



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

August 13, 2012

Arkansas Department of Education

Arch Ford Education Building

9:00 AM

 [Back](#)  [Print](#)

Reports

Report-1 Chair's Report

Presenter: Jim Cooper

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards and PARCC

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Consent Agenda

C-1 Minutes - July 9, 2012

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 timelines presented in the Plan. The August report summarizes the PMT for July.

Presenter: John Hoy 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.

Presenter: Dr. Karen Cushman 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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 27 school districts covering a total of 97 teaching positions. 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: Dr. Karen Cushman

C-5 Status Report of the Arkansas Public Charter School Program to House and Senate Education Committee

Arkansas Code Annotated § 6-23-310 requires the State Board of Education to report to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the status of the Arkansas Public Charter Schools. The attached is presented to the State Board in fulfillment of the statutory requirement. Department staff is requesting that you accept the report, and permit it to be forwarded to both the House and Senate Interim Committees on Education

Presenter: Dr. Laura Bednar

C-6 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 refunding 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: Revolving Loans --1 School Bus Applications – Recommend Approval; Commercial Bonds –2 Second Lien Bond Applications – Recommend Approval, 4 Voted Applications – Recommend Approval.

Presenter: Cindy Hollowell and Amy Woody

C-7 Review of QZAB Allocation Applications

Qualified Zone Academy Bonds (QZABs) are a funding instrument created in 1997 to assist school districts in implementing school renovations and repairs and in developing new programs to enhance technology and better prepare students for the rigors of the workplace. An important feature of QZABs is that they may be issued at a reduced or zero interest rate.

A total of \$18,498,000 in authorization is available for allocation in this cycle. This total represents the amount of 2010 and 2011 Arkansas allocations remaining. The total allocation requested in this cycle is \$15,261,000. The proposed allocation of \$13,860,000 of QZAB authorization is valid only if the State Board approves the recommendation of the QZAB Allocation Committee as stated herein.

It is requested that the State Board of Education review the following recommendation of the QZAB Allocation Committee concerning the application for QZAB allocation.

Presenter: Cindy Hollowell

Action Agenda

A-1 Consideration of District Conversion Public Charter School Charter Amendment:

Paragould School District – Oak Grove Elementary Health, Wellness and Environmental Science Charter School

The State Board of Education approved the application for the Oak Grove Elementary Health, Wellness & Environmental Science Charter School February 9, 2009. Grades K-4 are served with a maximum enrollment of 435. The Paragould School District is requesting a hearing before the State Board of Education to amend their current charter and increase the enrollment cap.

Presenter: Dr. Laura Bednar

A-2 Consideration of the Surrender of District Conversion Public Charter School: Lincoln Consolidated School District-Lincoln Academic Center of Excellence

The State Board of Education approved the application for Lincoln Academic Center of Excellence on March 16, 2009. Grades K-12 are served with a maximum enrollment of 300. The current charter contract for the school goes through June 30, 2014. The Lincoln Consolidated School District is requesting a hearing before the State Board to surrender their current charter as of August 13, 2012.

Presenter: Dr. Laura Bednar

A-3 Consideration of ABC Funding Requests

The Division of Childcare and Early Childhood Education (DCCECE) respectfully requests an increase to the professional service grants of Arkansas State University and the University of Arkansas in the total amount of \$442,489.88. These vendors billed this fiscal year for services rendered at the end of last fiscal year leaving a potential deficit in their current budgets. DCCECE also requests the approval of a direct services grant to the Huntsville School District in the amount of \$72,900.00.

Presenter: Paige Cox

A-4 Hearing on Waiver Request for Certified Teacher License – Timothy Irwin

Timothy Irwin has applied for his initial license and requests a waiver. In 2008 Mr. Irwin entered a no contest plea to possession of cocaine, a “C” felony in violation of the Arkansas Uniform Controlled Substances Act, § 5-64-401 et seq., which was expunged and sealed based upon his rehabilitation by the Pope County Circuit Court September 14, 2011. Arkansas Code Annotated section 6-17-410 states that the State Board of Education “shall not issue a first-time license... if the educator has pled guilty or nolo contendere to or has been found guilty of...” of a disqualifying offense under Ark. Code Ann. § 6-17-410 unless a waiver is granted. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Mr. Irwin is a licensed Arkansas attorney.

Presenter: Katherine Donovan

A-5 Hearing on Waiver Request for Certified Educator License – Billy Wayne McDaniel

Billy Wayne McDaniel holds an Arkansas teaching license valid until 12/31/2015. Under Arkansas Code Annotated § 6-17-410(c), the State Board of Education “shall revoke any existing license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry.” Mr. McDaniel was notified by certified mail May 9, 2012, of the Department’s recommendation that the State Board of Education permanently revoke his license because he is reported as an offender in three “true” Arkansas Department of Human Services Child Maltreatment Central Registry reports. Mr. McDaniel has not responded to the Department’s notice. Under § 6-17-410(e)(3)(A), when an educator declines to answer the notice, the State Board shall hold a hearing to establish whether a preponderance of evidence that cause for the proposed action exists.

Presenter: Katherine Donovan

A-6 Approval of Public School Fund Budget FY 12

At the end of each fiscal year the State Board reviews and approves the final budget for the Public School Fund. Attached to this narrative is a schedule that summarizes the budget changes necessary to close the fiscal year. As related to available funding FY12 was a very stable year. There were no major funding reductions and expenditures were mostly under the budget approved on August 8, 2011.

Presenter: Greg Rogers

A-7 Initial Approval of Public School Fund Budget FY13

As required by the Chief Fiscal Officer of the State the initial FY13 Public School Fund budget was prepared in May 2012 using the General Revenue forecast prepared by the Department of Finance and Administration. At the close of the fiscal year the Department of Education was allowed to resubmit the Public School Fund utilizing fund balances (\$58,065,350) carried forward from FY12 and FY13. The utilization of the carry forward fund balances allowed the Department to fulfill commitments made during the last legislative session to fund those programs that were critical and fulfill the programs related to Education Adequacy.

The FY13 budget was prepared using the latest available data for those programs that are calculated using prior year data. Other budgets were established as required by Special Language that established the funding level.

The Board is now requested to approve the initial FY13 budget.

Presenter: Greg Rogers

A-8 Consideration of New Praxis II Cut Scores in Driver's Education

Educational Testing Service (ETS) provided the following information from an Arkansas only test review for a new Praxis II: Driver Education (0867):

This Praxis II test is designed for prospective teachers of driver education to high school students. Teacher candidates will need to identify the fundamental concepts and principles of driver education through the recall of facts, including terminology, principles and applications, and use the facts in the analysis and evaluation of specific situations. Teacher candidates should be able to select appropriate activities for effective learning, relate new concepts and principles to the students' existing knowledge and experience, recognize and utilize appropriate learning resources of the school and community, evaluate student responses in classroom situations, and select appropriate subsequent strategies and provide relevant experiences.

The two hour assessment contains 100 multiple-choice questions covering four content areas: Safe Motor Vehicle Operation and Procedures (25 questions); Motor Vehicle Laws and Regulations (10 questions); Automobile Operation and Maintenance (25 questions); Instruction, Methodology, and Evaluation (20 questions); and Driver Responsibilities and Special Knowledge (20 questions). Three states currently use the Praxis II: Driver Education (0867) test: West Virginia (141 cut score) Alabama (149 cut score) Wyoming (165 cut score).

The ADE recommends adopting the Praxis Driver Education (0867) test with a cut score of 160 effective September 1, 2012.

Presenter: Michael Rowland

A-9 Consideration of New Praxis II Cut Scores in School Superintendent Assessment (SSA)

Educational Testing Service (ETS) provided the following information from a two panel, multi-state standard setting study for a new Praxis School Superintendent Assessment (6021):

To support the decision-making process for education agencies with regards to establishing a passing score, or cut score, for the new Praxis School Superintendent Assessment (6021), research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study in May 2012 in Princeton, New Jersey. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level superintendents. Panelists were recommended by education agencies. The agencies recommended panelists with (a) experience, either as superintendents or assistant superintendents, or college faculty who prepare superintendents and (b) familiarity with the knowledge and skills required of beginning superintendents. Nine states were represented by 18 panelists (including two Arkansas superintendents).

The three-hour assessment is divided into two parts. Part A contains 120 multiple-choice questions covering three content areas: Educational Leadership (approximately 48 questions); Instructional Leadership (approximately 24 questions); and Administrative Leadership (approximately 48 questions). Part B contains three constructed-response questions covering Integrated Knowledge and Understanding. The reporting scale for the Praxis School Superintendent Assessment test ranges from 100 to 200 scaled-score points.

The recommended passing score is provided to help education agencies determine an appropriate operational passing score. For the Praxis School Superintendent Assessment, the recommended passing score is 93 (out of a possible 145 raw-score points). The scaled score associated with a raw score of 93 is 160 (on a 100 - 200 scale).

The ADE recommends dropping the current School Superintendent Assessment (1020) and adopting the new School Superintendent Assessment (6021) test with a cut score of 160 effective January 1, 2013.

