the instructional sensitivity of those standards.

Investigating Instructional Sensitivity of Arkansas Assessments

Augmented Benchmark Examinations

With the enactment of NCLB, states were required to establish academic standards in reading and mathematics for each grade and to develop assessments for these standards in grades 3 through 8 and once in high school. These assessments—or more correctly termed, tests—would measure student learning as related to these standards. Furthermore, level of student performance would be established. Arkansas was one of the leading states in doing standards-based assessment and testing, and the state easily met the requirements of NCLB. The performance levels established were developed using Bookmark/Item Mapping and established four levels of student performance: Below Basic, Basic, Proficient, and Advanced. Along with the development of the academic standards and tests, teacher training and professional development as well as curriculum selection and development were carried out in the best practices of teaching and learning. This has resulted in improvement in student learning. Below in Figure 1 are the longitudinal results for the Augmented Benchmark Examinations at grades 3–8 given from 2005 to 2010.

| Augmented Benchmark Exams Grades 3 - 8 Combined Population | | | | | | | | | | |
|--|-----------|-------|------------|----------|----------|------------------|-------|------------|----------|----------|
| Grade 3 Math | | | | | | Grade 3 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 3% | 13% | 28% | 55% | 84% | 12% | 17% | 34% | 37% | 71% |
| 2009 | 4% | 15% | 34% | 48% | 81% | 15% | 19% | 33% | 33% | 67% |
| 2008 | 6% | 16% | 30% | 48% | 79% | 16% | 21% | 33% | 31% | 64% |
| 2007 | 8% | 17% | 34% | 41% | 74% | 17% | 23% | 33% | 26% | 59% |
| 2006 | 11% | 22% | 34% | 33% | 67% | 21% | 22% | 33% | 24% | 57% |
| 2005 | 13% | 29% | 35% | 23% | 58% | 22% | 28% | 33% | 17% | 50% |
| Grade 4 Math | | | | | | Grade 4 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 9% | 12% | 26% | 54% | 80% | 4% | 19% | 43% | 34% | 71% |
| 2009 | 8% | 14% | 30% | 48% | 78% | 7% | 23% | 40% | 30% | 70% |
| 2008 | 12% | 14% | 30% | 44% | 74% | 8% | 26% | 39% | 28% | 67% |
| 2007 | 15% | 20% | 30% | 35% | 65% | 11% | 30% | 37% | 21% | 59% |
| 2006 | 17% | 23% | 35% | 25% | 60% | 11% | 28% | 37% | 24% | 61% |
| 2005 | 24% | 25% | 33% | 17% | 50% | 14% | 34% | 37% | 14% | 51% |
| Grade 5 Math | | | | | | Grade 5 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 11% | 15% | 36% | 38% | 74% | 4% | 21% | 44% | 30% | 74% |
| 2009 | 13% | 16% | 38% | 33% | 70% | 7% | 26% | 44% | 24% | 68% |
| 2008 | 14% | 19% | 39% | 28% | 67% | 10% | 26% | 39% | 25% | 64% |
| 2007 | 20% | 19% | 36% | 25% | 61% | 9% | 32% | 37% | 22% | 59% |
| 2006 | 26% | 23% | 32% | 18% | 50% | 10% | 34% | 41% | 15% | 56% |
| 2005 | 34% | 25% | 31% | 10% | 41% | 11% | 42% | 41% | 6% | 47% |
| Grade 6 Math | | | | | | Grade 6 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 8% | 17% | 31% | 44% | 75% | 5% | 23% | 41% | 30% | 72% |
| 2009 | 6% | 14% | 32% | 48% | 79% | 7% | 26% | 41% | 26% | 67% |
| 2008 | 10% | 18% | 30% | 42% | 72% | 10% | 26% | 33% | 31% | 63% |
| 2007 | 13% | 19% | 30% | 38% | 68% | 9% | 31% | 39% | 20% | 60% |
| 2006 | 17% | 25% | 32% | 25% | 57% | 9% | 32% | 37% | 22% | 59% |
| 2005 | 25% | 31% | 28% | 15% | 43% | 9% | 34% | 40% | 17% | 57% |
| Grade 7 Math | | | | | | Grade 7 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 11% | 14% | 36% | 39% | 75% | 5% | 27% | 41% | 27% | 68% |
| 2009 | 17% | 15% | 33% | 35% | 68% | 7% | 31% | 43% | 20% | 63% |
| 2008 | 20% | 18% | 33% | 29% | 62% | 8% | 34% | 38% | 20% | 57% |
| 2007 | 25% | 18% | 34% | 24% | 58% | 8% | 35% | 40% | 17% | 57% |
| 2006 | 30% | 20% | 35% | 15% | 50% | 10% | 36% | 39% | 14% | 53% |
| 2005 | 37% | 20% | 31% | 12% | 43% | 11% | 39% | 38% | 12% | 50% |
| Grade 8 Math | | | | | | Grade 8 Literacy | | | | |
| Year | Bel Basic | Basic | Proficient | Advanced | Prof/Adv | Bel Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 21% | 16% | 41% | 22% | 63% | 5% | 19% | 46% | 30% | 76% |
| 2009 | 23% | 15% | 39% | 23% | 61% | 7% | 22% | 49% | 22% | 71% |
| 2008 | 28% | 16% | 35% | 21% | 56% | 10% | 23% | 44% | 23% | 67% |
| 2007 | 34% | 18% | 34% | 13% | 48% | 12% | 25% | 42% | 21% | 63% |
| 2006 | 38% | 18% | 34% | 10% | 44% | 10% | 25% | 48% | 18% | 66% |
| 2005 | 48% | 19% | 27% | 6% | 33% | 13% | 30% | 45% | 12% | 57% |