Presenter: Michael Rowland

A-10 Consideration of New Praxis II Cut Scores in English to Speakers of Other Languages (ESOL)

Educational Testing Service (ETS) provided the following information from an Arkansas only standard setting study for a new Praxis II test English to Speakers of Other Languages (0361) (ESOL):

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the English to Speakers of Other Languages (0361) test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study May 22, 2012. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level teachers of ESOL.

The two hour assessment contains 120 multiple-choice questions covering four content areas: Foundations of Linguistics and Language Learning (approximately 48 questions); Planning, Implementing, and Managing Instruction (approximately 36 questions); Assessment (approximately 18 questions); and Cultural and Professional Aspects of the Job (approximately 18 questions). The panel's passing score recommendation for the Praxis English to Speakers of Other Languages test is 69.54 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 70, to determine the functional recommended passing. The scaled score associated with 70 raw points is 142.

The ADE recommends adopting the Praxis English to Speakers of Other Languages (0361) test with a cut score of 142 effective January 1, 2013.

Presenter: Michael Rowland

A-11 Consideration of Rescaled Praxis II Cut Scores in Latin

Educational Testing Service (ETS) has rescaled its Praxis II: Latin (0600) test from a 250-990 scale to a 100-200 scale. The new test name is Praxis II: Latin (0601), and Arkansas's current cut score of 670 will now be 161. The test items have not changed, so a standard setting study was not necessary. The ADE recommends dropping the Latin (0600) with a cut score of 670 and adopting the Latin (0601) test with a cut score of 161 effective January 1, 2013.

Presenter: Michael Rowland

A-12 Consideration of Rescaled Praxis II Cut Scores in Theatre

Educational Testing Service (ETS) has rescaled its Praxis II: Theatre (0640) test from a 250-990 scale to a 100-200 scale. The new test name is Praxis II: Theatre (0641), and Arkansas's current cut score of 580 will now be 154. The test items have not changed, so a standard setting study was not necessary. The ADE recommends dropping the Praxis Theatre (0640) with a cut score of 580 and adopting the Praxis Theatre (0641) test with a cut score of 154 effective January 1, 2013.

Presenter: Michael Rowland

A-13 Consideration for Final Approval: Arkansas Department of Education Rules Governing Public School Student Services

Acts 1172 and 1204 of 2011 amended Arkansas law related to public school student services programs. The current Arkansas Department of Education rule was last revised in September 2009. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. The public comment period expired July 15, 2012. Public comments were received and revisions to the rule were made based upon those public comments. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Jeremy Lasiter

A-14 Consideration for Final Approval: Arkansas Department of Education Rules Governing Technology Training Centers in Education Service Cooperatives

Last revised in October 1996, the Arkansas Department of Education (ADE) Rules Governing Technology Training Centers in Education Service Cooperatives should be revised to reflect existing statutory law and ADE requirements. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. The public comment period expired July 15, 2012. Public comments were received and revisions to the rule were made based upon those public comments. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Jeremy Lasiter

A-15 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Teacher Excellence and Support System

Staff from the United States Department of Education (USDOE) recommended that the Arkansas State Board of Education (State Board) and the Arkansas Department of Education (ADE) consider revisions to the student growth measures contained within the existing Teacher Excellence and Support System rules. In accordance with USDOE recommendations, ADE staff revised Sections 5.00 and 14.00 of the Teacher Excellence and Support System rules. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. The public comment period expired July 15, 2012. Public comments were received and revisions to the rule were made based upon those public comments. Department staff respectfully requests that

the State Board give its final approval to the proposed rules.

Presenter: Dr. Karen Cushman and Jeremy Lasiter

A-16 **Consideration for Final Approval: Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program**

The current Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program should be revised to remove references to fiscal distress for education service cooperatives. The rules should also be reformatted and updated to mirror existing statutory requirements. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. The public comment period expired July 15, 2012. A public comment was received, but the rule was not revised based upon the public comment. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Jeremy Lasiter

A-17 **Consideration for Final Approval: Proposed Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application**

Ark. Code Ann. §§ 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. On June 11, 2012, the State Board approved for public comment proposed revisions to the application forms. A public hearing was held July 11, 2012, and the public comment period ended July 16, 2012. No written or oral comments were received regarding the proposed changes. Department staff respectfully request that the State Board give its final approval to the proposed applications.

Presenter: Mark White and Dr. Laura Bednar

A-18 **Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules and Regulations Governing Special Education Expenditure Requirements**

These Rules became effective November 13, 1997. Since that time, the Department has substantially revamped its rules related to Special Education, but it appears these Rules were never repealed. Because these Rules are outdated and superseded, Department staff respectfully request the State Board to approve for public comment the proposed repeal of these Rules.

Presenter: Mark White

A-19 **Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing the Common Core System**

These Rules were approved by the State Board on February 9, 1998. Since that time, they have been superseded by new statutes and by other Department rules, in particular the Standards for Accreditation of Arkansas Public Schools and School Districts. Although these Rules use the term "Common Core," they are not related to the Common Core State Standards. Because these Rules are outdated and no longer needed, Department staff respectfully request that the State Board approve for public comment the proposed repeal of these Rules.

Presenter: Mark White

A-20 **Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System**

These Rules were approved by the State Board June 14, 2004. Since that time, they have been superseded by new statutes and by other Department rules, including the Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Audit Requirements. Because these Rules are outdated and no longer needed, Department staff respectfully request that the State Board approve for public comment the proposed repeal of these Rules.

Presenter: Mark White

A-21 Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing Waivers for Substitute Teachers

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: Mark White

A-22 Consideration of Approval for Second Public Comment Period: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On June 11, 2012, the State Board of Education released for public comment proposed new Rules Governing Educator Licensure. The Department conducted a public hearing July 11, 2012, and the comment period expired July 16, 2012. A total of 74 oral and written comments were received. In response to the comments, the Department has proposed a significant number of revisions to the proposed Rules. Department staff respectfully request the State Board to approve for a second public comment period the proposed new Rules, as revised.

Presenter: Mark White and Dr. Karen Cushman

Reports

Report-1 Request to Address the Board: Senator Linda Chesterfield

State Senator Linda Chesterfield has asked to be placed on the agenda to address the State Board regarding concerns with charter schools.

Presenter: Senator Linda Chesterfield

Minutes
State Board of Education Meeting
Monday, July 9, 2012

The State Board of Education met Monday, July 9, 2012, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Joe Black; Sam Ledbetter; Alice Mahony; Mireya Reith; Vicki Saviers; Dr. Tom Kimbrell, Commissioner

Absent: Toyce Newton

Reports

Chair's Report:

Chairman Cooper introduced Dr. Jay Barth as the newest member to the State Board. Dr. Barth, appointed by Governor Beebe, replaces Dr. Ben Mays whose term expired June 30, 2012.

Commissioner's Report

Dr. Kimbrell extended a warm welcome to Dr. Barth and said he looked forward to his involvement in the process of preparing the state's students for college and careers.

Dr. Kimbrell announced Arkansas was one of five states to receive Secretary Duncan's approval of ESEA Flexibility on June 29. He said Department staff had been trained on the requirements of the new accountability system and state educators would receive the training July 16 via compressed interactive video. Dr. Kimbrell also announced a July 19 meeting for superintendents and building administrators of Priority and Focus schools designed to help them understand the next steps and expectations for the first semester of the new school year.

Board members expressed appreciation for the quick turnaround for call to action and next steps.

Dr. Kimbrell said the implementation of those schools' improvement plans would require high ADE engagement. He said it would be a constant evaluation, and the ADE would work with those schools to make adjustments as necessary.

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, praised the work of educators across the state in the implementation of the Common Core State Standards (CCSS). She said the training available to educators via AETN had been a big help in preparing them to move forward with CCSS.

Dr. Bednar said 24 Arkansas educators would take part in PARCC's Educator Leader Cadres to share best practices, review PARCC materials and provide training across the state in CCSS. The first meeting of that group is planned for July 23-25 in Chicago.

Dr. Bednar expressed her desire that educators embrace the opportunity provided by the ESEA Flexibility to collaborate and work together to ensure effective teaching as the state works to prepare students for college and careers.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes of the June 11, 2012, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Sanction for Teachers as Recommended by the Professional Licensure
 - Roanne Worsham
 - Allan Charles Ashley
 - Susanne Lavada Eagan
 - Horace Ray Charles
 - Mindy Sue McFarland
 - Jennifer Paul

Action Agenda

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

Consideration of 2012-13 Arkansas Better Chance Professional Service Contract Grants and Grant Reallocation Slots

The Division of Childcare and Early Childhood Education and the Arkansas Better Chance Program requested approval of grants for the 2012-13 program year.

Ms. Mahony asked if KIPP Delta Charter School could offer a Pre-K program without amending its charter.

Commissioner Kimbrell explained that ABC funding was available for any agency, and KIPP, as a 503 C, was eligible.

Mr. Ledbetter moved, seconded by Ms. Reith, approval of the request. The motion carried unanimously.

Consideration of Waiver of Standards: Arkadelphia High School

Arkadelphia School District requested a waiver of the Standards for Accreditation for Arkadelphia High School.

Superintendent Donnie Whitten explained the school would be implementing the New Tech model as part of the state's STEM Works initiative with the freshman class of 2012-13. Because the class has 158 students, the waiver was needed to allow a teacher to serve more than 150 students.

Dr. Barth moved, seconded by Ms. Saviers, approval of the waiver. The motion carried unanimously.

Consideration of Waiver of Standards of Accreditation: Mountain View School District for Timbo High School

Mountain View School District requested a waiver for the 2012-2013 school year from the requirements of the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts that requires two units of the same foreign language.

Superintendent Rowdy Ross said the school was transitioning from teaching French to teaching Spanish. His proposal was to offer Spanish I and French II by distance learning for the 2012-13 school year to accommodate those students who had already taken French I. The school would discontinue teaching French the following school year.

Dr. Barth expressed concern regarding the use of distance learning in the first year experience of foreign language.

Commissioner Kimbrell said the use of distance learning had been successful and had allowed schools to meet the requirement of 38 academic course offerings.

Ms. Mahony moved, seconded by Mr. Ledbetter, approval of the waiver. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Joseph Brewer

Katherine Donovan, legal counsel for the Professional License Standards Board, said Joseph Brewer had applied for a provisional license. She said Mr. Brewer had a 2004 felony theft of property conviction from Missouri and was requesting a waiver.

Ms. Saviers moved, seconded by Mr. Ledbetter, approval of the waiver with the stipulation of probation for a period of two years and no other qualifying conviction or violation of code of ethics. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Jerome Mitchell

Ms. Donovan presented a waiver request from Jerome Mitchell who had applied for a provisional license as part of the nontraditional licensing program. She said Mr. Mitchell had a 2003 felony theft of property conviction from Jefferson County.

Ms. Gullett moved, seconded by Ms. Reith, approval of the waiver with the stipulation of probation for a period of two years and no other qualifying conviction or violation of code of ethics. The motion carried unanimously.

Consideration to Postpone the Revision of all Social Studies Curriculum Frameworks for a Period of Two (2) Years

Dr. Tracy Tucker, Director of Curriculum and Instruction, requested approval to postpone revisions to the Arkansas Curriculum Frameworks for Social Studies for a period of two years. Dr. Tucker explained that as a member of the Social Studies Assessment, Curriculum, and Instruction Collaborative, Arkansas is one 20 states collaborating in the development of common social studies standards. She said it would be beneficial for educators in Arkansas to view those standards prior to revising the Arkansas curriculum frameworks.

Mr. Ledbetter moved, seconded by Ms. Reith, approval to postpone the revision of social studies curriculum frameworks for two years. The motion carried unanimously.

Consideration of Arkansas Governor's School Site Selection for 2013-2015

Because of his employment with Hendrix College, Dr. Barth recused himself and left the room prior to the discussion of this item.

Mary Katherine Stein, Gifted and Talented and AP Program Coordinator, presented a recommendation for Hendrix College to host Arkansas Governor's School for 2013-2015.

Ms. Mahony moved, seconded by Mr. Black, approval. The motion carried unanimously.

Consider Recommendation for New Praxis Test in Mandarin Chinese to be Effective September 1, 2012

Dr. Barth rejoined the meeting.

A recommendation was presented to adopt the Praxis Chinese (Mandarin): World Language (5665) test effective September 1, 2012.

Ms. Gullett moved, seconded by Ms. Reith, approval. The motion carried unanimously.

Consideration of New Praxis II Cut Score for Gifted Education to be Effective September 1, 2012

A recommendation was presented to adjust the Gifted Education Praxis II (0357) cut score from 156 to 150 effective September 1, 2012.

Ms. Mahony moved, seconded by Dr. Barth, to accept the recommendation for the adjustment and make it retroactive to 2007. The motion carried unanimously.

Consideration to Suspend the Teaching License of Two (2) National Board of Professional Teaching Standards (NBPTS) Candidates Who Owe Money to ADE

The Office of Teacher Quality recommended the State Board suspend the license of Robin Caraway and Kelly McMahan until repayment of monies owed the Department of Education for the National Board of Professional Teaching Standards program. Both candidates failed to complete the program.

Mr. Ledbetter moved, seconded by Ms. Reith approval to suspend the licenses. The motion carried unanimously.

Consideration of Cut Score for Graduate Record Examination (GRE) for Acceptance into Institutions of Higher Education Teacher Preparation Programs in Lieu of Praxis I Exam

A recommendation was made to set the minimum passing scores for the GRE subtests in Verbal Reasoning, Quantitative Reasoning and Analytical Writing be at 142, 142 and 3.5 respectively, thus representing similar percentile levels as the minimum passing scores for the Reading, Mathematics and Writing sections of the Praxis I test.

Dr. Barth moved, seconded by Ms. Reith, acceptance of the recommendation. The motion carried unanimously.

Consideration of Declaration of Critical Academic Shortage Areas as Required by Ark. Code Ann. § 6-15-403 and § 6-81-609

Dr. Karen Cushman, Assistant Commissioner of Human Resources and Licensure, presented a recommendation for declaring the following as critical shortage licensure areas: Secondary--Mathematics (7-12); Middle Childhood--Mathematics/Science (4-8); English/Language Arts/Social Studies (4-8); Special Education--Deaf Education; Visually Impaired; Speech Language Pathologist/Speech Therapist; Special Education Instructional Specialist (P-r and 4-12) or (old licenses: {K-12} Mildly Handicapped, Moderately/Profound Handicapped, Severely Emotionally Disturbed); and Secondary Science—Life/Earth Science (7-12); Physical/Earth Science (7-12) or (old licenses:

Biology/Chemistry/Physical Science/Physics). The recommendation also included endorsements for library media; gifted and talented; school counselor and English as a second language.

Board members suggested open dialogue with colleges and universities regarding the shortage areas. They also recommended better communication to communities to help raise awareness of these needs.

Ms. Mahony moved, seconded by Ms. Gullett, approval of the shortage areas. The motion carried unanimously.

Consideration for Public Comment: Revisions to the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Higher Education Director Shane Broadway and Jeremy Lasiter, General Counsel, said state law provides statutory authority for the State Board to adopt rules to permit public school students who have successfully completed the eighth grade to enroll in a publicly supported community college or four- year college or university for the purpose of obtaining concurrent high school and higher education course credit. They reported that during the 2010-2011 and 2011-2012 school years, the State Board approved a concurrent credit pilot project.

Based upon the results of the pilot project, the Department of Higher Education and the Department of Education recommended the provisions of the pilot project be given permanent effect in the ADE rules.

Ms. Reith moved, seconded by Ms. Mahony, approval of the revised rules for public comment. The motion carried unanimously.

Consideration for Approval for Public Comment: Revisions to the Arkansas Department of Education Rules Governing Special Education and Related Services

The proposed amendments to these rules seek to increase educational continuity for students in Juvenile Detention Centers. State Board approval was requested.

Ms. Mahony moved, seconded by Ms. Gullett, approval of the revised rules for public comment. The motion carried unanimously.

Consideration for Public Comment: Revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

A recommendation was made to revise the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic

Distress Program should be updated to reflect: (1) Revisions to Arkansas law; (2) A new definition for “academic distress;” and (3) Procedures related to the ADE’s flexibility proposal as approved by the United States Department of Education. State Board approval was requested.

Board members requested further clarification of the proposed revisions.

Commissioner Kimbrell explained the state would label a school district as academically distressed if no more than 49.5 percent of its students scored proficient or higher on state tests. He stipulated that districts with this student performance were among those in the lowest five percent statewide. In addition, a district that has a school in Priority status that has not made progress toward its interim measurable objectives over a two-year period would trigger academic distress for that district.

Board members highlighted the fact that the state could take over a district within two years.

Dr. Kimbrell said the agency must build capacity to assist these troubled districts. He said it might require an administrative unit that may or may not be directly attached to the Department of Education.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval to release the revised rules for public comment. The motion carried unanimously.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Administrative Consolidation or Annexation of Public School Districts and Boards of Directors of Local School Districts (A-16)

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The State Board previously approved two separate rules, including this rule, which governs the consolidation and annexation of school districts. Department staff recommended this rule be repealed so that it can be combined with the other rule governing consolidation and annexation of school districts and updated in accordance with Acts 989 and 1217 of 2011.

State Board approval was requested.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Consolidation or Annexation of Public School Districts and Boards of Directors of Local School Districts (A-17)

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The State Board of Education previously approved two separate rules, including this rule, which governs the consolidation and annexation of school districts. Department staff recommended this rule be repealed so that it can be

combined with the other rule governing consolidation and annexation of school districts and updated in accordance with Acts 989 and 1217 of 2011.

State Board approval was requested.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing the Distribution of Consolidation/Annexation Incentive Funding (A-18)

Each fiscal year, the Arkansas General Assembly appropriates consolidation/annexation incentive funds to the Arkansas Department of Education. The State Board of Education last approved rules governing the distribution of those funds in November 2005. Department staff requested the State Board repeal the existing rules pertaining to consolidation/annexation incentive funding so that the content of those rules can be updated and included in the revised Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts.

State Board approval was requested.

Mr. Ledbetter moved, seconded by Mr. Black, final approval of Agenda Items 16-18. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Closure of Isolated Schools

Act 1131 of 2011, now codified at Ark. Code Ann. § 6-20-602, revised Arkansas law concerning the closure of isolated schools. The proposed rules include the revisions contained in Act 1131 of 2011 and create a procedure for the State Board to follow when considering the closure of an isolated school.