Prof/Adv percentage is based on the actual numbers not the rounded numbers.

Figure 1: Achievement level rates for Mathematics and Literacy (NCLB reading requirement) for 2005 through 2010.

As can be seen in Figure 1, a slow and steady progress has been seen from 2005 through the 2010 administration of the Augmented Benchmark Examinations. It should be noted that the gains are not simply at the lower levels of achievement but also in the highest level of achievement. This finding is consistent with expectations and theoretical reasoning.

The instructional sensitivity of the Augmented Benchmark Examinations seems to be supported by the longitudinal data collected over the past six years. Furthermore, continued efforts in teacher training and development, curriculum, and support for education appear to be paying dividends in improved student achievement.

However, some may argue that this finding might be expected based, at least partly, on basic human development over this time period. This argument might be true in other places, but Arkansas, in constructing its grade level standards, took extraordinary care in building the standards on the previous grade-level work. It has been done with such care that vertically moderated achievement standards were possible allowing for the building of a growth model. In fact, Arkansas was one of the first nine states that were allowed to try a growth model under U.S. Department of Education guidelines and were subsequently approved to use that growth model. This fact precludes the results being simple human developmental changes.

Thus far, Arkansas has demonstrated a solid understanding of the relationships between the various pieces of the learning models that underlie NCLB. They have worked diligently to implement the best practices currently available for a testing program.

End-of-Course Examinations

Arkansas used a great deal of foresight in electing to assess high school students with End-of-Course Examinations in Algebra I, Geometry, and Biology. These courses were easily identified and had well-structured courses in place. For the reading requirement under NCLB, Arkansas needed to take a more generalized approach, focused at grade 11, to allow students to take English course work in a flexible pattern. However, the standards for the Grade 11 Literacy Examination are easily understood and are taught in numerous English courses throughout the state. Hence, the use of more generalized approach is warranted.

Again, like the reasoning described above, the assessments in high school should show student achievement improving over time as the standards are better understood, teachers are more fully prepared, and students understand the expectation. Therefore, the high school tests should show a similar pattern of increased student performance as found in the tests given in grades 3–8 (the Augmented Benchmark Examinations).

Again, standards were set in all content areas except Grade 11 Literacy using the Bookmark/Item mapping procedure. Grade 11 Literacy performance standards were set using a Body of Work method due to a previous vendor's recommendation. However, all of these assessments passed peer review with the methodologies used without any questions regarding the method.

Figure 2 below shows similar patterns for most of the tests and achievement levels but not all. Specifically, Grade 11 Literacy at the Advanced performance level shows no instructional validity. All of the other content areas and performance levels within Grade 11 Literacy show signs of instructional validity. This has been a source of concern in the education community for some time. A great deal of anecdotal evidence has accumulated to warrant an investigation of this anomaly.

| Algebra I-Mid-Year (January) | | | | | | Algebra I-Spring (April) | | | | |
|------------------------------|-------------|-------|------------|----------|----------|--------------------------|-------|------------|----------|----------|
| Year | Below Basic | Basic | Proficient | Advanced | Prof/Adv | Below Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 8% | 18% | 46% | 27% | 73% | 5% | 18% | 44% | 32% | 76% |
| 2009 | 7% | 21% | 44% | 27% | 72% | 7% | 23% | 40% | 30% | 70% |
| 2008 | 12% | 36% | 39% | 13% | 53% | 9% | 25% | 41% | 25% | 66% |
| 2007 | 13% | 32% | 40% | 15% | 55% | 11% | 28% | 36% | 26% | 61% |
| 2006 | 12% | 37% | 44% | 8% | 52% | 12% | 24% | 37% | 28% | 65% |
| 2005 | 18% | 34% | 36% | 11% | 47% | 15% | 25% | 37% | 23% | 60% |
| 2004 | 18% | 50% | 29% | 3% | 32% | 15% | 32% | 39% | 14% | 53% |
| 2003 | 24% | 46% | 26% | 4% | 30% | 15% | 41% | 37% | 7% | 44% |
| 2002 | 42% | 49% | 9% | 1% | 10% | 21% | 42% | 30% | 7% | 37% |
| 2001 | 57% | 40% | 3% | 0% | 3% | 31% | 48% | 18% | 2% | 20% |