State Board approval was requested.

Mr. Ledbetter moved, seconded by Ms. Gullett, final approval of the rules. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The proposed rules include the revisions contained in Acts 989 and 1217 of 2011. The State Board previously approved two separate rules governing the consolidation and annexation of school districts. A third rule governs the distribution of consolidation and annexation incentive funding. The proposed rules update the separate rules and combine them into one rule.

State Board approval was requested.

Ms. Reith moved, seconded by Ms. Saviers, final approval of the rules. The motion carried unanimously.

Consideration for Final Approval: Proposed Revisions to the Arkansas Department of Education Rules Governing the Arkansas Better Chance Program

On February 13, 2012, the State Board approved for public comment proposed revisions to the Arkansas Department of Education Rules Governing the Arkansas Better Chance Program. After a public comment period, revisions were made to the rule.

State Board approval was requested.

Ms. Gullett moved, seconded by Mr. Black, final approval of the rules. The motion carried unanimously.

Adjournment

The meeting adjourned at 12:32 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JULY 31, 2012

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of July 2012.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of June 30, 2012, State Foundation Funding payments paid for FY 11/12 totaled \$61,362,928 to LRSD, \$34,974,220 to NLRSD, and \$42,845,370 to PCSSD.
- B. As of June 30, 2012, the Magnet Operational Charge paid for FY 11/12 totaled \$14,363,041. The allotment for FY 11/12 was \$14,363,041.
- C. As of June 30, 2012, the M-to-M incentive checks paid for FY 11/12 totaled \$4,499,601 to LRSD, \$4,240,722 to NLRSD, and \$10,499,445 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock was overpaid \$271,487.69 over the last two payments. The current payment reflects what is due less the amount of the overpayment.
 - 1. In December 2011, General Finance made the last one-third payment to the Districts for their FY 10/11 transportation budget. As of December 31, 2011, transportation payments for FY 10/11 totaled \$3,977,759.00 to LRSD, \$1,456,077.37 to NLRSD, and \$2,320,249.40 to PCSSD.
 - 2. In December 2011, General Finance made the first one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2011, transportation payments for FY 11/12 totaled \$1,297,333.34 to LRSD, \$515,623.32 to NLRSD, and \$889,000.35 to PCSSD.
 - 3. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budget. As of February 29, 2012, transportation payments for FY 11/12 totaled \$2,594,666.67 to LRSD, \$689,693.05 to NLRSD, and \$1,778,000.70 to PCSSD.
- E. On May 17, 2012, the sixteen (16) Magnet and M to M buses from Diamond States Bus Sales in Conway, AR were ordered and are scheduled for delivery around August 1, 2012. A request has been sent to the three (3) districts to submit their documentation for reimbursement of expenditures for the 2011-12 year and the estimated expenditures for the 2012-13 school year.
- F. In July 2011, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY11/12.
- G. In July 2011, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 11/12.

II. *Monitoring Compensatory Education*

On July 12, 2012, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Little Rock and North Little Rock School Districts have gained unitary status. Pulaski County Special School District remains partially unitary. Mr. Jeremy Lasiter, ADE General Council for Legal Services, provided the Pulaski County School Desegregation Case Settlement Agreement (revised September 28, 1989) via handouts and slides. He presented the names of the staff that were committed to the obligations and asked for any additions or deletions of any other staff. He advised those staff members to have their documentation ready to be submitted to the Court. He stated that the Project Management Tool (PMT) is provided each month to the Court and the Executive Summary is provided each month to the State Board of Education. Mr. Morris will visit the schools that have been neglected to see if the upgrading process has begun and what progress has been made towards the completion. The ADE will continue to have Implementation Phase Meetings until the desegregation case is totally finished. Little Rock School District filed a complaint on the number of Charter Schools that have been allowed to open in the Pulaski County Special School District. The next Implementation Phase Working Group Meeting is scheduled for October 4, 2012 at 1:30 p.m. in room 201-A at the ADE.

III. *A Petition for Election for LRSD will be Supported Should a Millage be Required*

Ongoing. All court pleadings are monitored monthly.

IV. *Repeal Statutes and Regulations that Impede Desegregation*

In June 2011, 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 88th Legislative Session, and any new ADE rules or regulations.

V. *Commitment to Principles*

On July 9, 2012, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of June.

VI. *Remediation - Evaluate the impact of the use of resources for technical assistance*

On July 10, 2012, Dr. Pamela A. Byrd conducted training to an AP Statistics Class on NAEP Sampling Overview. The training was left for the teacher to use for her other classes and to share with the Math Teachers in her District/State. The training took place at McClellan High School.

VII. *Test Validation*

On May 4, 2012, Jeremy Lasiter, ADE General Council for Legal Services, advised via email that he had been working with Dr. Gayle Potter and her team to come up with a description to be used in the PMT under the heading "Test Validation." Currently, the PMT references a report that was given back in 2001. The language is to be replaced with the following summary:

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

VII. Test Validation (Continued)

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On June 11-14, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Years 1 & 2. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. It also regarded Extending Children's Math. Like Cognitively Guided Instruction, extending children's Mathematics Professional Development is designed to enhance teacher's ability to teach Math for understanding by increasing teacher's understanding of students' Mathematical extending. The content focus is Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, The Number System, and Expressions and Equations as described in the Third through Sixth Grade CCSSM. Through a focus on students' thinking, teachers improve their ability to enact the Standards for Mathematical Practice described in CCSSM. Extending Children's Mathematics Professional Development develops teacher's ability to use any curriculum to teach Math for understanding. The presenters were Joan Case, Mazie Jenkins, and Margie Pliggee. The audience was Teachers, Instructional Facilitators, and Administrators.

On June 18-21, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 1. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts for number, operations, and early Algebra. The presenters were Kristin Gibson and Mazie Jenkins. The audience was Teachers, Instructional Facilitators and Administrators.

VIII. *In-Service Training (Continued)*

On June 19-21, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Extending Children's Math. The presenter was Joan Case. The audience was Teachers, Instructional Facilitators and Administrators.

On June 20-22, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 3. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenter was Jeannie Behrend. The audience was Teachers, Instructional Facilitators and Administrators.

On June 25, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 2. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenter was Susan Gehn. The audience was Teachers, Instructional Facilitators and Administrators.

On June 25-27, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 3. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenter was Jeannie Behrend. The audience was Teachers, Instructional Facilitators and Administrators.

On June 25-28, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 1. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenters were Jane Nolan and Sarah Hogg. The audience was Teachers, Instructional Facilitators and Administrators.

On June 25-28, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 2. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenter was Joan Case. The audience was Teachers, Instructional Facilitators and Administrators.

On July 9-12, 2012, ADE Staff provided Professional Development at Washington Magnet Elementary in the Little Rock School District. It regarded Cognitively Guided Instruction Year 1. It is a Teacher Professional Development Program based on research that allows teachers to explore a framework for how Elementary School children learn concepts of number, operations, and early Algebra. The presenters were Carolyn Blome and Katrina Long. The audience was Instructional Facilitators, Teachers and Administrators.

VIII. *In-Service Training (Continued)*

On July 18-19, 2012, ADE staff provided Professional Development at Pulaski County Special School District Professional Development Center. It regarded Effective Literacy Update. The Expected Goals: 1) Identify each big instructional shift and student learning behaviors that will be required to meet the rigor of the Common Core State Standards. 2) Explain how the components of comprehensive literacy and instruction align to implementation of the Common Core State Standards. 3) Consistently employ the research base, best practices, and Common Core State Standards to plan and provide effective literacy instruction. The audience was Teachers, Instructional Facilitators and Administrators.

IX. *Recruitment of Minority Teachers*

On June 27, 2012, a listing of all Spring 2012 Minority Graduates from Arkansas Colleges/Universities was sent to the three (3) Pulaski County School Districts.

X. *Financial Assistance to Minority Teacher Candidates*

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. *Minority Recruitment of ADE Staff*

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. 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 June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. The ADE as a whole was 20% Black.

XII. *School Construction*

This goal is completed. No additional reporting is required.

XIII. *Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff*

Goal completed as of June 1995.

XIV. *Scattered Site Housing*

This goal is completed. No additional reporting is required.

XV. *Standardized Test Selection to Determine Loan Forgiveness*

Goal completed as of March 2001.

XVI. *Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives*

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed. In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the EL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. *Data Collection*

The ADE Office of Public School Academic Accountability has released the 2010 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 produces a school performance report for each individual public school in the state.