| Geometry-Mid-Year (January) | | | | | | Geometry-Spring (April) | | | | |
|-----------------------------|-------------|-------|------------|----------|----------|-------------------------|-------|------------|----------|----------|
| Year | Below Basic | Basic | Proficient | Advanced | Prof/Adv | Below Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 5% | 19% | 39% | 37% | 76% | 7% | 24% | 40% | 29% | 69% |
| 2009 | 7% | 30% | 39% | 24% | 63% | 5% | 29% | 47% | 19% | 66% |
| 2008 | 4% | 27% | 44% | 27% | 68% | 7% | 33% | 40% | 20% | 60% |
| 2007 | 10% | 30% | 38% | 23% | 61% | 10% | 30% | 36% | 23% | 59% |
| 2006 | 13% | 36% | 37% | 14% | 51% | 9% | 31% | 42% | 18% | 60% |
| 2005 | 15% | 41% | 34% | 9% | 43% | 14% | 31% | 38% | 17% | 55% |
| 2004 | 25% | 49% | 24% | 2% | 26% | 13% | 39% | 38% | 10% | 48% |
| 2003 | 33% | 45% | 20% | 2% | 22% | 17% | 43% | 35% | 4% | 39% |
| 2002 | 35% | 46% | 18% | 1% | 19% | 28% | 41% | 27% | 5% | 32% |
| 2001 | 33% | 50% | 15% | 1% | 16% | 35% | 47% | 17% | 2% | 19% |

| Biology- Mid-Year (January) | | | | | | Biology- Spring (April) | | | | |
|-----------------------------|-------------|-------|------------|----------|----------|-------------------------|-------|------------|----------|----------|
| Year | Below Basic | Basic | Proficient | Advanced | Prof/Adv | Below Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | 18% | 43% | 33% | 7% | 40% | 22% | 42% | 29% | 7% | 36% |
| 2009 | 25% | 39% | 27% | 10% | 36% | 22% | 37% | 30% | 11% | 41% |
| 2008 | 37% | 38% | 20% | 5% | 25% | 33% | 37% | 23% | 7% | 30% |

| | | | | | | Grade 11 Literacy- Spring (March) | | | | |
|------|--|--|--|--|--|-----------------------------------|-------|------------|----------|----------|
| Year | | | | | | Below Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | | | | | | 7% | 33% | 58% | 2% | 60% |
| 2009 | | | | | | 9% | 35% | 55% | 1% | 57% |
| 2008 | | | | | | 9% | 40% | 50% | 1% | 51% |
| 2007 | | | | | | 12% | 37% | 49% | 1% | 51% |
| 2006 | | | | | | 11% | 44% | 45% | 0% | 45% |
| 2005 | | | | | | 14% | 40% | 44% | 1% | 45% |
| 2004 | | | | | | 15% | 40% | 43% | 2% | 45% |
| 2003 | | | | | | 18% | 40% | 39% | 2% | 41% |
| 2002 | | | | | | 22% | 41% | 36% | 1% | 37% |
| 2001 | | | | | | 31% | 47% | 21% | 1% | 22% |

Figure 2: Achievement level rates for the End-of-Course Tests and Grade 11 Literacy (NCLB reading requirement) for 2001 through 2010.

Again, as seen in the Augmented Benchmark Examinations, the three End-of-Course Examinations, and the Grade 11 Literacy Examination, performance levels (i.e., Below Basic, Basic, and Proficient) show patterns of instructional sensitivity. That is, Below Basic rates slowly decrease while Proficiency rates increase. In addition, similar to the Augmented Benchmark

Examinations for grades 3–8, the Advanced performance level show steady increase for the End-of-Course Examinations but not for Grade 11 Literacy.

An examination of the performance level set in 2001 for the Advanced level of performance shows that only students who near perfection on both the selected-response items and the two written essays will achieve that level of performance. Looking back across ten years of data confirms that finding. This suggests that the Advanced cut score was set exceedingly high. This level of performance is most likely not attainable through good teaching and learning practices.