XVIII. *Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations*

On April 11, 2012, the ADE held a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Terri Williams, Sherman Whitfield, and Dr. Brenda Bowles. During the meeting the following items were discussed:

- Dr. Bowles summarized the meeting on April 5, 2012 which included a discussion and review of academic and discipline interventions used to assist students by school.
- Dr. Bowles shared a draft of the Tiered System of Interventions for Discipline that was developed in preparation for the Discipline Committee Meeting(s) April 23-24, 2012 and discussed the purpose for developing the tiered system.
- The Discipline Committee members have been identified, with the exception of Joshua, and are currently confirming their attendance at the meeting.
- Dr. Bradley Scott, with EAC, will be in attendance at the Discipline Committee Meeting, to assist the District in developing a District Discipline Intervention System.
- Ms. Powell asked if the District Steering Committee had completed the scoring of the ACSIP Plans for each school. Dr. Bowles stated that it had been completed as of Tuesday's meeting on April 10, 2012.
- Dr. Bowles shared that data regarding retention for students in grades 6-12 by school, race, and gender provided by Dr. Clowers, will be made available for the Committee to peruse and discuss during the meeting(s).

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations (Continued)

- Mr. Morris inquired how the data was being used to make decisions with reference to interventions, retention, etc. Dr. Bowles stated that she defer those questions to Dr. Remele and Dr. Clowers.
- The group agreed to cancel our next schedule meeting on April 25, 2012 due to the Discipline Committee Meetings that week.

The next meeting is tentatively scheduled for **Wednesday, May 9, 2012 at 2:30 p.m.** in the Equity and Pupil Services Conference Room.

NEWLY EMPLOYED FOR THE PERIOD OF June 16, 2012– July 14, 2012

Deborah Bales – Public School Program Advisor, Grade C122, Division of Learning Services, Alternative Education Learning Environment (ALE), effective 06/18/12.

Kevin Beaumont – Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, effective 07/09/12. Rehire

Pamela Blake – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/09/12.

Jennifer Brown – Public School Program Manager, Grade C126, Division of Learning Services, Special Education, effective 07/09/12.

Jared Cleveland – Assistant Commissioner, Division of Fiscal and Administrative Services, Grade N912, effective 06/25/12.

Rick Green – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 06/18/12.

Andrea Kelly – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/09/12.

Melody Morgan – ADE Special Advisor, Grade N908, Division of Learning Services, Student Assessment, effective 07/09/12. Rehire

Sue Nelson – Public School Program Advisor, Grade C122, Division of Human Resources/ Licensure, Teacher Quality, effective 07/09/12.

Susan Ridings – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/09/12.

Mitszey Sanders – School Bus Driver Trainer, Grade C116, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 07/09/12.

Desiree Sheehan Palculict – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 06/18/12.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF June 16, 2012– July 14, 2012

Kendra Clay – from Attorney, Grade C124, Central Administration, Legal Services Department, to Grade C126, Division of Central Administration, Legal Services Department, effective 07/09/12. Promotion

Kathleen Crain – from Assistant Commissioner, Division of Fiscal and Administrative Services, Grade N912, to ADE Assistant to Director, Grade C129, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 06/25/12. Demotion

Joseph Rapert – from Data Warehouse Specialist, Grade C123, Division of Fiscal and Administration Services, Arkansas Public School Computer Network (APSCN), to ADE APSCN Division Manager, Grade C126, Division of Fiscal and Administration Services, Arkansas Public School Computer Network (APSCN), effective 07/09/12. Promotion

Deborah Zeringue – from Public School Program Advisor, Grade C 122, Division of Learning Services, Special Education, to Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 7/9/12. Lateral Transfer

SEPARATIONS FOR THE PERIOD OF June 16, 2012– July 14, 2012

*Erica Baldwin – Administrative Specialist III, Grade C112, Division of Learning Services, Special Education, effective 07/06/12. 0 Years, 6 months, 25 days. 02

Christopher Barnes – Public School Program Manager, Grade C126, Division of Learning Services, Student Assessment, effective 06/29/12. 5 Years, 11 months, 19 days. 01

Andrew Blankenship – Attorney, Grade C124, Central Administration, Legal Services Department, effective 06/29/12. 4 Years, 4 months, 3 days. 01

***Vivian Brittenum – Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 06/22/12. 3 Years, 2 months, 16 days. 01**

Travis Farrar – Public School Program Advisor, Grade C122, Division of Learning Services, Migrant Education, effective 06/22/12. 18 Years, 9 months, 29 days. Retirement

Susan Ferguson – Accounting Coordinator, Grade C121, Division of Fiscal and Administrative Services, Finance, effective 06/22/12. 33 Years, 6 months, 27 days. Retirement

Tammy Harrell – Public School Program Coordinator, Grade C123, Division of Learning Services, Curriculum and Instruction, effective 06/22/12. 7 Years, 10 months, 6 days. Retirement

***Richard Jordan – Administrative Specialist III, Grade C112, Division of Research and Technology, Technology Resources, effective 07/05/12. 1 Year, 11 months, 3 days. 02**

John Kunkel – ADE Finance Division Manager, Grade C129, Division of Fiscal and Administrative Services, Finance, effective 06/29/12. 2 Years, 10 months, 5 days. 01

***Estelle Matthis – ADE Office of Education Renewal Zone Director, Grade C126, Division of Learning Services, EORZ/Scholastic Audit, effective 06/29/12. 13 Years, 9 months, 19 days. Retirement**

Leslie Mayo – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement effective 06/22/12. 6 Years, 0 months, 10 days. 01

***Brandon McClinton – Administrative Specialist III, Grade C112, Division of Human Resources/Licensure, Time and Leave Unit, effective 07/06/12. 1 Year, 3 months, 8 days. 01**

Teddy Moore – ADE Budget Manager, Grade C125, Division of Fiscal and Administrative Services, Finance, effective 06/29/12. 39 Years, 10 months, 15 days. Retirement

LaNelle Mott – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 6/22/12. 17 Years, 9 months, 11 days. Retirement

Gayle Potter – ADE Assistant to Director, Grade C129, Division of Learning Services, Student Assessment, effective 06/22/12. 24 Years, 7 months, 20 days. Retirement

Martha Welch – Administrative Specialist III, Grade C112, Division of Learning Services, Professional Development, effective 06/22/12. 21 Years, 8 months, 0 days. Retirement

***Minority**

AASIS Codes:

01- Voluntary

02- Involuntary

Retirement

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	ALP			Out of Area	Yrs ALP	Granted/ Denied		
				License Areas	Code	Code			Yrs ALP	Denied	
Academics Plus Charter School	Advantages of Southeast Arkansas	1	Smith, Donna	MS Science, MS Social Studies	230	230	Sp Education Instructional Specialist 4-12	10-11	11-12	12-13	Granted
			Poole, Melissa	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Denied
6092	Ark. School For The Deaf	1	Porter, Rick	Speech Language Pathologist	320	320	Curr/Program Adm/Sped P-12	12-13			Granted
5801	Atkins School District	1	Lewis, Nicole	ECE P-4	299	299	Guidance & Counseling P-8	11-12	12-13		Granted
7301	Bald Knob School District	1	Gipson, Melissa	Bldg. Adm.	311	311	District Administrator P-12	11-12	11-12	12-13	Granted
0401	Bentonville School District	1	Poore, Michael	Bldg. Adm.	311	311	District Administrator P-12	11-12	12-13		Granted
0801	Berryville School District	3	Borland, Russell	Middle Childhood Education	230	230	Sp Education Instructional Specialist 4-12	11-12	11-12	12-13	Granted
			Gardner, Rachel	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Granted
			Wade, Casey	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Granted
Bost, Inc.		3	Elmore, Kayla	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Granted
			McCurrie, Clarrissa	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Granted
			White, Amber	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	12-13			Granted
Centers for Youth and Families		2	Farrell, William	Social Studies 7-12	230	230	Sp Education Instructional Specialist 4-12	10-11	11-12	12-13	Granted
			Kellensworth, Christy	Middle Childhood Education	230	230	Sp Education Instructional Specialist 4-12	09-10	10-11	11-12	11-12
3601	Clarksville School District	1	Blackard, Chanda	ECE P-4	231	231	Sp Ed Ech Inst Specialist P-4	11-12	12-13		Denied

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	ALP			Out of Area	Yrs ALP	Granted/ Denied	
				License Areas	Code	Code			Yrs ALP	Granted
	Conway County Center for Exceptional Children	1	Noll, Katrina	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	12-13	Granted	
	Conway Human Development Center	2	Gifford, Paul	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	10-11 11-12 12-13	Granted	
7504	Dardanelle School District	3	Gifford, Paul	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	10-11 11-12 12-13	Granted	
			Curtis, Brittany	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	12-13	Granted	
			Moore, Vandy	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	12-13	Granted	
5901	Des Arc School District	4	Moore, Vandy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	12-13	Granted	
			Bagshaw, Brenda	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	11-12 12-13	Granted	
3502	Dollarway School District	1	Devorak, Susan	English 7-12; Drama/Speech 7-12; Journalism 7-12	004	Spanish 7-12	12-13	12-13	Granted	
			Hill, Nicholas	PE/Health 7-12; Mathematics 7-12; Coaching 7-12	302	Building Level Administrator 5-12	11-12 12-13	11-12 12-13	Granted	
			Holland, Cheryl	ECE P-4; Middle Childhood Education; Gifted Education P-12	312	Building Administrator P-8	12-13	12-13	Granted	
			Moore, Jerica	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	12-13	Granted	
			Bruder, Tedda	English 7-12; Vocal & Instrumental Music P-12	231	Sp Ed Ech Inst Specialist P-4	12-13	12-13	Granted	
7202	Farmington School District	3	Fulcher, Rachel	ECE P-4, MS Social Studies, Elementary 1-6 Business Tech 7-12	299	Guidance & Counseling P-8	12-13	12-13	Granted	