Reevaluating the Advanced Performance Level for Grade 11 Literacy

A reevaluation of the Grade 11 Literacy performance standards was undertaken in November of 2010. Panelists were allowed to make recommendations for all of the performance standards; however, only the Advanced performance standard is to be considered in this report. Recall that in Figure 2 above, the Advanced level of the Grade 11 Literacy Examination shows no instructional sensitivity. Given the recommendation from the panel, Figure 3 provides the results for the Advanced level of performance for the previous five administrations, if the recommended cut score were in effect for those years.

| Grade 11 Literacy-Hypothetical Advanced Cut Score | | | | | | | | | | |
|---|--|--|--|--|--|-------------|-------|------------|----------|----------|
| Year | | | | | | Below Basic | Basic | Proficient | Advanced | Prof/Adv |
| 2010 | | | | | | 7% | 33% | 45% | 15% | 60% |
| 2009 | | | | | | 9% | 35% | 44% | 14% | 57% |
| 2008 | | | | | | 9% | 40% | 42% | 9% | 51% |
| 2007 | | | | | | 12% | 37% | 40% | 11% | 51% |
| 2006 | | | | | | 11% | 44% | 38% | 7% | 45% |

Figure 3: Hypothetical achievement level rates for Grade 11 Literacy (NCLB reading requirement) for 2006 through 2010.

It should be noted that applying the recommended Advanced cut scores does not change the overall total rate for students at and above the Proficient level. These results show a pattern similar to both the Augmented Benchmark and End-of-Course Examinations.

Given the longitudinal data and the results of applying a new cut score to that Advanced level for the Grade 11 Literacy Examination, instructional sensitivity for all tests has been achieved. Therefore, it is recommended that a new cut score for the Grade 11 Literacy Advanced performance level be set at a raw score of 173 points for the 2010 Grade 11 Literacy Examination. There was a possible 192 raw score points for the 2010 Grade 11 Literacy Examination. The cut score used for the 2010 Grade 11 Literacy Examination was 184 raw score points (nearly a perfect exam).



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 26, 2010

State Board
Of Education

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Chair

Dr. Ben Mays
Clinton
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Rob McGill
Academics Plus Charter School
900 Edgewood Drive
Maumelle, AR 72113

Re: Notice of State Board Meeting

Dear Mr. McGill,

This letter is to inform you that your request for a hearing regarding Academics Plus Charter School will be considered at the State Board of Education's meeting on February 14, 2011. The meeting is scheduled to begin at 9:00 a.m., and will be held in the auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock.

Please ensure that you have all the necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Mary Ann Duncan, Ed.D." in a cursive script.

Mary Ann Duncan, Ed.D
Charter Schools, Program Coordinator

MAD/jf

c/c: Jeremy Lasiter, General Counsel



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 20, 2011

State Board
of Education

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Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. Rob McGill, Executive Director
Academics Plus Charter School
900 Edgewood Drive
Maumelle, AR 72113-6275

Re: Notice of State Board Hearing,
Academics Plus Charter School

Dear Mr. McGill:

The State Board of Education will consider the request of the above-referenced open-enrollment charter school to amend its charter and increase its enrollment cap at its regular meeting on February 14, 2011. The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the Board may have.

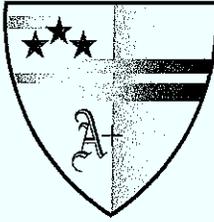
Should you have any questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

cc: Dr. Charles Hopson, Superintendent,
Pulaski County Special School District
Dr. Mary Ann Duncan, Charter School Program Coordinator
Ms. Phyllis Stewart, State Board Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742

January 24, 2011

Dear Members of the State Board of Education:

In order to continue to provide the citizens of Central Arkansas a quality choice in education it is requested to raise the student cap for Academics Plus Charter School (APCS).

APCS provides students and parents with a positive alternative to traditional public schools in the area. APCS has academically outperformed other local schools on a continuous basis. APCS is the only school in the area that has not been placed on academic school improvement during the past five years. The students at APCS meet or beat the state academic standards on a consistent basis in all areas tested by the state. Attachment 1 and attachment 2 compare other local public schools with APCS. The data shows that the longer the students attend APCS the better students perform as compared to students in other district. APCS is extremely proud of student performance during the middle grades and on the End of Course exams as the students well outperform their peers in other districts.

One positive draw as seen by parents and students are the offerings of concurrent credit for high school students. Currently APCS offers 15 concurrent classes. This year alone 37 students are enrolled in at least one concurrent credit class. 441 college credit hours will be earned by students at APCS this year alone. The most concurrent credits earned by a 2011 graduating senior will be 45. This is a wonderful offering for the students at APCS and is a program that APCS is trying to expand even further.

APCS has a current enrollment of 624 students. This is an increase of 106 students (20%) since June 1, 2010. The additional 106 students is growth without adding new grade levels. Over the past four years the school has experienced an average of an additional 70 students per year. Currently APCS has 27 seniors scheduled to graduate in May 2011. Over the past two years the kindergarten classes have averaged 50 students. We anticipate an even larger kindergarten class because the new elementary building will be complete in August 2011. The fact of losing 27 seniors and gaining 53 kindergarten students APCS will have an enrollment of 650 students. This does not leave APCS with any room to grow. There are currently twelve students on the waiting list. Ten students in fifth grade, one in third grade and one in tenth grade. If the cap is not increased immediately APCS will stop enrolling students in order to save seats for incoming kindergarten students. Please see attachment 3 for student growth comparisons since 2001.

Until this coming year the school has not had the capacity to accept more than 650 students. This has changed with the construction of a new elementary school. The school will be complete in August 2011. The new building will increase our physical space by an additional twelve classrooms. It will also allow all of the high school

teachers to have large classrooms. Currently several of the classrooms are only physically capable of holding fifteen students. This will allow the school to immediately accept additional students and provide choice and quality to more students in the Central Arkansas Area. This can only be done if the cap is increased above 650.

Attachment 4 shows the diversity of the APCS student body. Currently APCS has a total minority population of 27% and 26% free/reduced students. According to the APCS Charter the goal is to attain 20-41% minority students for secondary schools. Currently, 7th grade through 12th grade has a 26% minority population. It is important to note that as the school overall population has grown over the past few years the minority percentage and free/reduced percentage has also grown. During the 2006-2007 school year the student population was 346 students with 12% of those being classified as minority. Since then the student population, minority percentage and minority actual numbers have increased dramatically. In 2005-2006 APCS served 41 minority students and currently APCS serves 171 minority students.

The following list shows what APCS has done over the past two years to attract a more diverse student population:

1. 2009 – Established a school lunch program.
2. 2010 – Employed two certified special education teachers.
3. 2010 – Employed two title I paraprofessionals to serve targeted students.
4. 2010 – Employed a half time certified Title I teacher to serve targeted students.
5. 2010 – Established a on campus before and after school care by partnering with Little Scholars of Maumelle. 60% of the Little Scholars children are African American.
6. 2010 – Began NWEA skills testing to determine strengths and weaknesses of individual students. This will allow differentiated instruction to meet the needs of all students.
7. 2011 – Established a transportation plan for students from Little Rock and North Little Rock. The plan is to provide students transportation through Central Arkansas Transit (CAT).

The current Ten Year Facilities Plan is a 5 phase plan. The new 450 student elementary school already under construction is phase I. Phase II is an addition to the new elementary school to include a cafeteria and an additional 150 student capacity. Phase III is the construction of a new gym/auditorium with classroom space. Phase IV is the construction of a new high school with a capacity of 450 students. Phase V is an addition to the new high school that will increase capacity to 600 students. Once the ten year plan is complete the campus will have a student capacity of 1300 students K-12 in quality buildings. Growth is anticipated to increase and estimates are as follows:

August 2011 – 775 students. (Physical Capacity = 850 students)

August 2012 – 850 students.

August 2013 – 925 students. (Complete Phase II, Physical Capacity = 1000 students)

August 2014 – 1000 students.

August 2015 – 1100 students. (Complete Phase III, Physical Capacity = 1100 students)

August 2016 – 1100 students.

August 2017 – 1200 students. (Complete Phase IV, Physical Capacity = 1200 students)

August 2018 – 1300 students. . (Complete Phase V, Physical Capacity = 1300 students)

According to the 2010 Gadberry Group report, Maumelle is the fastest growing city in Arkansas. The continued rapid growth is expected and the demand for a free and appropriate choice in education will be more important than ever before.

Academics Plus Charter School offers parents and students with a community minded school that creates high performing students. APCS faculty and staff are proud of what has been accomplished over the past few years. We are even more excited about the opportunities we will have to touch more students' lives in the future.