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Granted/ Denied	
					Code	Out of Area	Yrs ALP	Denied
			Fulcher, Rachel	Business Tech 7-12	300	Guidance & Counseling 7-12	12-13	Granted
			Jordan, Leslie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	First Step, Inc.	3	Anderson, Melissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Denied
			Lowery, Sara	ECE P-4; 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	09-10 10-11 11-12	Denied
			Owens, Breanna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Denied
4501	Flippin School District	1	Rainbolt, Sherry	ECE P-4; Elementary K-6	299	Guidance & Counseling P-8	12-13	Granted
6201	Forrest City School District	1	Kern, Regina	Mathematics 7-12	231	Sp Ed Ech Inst Specialist P-4	09-10 10-11 11-12 12-13	Granted
3704	Lafayette County School Distri	2	Gardner, Kristina	PE/Wellness/Leisure P-12; Coaching	305	Gifted & Talented P-8	12-13	Granted
			Gardner, Kristina	PE/Wellness/Leisure P-12; Coaching	306	Gifted & Talented 7-12	12-13	Granted
6605	Lavaca School District	1	Rose, Steve	Secondary Principal	311	District Administrator P-12	12-13	Granted
3904	Lee County School District	1	Tinzie, Tracia	Vocational Permit; FACS 4-12; Career Svcs.; Culinary Arts	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
4712	Manila School District	2	Helms, Stephanie	Social Studies 7-12	312	Building Administrator P-8	11-12 12-13	Granted
			Helms, Stephanie	Social Studies 7-12	302	Building Level Administrator 5-12	11-12 12-13	Granted
6606	Mansfield School District	1	Musgrove-Hunt, Jennifer	Speech; Journalism	113	Drama Endorsement 7-12	12-13	Granted
	Millcreek of Arkansas	3	Childress, Phyllis	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	ALP			Yrs ALP		Granted/ Denied	
				License Areas	Code	Out of Area				
6901	Mountain View School District	4	Dodds, Athenia	ECE P-4; Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted		
			McElroy, Macy	Elementary 1-6; Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted		
			Case, Robert	FACS; Business Ed; Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted		
			Case, Robert	FACS; Business Ed; Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted		
			Lowery, Nancy	Business Ed 7-12, Computer Tech 7-12, General Science, Life/Earth Science, Physical/Earth Science, Career Prep, Marketing	299	Guidance & Counseling P-8	12-13	Denied		
			Lowery, Nancy	Business Ed 7-12, Computer Tech 7-12, General Science, Life/Earth Science, Physical/Earth Science, Career Prep, Marketing	300	Guidance & Counseling 7-12	12-13	Denied		
	OUR Coop	1	Benton, Gwendoline	ECE P-4; Spec. Ed. P-4	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted		
	Ozark Guidance	7	Ballard, Andrew	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted		
			Giboney, Trisha	Elementary P-6	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted		
			Howell, Julia	English/Lanugage Arts, Speech/Drama	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted		
			Kirk, Crystal	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted		

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP		Granted/ Denied			
					Code	Out of Area	Code	Out of Area	Yrs ALP	Granted/ Denied		
2808	Paragould School District	8	Morton, Monica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	12-13	11-12	12-13	Granted	
			Pelfrey, Wendy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	10-11	11-12	11-12	11-12	Denied
			Shepherd, Teresa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	12-13	12-13	12-13	12-13	Granted
			Hinkle, Cori	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	12-13	12-13	12-13	12-13	Granted
			Hollis, Jenny	English/Language Arts 7-12	299	Guidance & Counseling P-8	12-13	12-13	12-13	12-13	12-13	Granted
			Hollis, Jenny	English/Language Arts 7-12	300	Guidance & Counseling 7-12	12-13	12-13	12-13	12-13	12-13	Granted
			Phillips, Carol	Elementary 1-6	299	Guidance & Counseling P-8	12-13	12-13	12-13	12-13	12-13	Granted
			Phillips, Carol	Elementary 1-6	300	Guidance & Counseling 7-12	12-13	12-13	12-13	12-13	12-13	Granted
Paragould School District Continued	Paragould School District		Russell, William	Middle Childhood Education, Elementary 1-6, Vocal Music P-12, Instrumental Music P-12	113	Drama Endorsement 7-12	12-13	12-13	12-13	12-13	Denied	
			Starling, Gina	MS Science, Elementary 1-6	305	Gifted & Talented P-8	11-12	12-13	12-13	12-13	Granted	
			Starling, Gina	MS Science, Elementary 1-6	306	Gifted & Talented 7-12	11-12	12-13	12-13	12-13	Granted	
			Wood, Matthew	Middle Childhood Education	302	Building Level Administrator 5-12	12-13	12-13	12-13	12-13	12-13	Granted
5804	Pottsville School District	2	Rogers, Darla	English 7-12	113	Drama Endorsement 7-12	12-13	12-13	12-13	Granted		
5006	Prescott School District	1	Williams, Shawna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	12-13	12-13	12-13	Granted	
			Jones, Portia	Dist. Adm; Elem. Principal; Reading P-12; Elem 1-6; MS Math	239	Curriculum/Prog/Adm/Curriculum P-12	11-12	12-13	12-13	12-13	12-13	Granted

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	ALP			Yrs ALP	Granted/ Denied	
				License Areas	Code	Out of Area		Yrs ALP	Granted
1106	Rector School District	1	Henderson, Nathan	PE/Wellness/Leisure P-12	312	Building Administrator P-8	11-12 12-13	Granted	
	Rivendell Behavioral Health	1	Holiman, Amanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted	
	Southeast Coop	1	Hembree, Jaye	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted	
4605	Springwoods Behavioral Health	1	Landrum, Don	Bldg Level Adm; Bldg. Adm; Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted	
	Texarkana School District	3	Fleming, Jamie	Social Studies 7-12	113	Drama Endorsement 7-12	12-13	Granted	
			Jones, Shane Jones, Shane	Social Studies 7-12 Social Studies 7-12	002 168	English/Language/Social Studies 4-8 Science/Mathematics 4-8	12-13 12-13	Granted Granted	
Vista Health		8	Gay, Lesley	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted	
			Gracy, Terry	Bldg. Adm., Secondary PE; MS PE	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted	
			Hall, Freddie	PE/Wellness/Leisure, Coaching	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted	
Vista Health Continued			Harris, Chelsea	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted	
			Harris, Valerie	English 7-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted	
			Nolte, Susie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted	
			Titworth, Audra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted	
			Williams, Patty	FACS 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted	

Additional Licensure Waiver Requests
2012-2013 School Year
August State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP	Granted/ Denied	
					Code	Out of Area		Yrs ALP	Denied
0602	Warren School District	1	Spraggins, Allison	ECE P-4		299	Guidance & Counseling P-8	12-13	Granted
3510	White Hall School District	1	Goodwin, Tracy	Health/PE 7-12		235	Physical Education, Wellness & Leisure P-8	12-13	Granted
			Doby, Tina	MS French, Elementary 1-6		231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
	Woodridge Behavioral Care Center	5	Doby, Tina	MS French, Elementary 1-6		230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Parnell, Amanda	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
1905	Wynne School District	2	Parnell, Amanda	ECE P-4		230	Sp Education Instructional Specialist 4-12	11-12	Granted
			Pendergrass, Neysa	ECE P-4, Elementary K-6		230	Sp Education Instructional Specialist 4-12	12-13	Granted
	Yell County Special Services	1	Cantrell, Jessica	Middle Childhood Education		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Willoughby, Carrie	ECE P-4, Middle Childhood Education		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	Yell County Special Services	1	Sullivan, Amanda	ECE P-4; Middle Childhood Education		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	York W. Williams, Jr. Child Development, Inc.	1	Smith, Billy Glen	PE/Wellness/Leisure P-12		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	Youth Home, Inc.	1	Bryant, Wendylin	Drama/Speech		230	Sp Education Instructional Specialist 4-12	11-12	Granted
Total # Districts Requesting Waivers		97	Total # Waivers Requested this Month				Total # of Waivers Granted		87
27							Total # of Waivers Denied		10
							Total # of Waivers this Month		97



ARKANSAS DEPARTMENT OF EDUCATION

Report on the Status of the Public Charter Schools Program to The House Interim Committee on Education and The Senate Interim Committee on Education

In accordance with Arkansas Code Annotated §6-23-310



August 13, 2012

Prepared By:

Arkansas Department of Education
Public Charter Schools Office
Learning Services Division
Dr. Laura Bednar
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501-683-5313

Since ACT 890 of 1999 was enacted, the State Board of Education has been authorized to issue charters to eligible entities for the operation of charter schools in Arkansas. In the 2010-2011 school year, Arkansas had seventeen (17) open-enrollment public charter schools, twelve (12) district conversion public charter school, and one (1) licensure public charter school in operation pursuant to charters issued by the State Board of Education.