Educationally Yours:

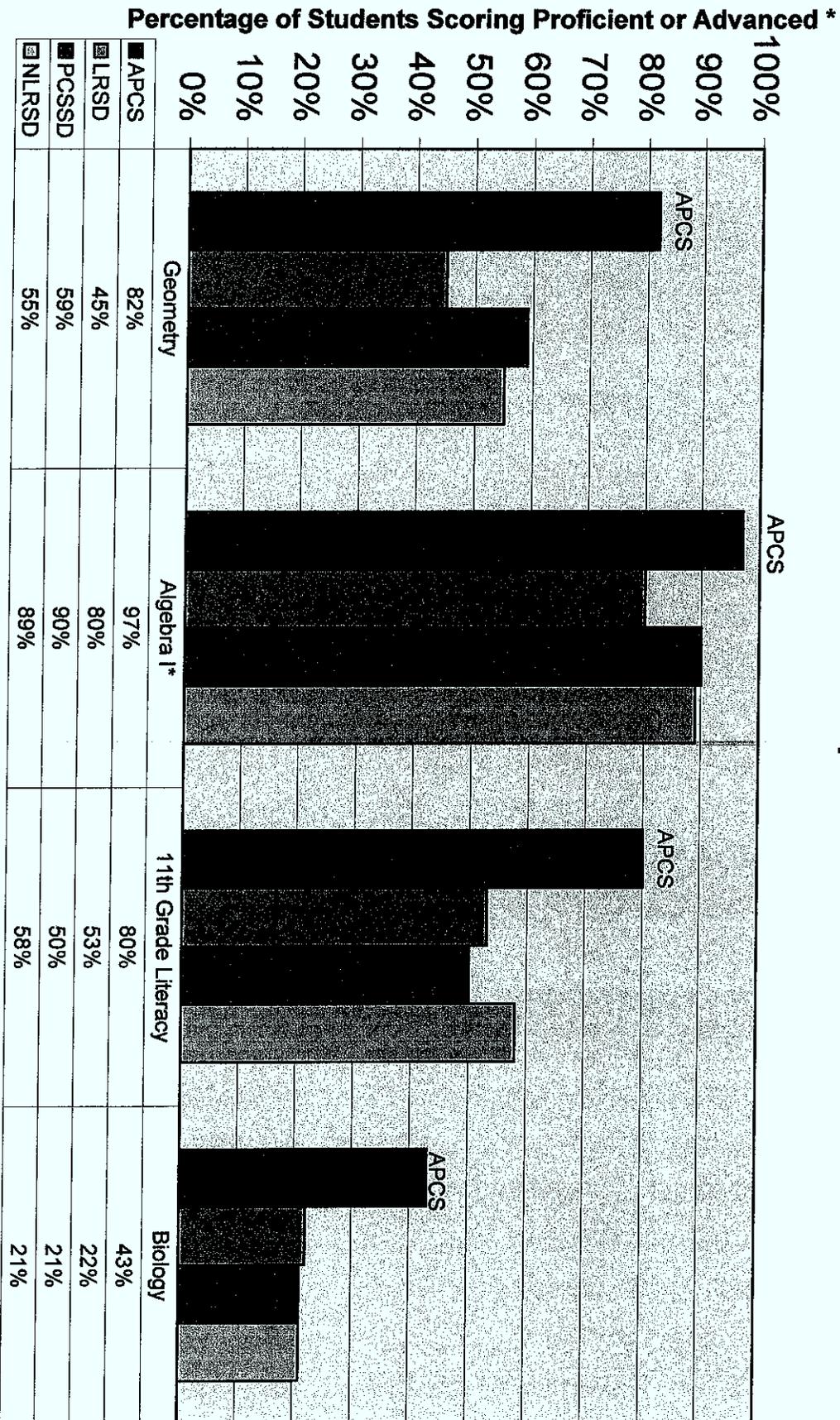
A handwritten signature in black ink, appearing to read "Rob McGill". The signature is fluid and cursive, written over a white background.

Rob McGill
Executive Director

- Attachment 1: End of Course Comparison
- Attachment 2: Benchmark Comparison
- Attachment 3: Enrollment Report
- Attachment 4: Race Population Report
- Attachment 5: APCS Board Resolution

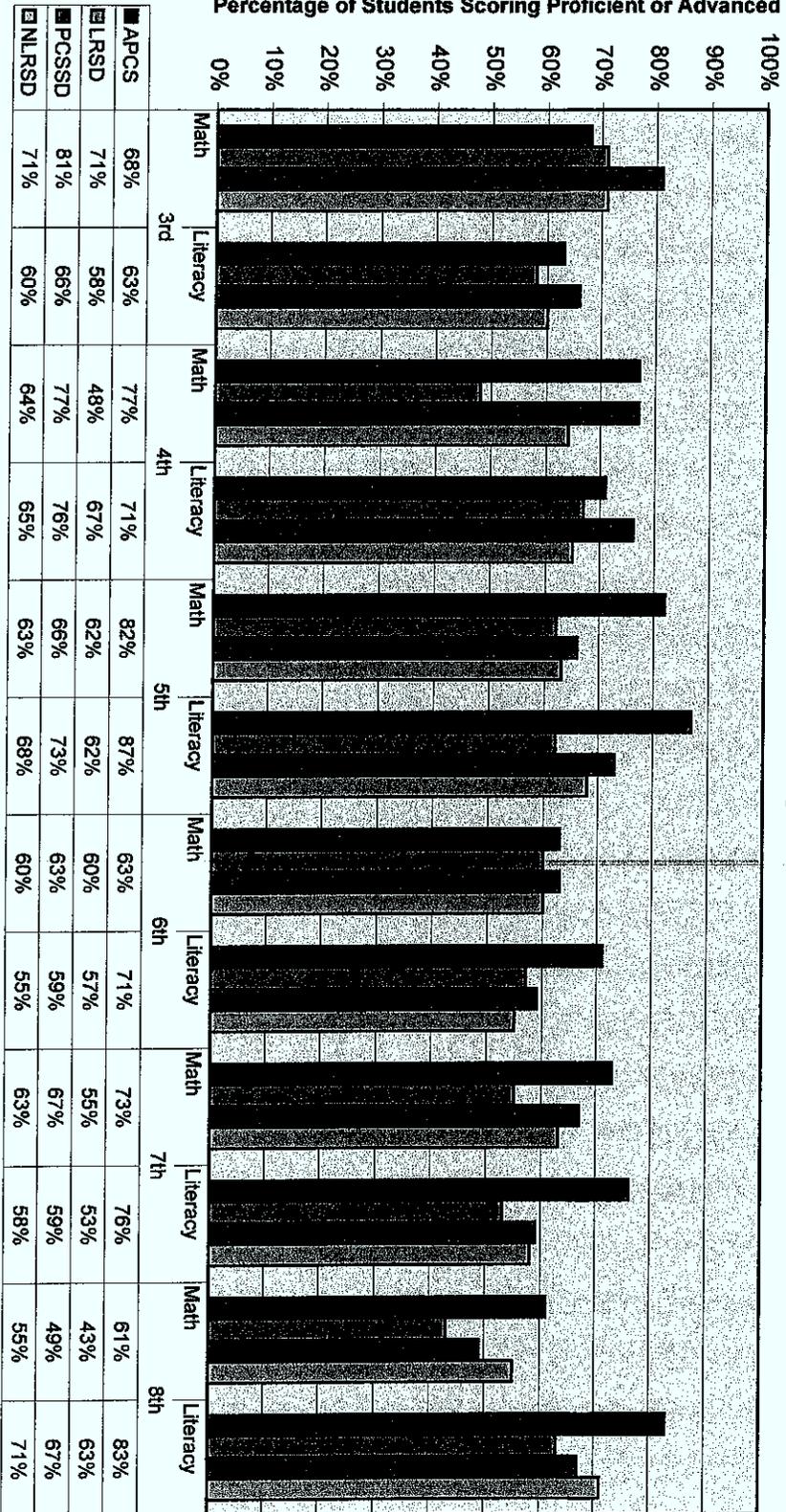
Attachment 1

Academics Plus Charter School 2010 Comparison of Local Schools on End of Course Exams Combined Population



Attachment 2

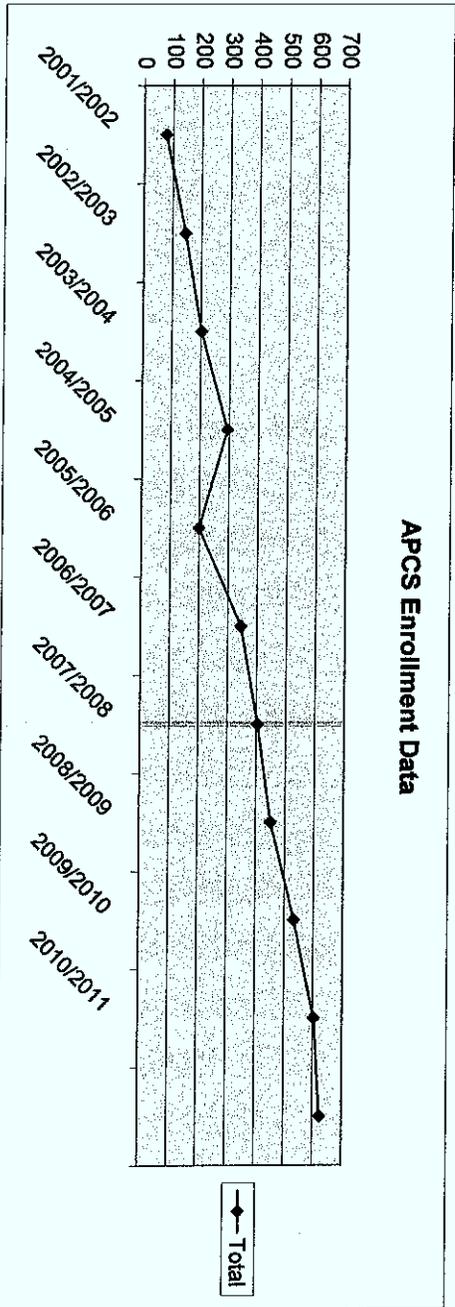
Academics Plus Charter School 2010 Comparison of Local Schools on Benchmark Combined Population



Academics Plus Charter School Enrollment Data 2001/2002 - 2010/2011

| Grade | 2001/2002 | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | Oct. 1 2010/2011 | Jan. 19 2010/2011 |
|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------|----------------------|
| KF | | | | | | | | | | | |
| 1 | | | | | | | 20 | | | 36 | 49 |
| 2 | | | | | | | | 20 | | 20 | 44 |
| 3 | | | | | | | | 35 | | 43 | 33 |
| 4 | | | | | | | | 42 | | 42 | 22 |
| 5 | | | | | | | | 47 | | 47 | 46 |
| 6 | 45 | 46 | 50 | 28 | 16 | 40 | 34 | 42 | | 48 | 48 |
| 7 | 31 | 65 | 59 | 29 | 19 | 36 | 44 | 43 | | 48 | 50 |
| 8 | | 34 | 66 | 35 | 24 | 41 | 48 | 47 | | 50 | 48 |
| 9 | | | 27 | 53 | 21 | 33 | 39 | 42 | | 48 | 48 |
| 10 | | | | 59 | 14 | 27 | 52 | 42 | | 48 | 57 |
| 11 | | | | 59 | 31 | 47 | 39 | 40 | | 47 | 39 |
| 12 | | | | 25 | 27 | 28 | 22 | 26 | | 46 | 22 |
| Total | 76 | 145 | 202 | 294 | 199 | 346 | 404 | 451 | 533 | 603 | 624 |

APCS Enrollment Data



Enrollment Data for 2001/2002 - 2009/2010 as of October 1 of that year.

RESOLUTION OF THE BOARD OF TRUSTEES OF
THE ACADEMICS PLUS CHARTER SCHOOL

WHEREAS, the Academics Plus Charter School (APCS) Board of Trustees (Board of Trustees) met in a special, properly-called board meeting on January 22, 2011.

WHEREAS, 9 members were present, a quorum was declared by the chair.

WHEREAS, the Board of Trustees has been apprised and has found that the APCS is experiencing enrollment growth, and that it will soon approach the six-hundred-fifty (650) student cap imposed in its charter; and

WHEREAS, the APCS is embarking upon a building campaign based upon a Ten Year Facilities Plan, including a new elementary school facility, which will attract future growth and will necessitate an increase in the enrollment cap to accommodate this growth; and

WHEREAS, the increased enrollment growth of the APCS will further solidify its academic and financial position, which will be a benefit to both the school and the community.

THEREFORE, LET IT BE SO DETERMINED AND RESOLVED BY THE
ACADEMICS PLUS CHARTER SCHOOL BOARD OF TRUSTEES:

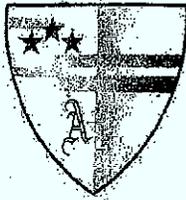
The Executive Director of the APCS is hereby authorized to petition the Arkansas State Board of Education to amend the current open-enrollment public charter of the APCS to raise the enrollment cap level from six-hundred-fifty (650) students to a total of thirteen hundred (1,300) students, with the student increase expected to be phased in over a period of years as set forth in the attached and incorporated chart, in a method which is in accordance with the Ten Year Facilities Plan. The Board of Trustees also hereby reiterates the commitment contained in the APCS Charter to maintain a minimum percentage of twenty percent (20%) minority student population.


PRESIDENT, APCS BOARD OF TRUSTEES 1/22/2011
DATE


SECRETARY, APCS BOARD OF TRUSTEES 1/22/2011
DATE

PROJECTED STUDENT ENROLLMENT CHART

| | |
|-------------|---------------|
| August 2011 | 775 students |
| August 2012 | 850 students |
| August 2013 | 925 students |
| August 2014 | 1000 students |
| August 2015 | 1100 students |
| August 2016 | 1100 students |
| August 2017 | 1200 students |
| August 2018 | 1300 students |



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 Fax 501.803.9742

January 19, 2011

Dr. Mary Ann Duncan
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Duncan,

This letter serves as a request for Academics Plus Charter School to appear before the State Board of Education for a hearing in February 2011. The purpose of the hearing is to seek an increase to the cap for student enrollment.

If you have any questions concerning this matter, please contact me at (501) 803-9730.

Educationally Yours,

A handwritten signature in black ink, appearing to read 'Rob McGill', written over a horizontal line.

Rob McGill
Executive Director