Arkansas has seen continued interest in charter school growth in part to additional gains in legislation. During the spring of 2011, the Arkansas Legislature voted to extend the cap on the number of charter schools in the state. Currently, the law states that there can only be twenty four (24) open-enrollment public charter schools in the state. Act 987 of the 88th Arkansas General Assembly allows for the cap on the number of open-enrollment charter schools to be increased by five slots when the number of existing open-enrollment charter schools is within two charters of meeting the existing cap of twenty-four (24). When the number of charter schools is within two charters of the existing cap, the ADE is required to declare by Commissioner's Memo by March 1, the number of available open-enrollment charter school slots available during the next application cycle.

The following is a list of open-enrollment and conversion public charter schools for the 2010-2011 school year:

Open-Enrollment Public Charter Schools

Academics Plus Charter School, Maumelle

Arkansas Virtual Academy, Little Rock

Benton County School of the Arts, Rogers

Covenant Keepers College Preparatory Charter School, Little Rock

Dreamland Academy of Performing and Communication Arts, Little Rock

e-STEM Elementary Public Charter School, Little Rock

e-STEM Middle Public Charter School, Little Rock

e-STEM High Public Charter School, Little Rock

Haas Hall Academy, Fayetteville

Imboden Area Charter School, Imboden

Jacksonville Lighthouse Charter School, Jacksonville

KIPP Delta Public Schools, Helena

KIPP Blytheville, Blytheville (Licensure school of KIPP Delta Public Schools)

LISA Academy, Little Rock

LISA Academy North, Sherwood

Little Rock Preparatory Academy, Little Rock

Little Rock Urban Collegiate Public Charter School for Young Men, Little Rock*

Osceola Communication, Arts and Business School, Osceola*

District Conversion Public Charter Schools

Arthur “Bo” Felder Alternative Learning Academy, Little Rock School District*

Badger Academy Conversion Charter School, Beebe School District

Blytheville Charter School and ALC, Blytheville School District

Cabot Academic Center of Excellence, Cabot School District

Cloverdale Aerospace Tech. Conversion Charter Middle School, Little Rock School District

Lincoln Academic Center of Excellence, Lincoln School District

Lincoln Middle Academic Center of Excellence, Forrest City School District

Mountain Home High School Career Academies, Mountain Home School District

Oak Grove Elementary Health, Wellness & Environmental Science, Paragould

Ridgeroad Middle Charter School, North Little Rock School District

Vilonia Academy of Service and Technology, Vilonia School District

Vilonia Academy of Technology, Vilonia School District

Arkansas Code Annotated § 6-23-302 requires a review of the charter school application and a vote to either approve or deny the application by the board of directors of the local school district in which a proposed open-enrollment public charter school will be located. The table below is a summary of the local board’s decisions to approve or deny applications for open-enrollment public charter schools and a summary of the State Board of Education’s decisions to grant or deny charters for conversion and open-enrollment public charter schools for the 2011-2012 school year:

*Charter revoked by the State Board of Education at the end of the 2010-2011 School year

SUMMARY OF OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS APPLICATIONS: 2011 CYCLE

	Sponsoring Entity	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Consortia, Inc.	Little Rock	X			
2	Flightline Academy of Arkansas, Inc.	Jacksonville	X			
3	Gillett Civic Group, Inc.	Gillett	X	X	Denied	Denied
4	KNOVA Learning	Pine Bluff	X			
5	Lighthouse Academies of Arkansas, Inc.	Pine Bluff	X	X		Approved
6	Miller McCoy Network	Forrest City	X	X	Denied	Denied
7	New Education for the Workplace (NEWCorp)	Little Rock	X	X	Approved	Approved
8	Prism Education Center	Fort Smith	X			
9	SAFE (South Arkansas Foundation for Education)	McNeil	X	X	Denied	Denied
10	Success Prep Academy	Texarkana	X			
11	The Throne Room, Inc.	Hope	X			
12	The Throne Room, Inc.	Emmett	X			
13	Turning Point 2 Associates	Pine Bluff	X			
14	Valley Military Academy	Little Rock	X			
	TOTALS		14	5		2/5

SUMMARY OF DISTRICT CONVERSION PUBLIC CHARTER SCHOOLS APPLICATIONS: 2011CYCLE

	Sponsoring Districts and Organizations	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Cross County School District	Cherry Valley	X	X	Approved	Approved
2	Helena-West Helena School District	Helena-West Helena	X			
3	Lonoke School District	Lonoke	X			
	TOTALS		3	1		1/1

The Arkansas Department of Education provides technical assistance to existing charter schools and to charter school developers by monitoring, providing informational workshops, conducting the Annual Public Charter Schools Conference, networking with additional support organizations and making charter school information available on the Arkansas Department of Education website. The Arkansas Department of Education, in accordance with Arkansas Code Annotated § 6-23-404, has contracted with Metis Associates to conduct an independent evaluation of all public charter schools. Evaluation reports for prior years are available online at the Arkansas Department of Education website on the Public Charter Schools webpage. The report for 2010-2011 is attached to this document as *Appendix A* and will be made available on the Arkansas Department of Education website.

The following section has information compiled for each public charter school in Arkansas. Included for open-enrollment public charter schools are a school profile page, demographic information, financial information, test results for the 2010-2011 school year, and Arkansas adequate yearly progress/school improvement status. Included for district conversion public charter schools are a school profile page, demographic information, and test scores for the 2010-2011 school year, and Arkansas adequate yearly progress/school improvement status. Financial information for individual district conversion public charter schools is compiled and reported within the data for each school district.

2010-2011

Open-Enrollment Public Charter School Profiles

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Academics Plus School District

LEA # 60-40-700

Pulaski County

Opened in 2001

Grades Served 2009-2010 K-12

Enrollment in 2009-2010: 538

Grades Served in 2010-2011 K-12

Enrollment in 2010-2011: 603

Mission Statement:

The mission of Academics Plus (A+) Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origin, national background, or socioeconomic level. All children can learn when challenged by big expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

Contact Person:

Rob McGill, Superintendent
900 Edgewood Drive
Maumelle, AR 72113
501-851-3333

Website:

www.academicsplus.org

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
6040702	ACADEMICS PLUS	0	3	20	5	0	1	72	49	51	603	27.69%	

*Source of Data: Arkansas Department of Education

Financial Profile

	ACADEMICS PLUS CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	195.00	348.48	400.83	445.19	527.10	16,618.99
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	1,333,602	1,857,238	2,337,193	2,638,913	3,449,257	4,149,381
Per Pupil Expenditures	7,433	5,807	5,984	5,526	6,433	6,316
Non-Federal Certified FTEs	17.50	27.92	33.17	42.71	60.38	51.01
Non-Federal Certified Classroom FTEs	15.50	25.92	29.74	38.71	56.78	45.88
Avg Teacher Salary (Non-Federal Certified FTEs)	36,717	29,854	32,557	33,759	26,034	34,840
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	33,906	27,258	28,926	1,217,661	23,578	32,351
Net Legal Balance (Excl Cat & QZAB)	20,367	265,183	277,470	380,040	358,138	410,187

Academics Plus Charter School	
2011 Adequate Yearly Progress	
Grades K-6	Alert (Literacy & Math)
Grades 7-12	Alert (Literacy & Math)

**Academics Plus Charter School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-40-702	48	604	0	13	31	56	48	580	13	17	35	35	0	0	0	0	0	0
4	60-40-702	42	629	2	19	29	50	42	696	0	17	45	38	0	0	0	0	0	0
5	60-40-702	52	675	8	13	40	38	52	719	002	021	044	033	52	200	010	042	040	008
6	60-40-702	47	682	11	21	32	36	47	733	4	28	28	40	0	0	0	0	0	0
7	60-40-703	53	701	19	11	47	23	53	705	2	42	36	21	53	178	21	53	23	4
8	60-40-703	46	712	15	24	48	13	46	828	0	15	48	37	0	0	0	0	0	0

Academics Plus Charter School									
Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School Normal Curve Equivalent	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Academics Plus M S	K-6	65	68	65	66	66	58.9	6040702	6040000
Academics Plus H S	7-9	58	55	50	61	56	52.9	6040703	6040000

*Source of Data: University of Arkansas Office for Education Policy

Academics Plus Charter School								
EOC Algebra 1 - Spring								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6040	703	Academics Plus	70	220	7	16	54	23

Academics Plus Charter School								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6040	703	Academics Plus High School	58	200	5	50	33	12

Academics Plus Charter School								
EOC Geometry Spring 2011								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6040	703	Academics Plus	39	222	0	28	54	18

Arkansas Open-Enrollment Public Charter Schools 2010-2011

Arkansas Virtual Academy

LEA # 60-43-700

Pulaski County

Opened in 2007

Grades Served in 2009-2010: K-8

Enrollment in 2009-2010: 499

Grades Served in 2010-2011: K-8

Enrollment in 2010-2011: 500

Mission Statement:

Arkansas Virtual Academy will support, guide, and assist families and colleagues in a positive way through teamwork to promote academic growth that leads to high achievement for the entire Arkansas Virtual Academy community. We will do this by keeping sight of our vision and embracing change through teamwork and good communication to assure family commitment to accomplish our purpose

Contact Person:

Scott Sides, Director
10802 Ex Center Dr, Suite 205
Little Rock, AR 72211

Website:

<http://www.arva.org>

Student Demographics

District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6043701	ARKANSAS VIRTUAL ACADEMY	0	1	6	3	1	0	89	51	49	500	0.00%

*Source of Data: Arkansas Department of Education

Financial Profile

	ARKANSAS VIRTUAL ACADEMY					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	497.45	492.09	490.33	489.60
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	2,843,379	3,319,591	3,518,051	3,380,336
Per Pupil Expenditures	0	0	5,762	6,758	7,361	6,946
Non-Federal Certified FTEs	0.00	0.00	10.40	10.34	8.19	8.50
Non-Federal Certified Classroom FTEs	0.00	0.00	10.40	10.34	8.19	8.50
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	40,278	39,925	40,309	39,332
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	40,278	39,925	40,309	39,332
Net Legal Balance (Excl Cat & QZAB)	0	0	344,647	232,607	275,234	268,283

**Arkansas Virtual Academy
2011 Adequate Yearly Progress**

Grades K-6	Alert (Literacy & Math)
Grades 7-8	Alert (Math)

**Arkansas Virtual Academy
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-43-701	62	562	6	19	32	42	62	492	24	19	26	31	0	0	0	0	0	0
4	60-43-701	61	626	11	18	26	44	61	648	7	25	43	26	0	0	0	0	0	0
5	60-43-701	64	654	11	17	42	30	64	688	005	022	044	030	64	201	006	036	056	002
6	60-43-701	49	685	14	14	41	31	49	690	6	33	37	24	0	0	0	0	0	0
7	60-43-702	32	731	9	19	28	44	32	741	6	19	53	22	32	195	13	34	47	6
8	60-43-702	32	749	6	25	38	31	32	805	3	13	53	31	0	0	0	0	0	0

Arkansas Virtual Academy

Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Arkansas Virt Acad	K-6	72	62	56	74	64	57.6	6043701	6043000
Arkansas Virt Acad JH	7-8	75	62	58	76	67	59.2	6043702	6043000

*Source of Data: University of Arkansas Office for Education Policy

Arkansas Virtual Academy**EOC Algebra 1 - Spring**

District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6043	702	Arkansas Virtual Academy	15	222	0	40	27	33

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Benton County School of the Arts
LEA # 04-40-700
Benton County
Opened in 2001

Grades Served in 2009-2010: K-12
Enrollment in 2009-2010: 701

Grades Served in 2010-2011: K-12
Enrollment in 2010-2011: 728

Mission Statement:

BCSA is the ultimate K-12 choice in arts and academics.

Contact Person:

Dr. Paul Hines,
Superintendent
205 S. Twelfth Street
Rogers, AR 72758
479-636-2272

Website:

<http://www.bcsa.k12.ar.us>

Student Demographics												
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Pacific Islander/Hispanic/Latino Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
0440701	BENTON COUNTY SCHOOL OF ARTS	0	2	2	7	2	1	86	40	60	728	27.20%

*Source of Data: Arkansas Department of Education

Financial Profile

	BENTON COUNTY SCHOOL OF ARTS					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	400.00	412.79	440.94	468.38	691.99	723.23
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	3,404,431	2,714,787	2,773,548	2,883,654	4,461,965	4,885,879
Per Pupil Expenditures	5,147	5,090	4,961	5,111	5,621	5,967
Non-Federal Certified FTEs	27.05	35.20	35.53	38.00	52.33	57.63
Non-Federal Certified Classroom FTEs	25.05	33.70	34.03	36.50	50.33	55.63
Avg Teacher Salary (Non-Federal Certified FTEs)	40,931	32,763	33,188	33,309	35,764	36,038
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	40,216	31,478	31,880	32,049	34,424	34,626
Net Legal Balance (Excl Cat & QZAB)	(64,025)	13,950	13,906	103,068	296,243	502,401

**Benton County School of the Arts
2011 Adequate Yearly Progress**

Grades K-8	Meets Standards
Grades 9-12	Meets Standards

**Benton County School of the Arts
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	04-40-701	60	596	5	15	18	62	60	606	5	13	42	40	0	0	0	0	0	0
4	04-40-701	60	633	3	20	28	48	60	720	0	8	47	45	0	0	0	0	0	0
5	04-40-701	61	660	7	18	48	28	61	714	002	020	051	028	61	217	007	020	059	015
6	04-40-701	60	677	10	20	45	25	60	764	2	15	48	35	0	0	0	0	0	0
7	04-40-701	60	710	8	22	40	30	60	776	7	13	47	33	60	189	12	42	45	2
8	04-40-701	59	740	14	22	42	22	59	864	0	7	53	41	0	0	0	0	0	0

Benton County School of the Arts

Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Benton Co Sch of Arts E S M S	K-8	60	57	57	72	59	54.6	0440701	0440000
Benton Co Sch of Arts H S	9-9	72	62			67	59.4	0440703	0440000

*Source of Data: University of Arkansas Office for Education Policy

Benton County School of the Arts								
EOC Algebra 1 - Spring								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
0440	701	Benton County School of the Arts Elem./Mid.	20	282	0	0	5	95
0440	703	Benton Co. School of the Arts H.S.	52	237	4	4	52	40
Total:			72	250	3	3	39	56

Benton County School of the Arts								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
0440	703	Benton Co. School of the Arts H.S.	56	217	2	34	38	27

Benton County School of the Arts								
EOC Geometry Spring 2011								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
0440	703	Benton County School of the Arts	63	235	2	13	49	37

**Arkansas Open Enrollment Public Charter Schools
2010-2011**

Covenant Keepers College Preparatory Charter School

LEA # 60-44-700

Pulaski County

Opened in 2008

Grades Served in 2009-2010: 6-9

Enrollment in 2009-2010: 172

Grades Served in 2010-2011: 6-10

Enrollment in 2010-2011: 164

Mission Statement:

The mission of Covenant Keepers is to provide an academically rigorous college preparatory program for all students and attract a diverse student population while instilling the habits of tolerance, thoughtful debate, and civic involvement.

Contact Person:

Dr. Valerie Tatum, Director
8300 Geyer Springs Road
Little Rock, AR 72209
501-682-7550

Website:

<http://www.covenantkeepers.k12.ar.us>

Student Demographics												
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6044702	COVENANT KEEPERS CHARTER	0	0	70	29	0	0	1	40	60	164	83.54%

*Source of Data: Arkansas Department of Education

Financial Profile

	COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	124.16	173.85	179.05
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	1,262,324	1,594,260	1,571,474
Per Pupil Expenditures	0	0	0	9,659	8,658	8,876
Non-Federal Certified FTEs	0.00	0.00	0.00	10.02	13.71	12.55
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	9.02	10.71	11.30
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	40,699	39,816	40,890
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	30,356	32,141	33,972
Net Legal Balance (Excl Cat & QZAB)	0	0	0	26,948	5,124	22,951

**Covenant Keepers College Preparatory
2011 Adequate Yearly Progress**

Grades 6-8	School Improvement Year 2 (Literacy & Math)
Grades 9-10	School Improvement Year 1 (Math)

**Covenant Keepers College Preparatory
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
6	60-44-702	45	623	29	31	24	16	45	605	9	42	40	9	0	0	0	0	0	0
7	60-44-702	57	642	49	21	19	11	57	683	4	46	39	12	57	141	61	30	9	0
8	60-44-702	54	654	52	24	19	6	54	736	2	41	39	19	0	0	0	0	0	0

Covenant Keepers College Preparatory

Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Covenant Keepers CS	6-8	27	33	31	38	31	39.6	6044702	6044000
Covenant Keepers HS	9-9	27	29			28	37.7	6044703	6044000

*Source of Data: University of Arkansas Office for Education Policy

Covenant Keepers College Preparatory									
EOC Algebra 1 - Spring									
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced	
6044	702	Covenant Keepers Charter	xx	xx	xx	xx	xx	xx	
6044	703	Covenant Keepers High School	19	173	16	58	26	0	
Total:			22	177	14	55	32	0	

"xx" denotes that 10 or fewer students were tested

Covenant Keepers College Preparatory									
EOC Biology Spring 2011									
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced	
6044	703	Covenant Keepers High School	14	139	64	29	7	0	

Covenant Keepers College Preparatory									
EOC Geometry Spring 2011									
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced	
6044	702	Covenant Keepers Charter	14	196	14	36	50	0	
6044	703	Covenant Keepers High School	16	167	38	50	13	0	
Total:			30	181	27	43	30	0	

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

**Dreamland Academy of Performing and Communication
Arts**

LEA # 60-42-700
Pulaski County
Opened in 2007

Grades Served in 2009-2010: K-5
Enrollment in 2009-2010: 265

Grades Served in 2010-2011: K-5
Enrollment in 2010-2011: 264

Mission Statement:

Dreamland Academy of Performing and Communication Arts will provide a learning environment that enables student to attain their full potential and provide the necessary means in the quest of each student's educational success.

Contact Person:

Dr. Carolyn Carter, Superintendent
5615 Geyer Springs Road
Little Rock, AR 72209
501-562-9278

Website:

<http://www.dreamlandacademy.org>

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
6042701	DREAMLAND ACADEMY	0	0	89	8	0	0	3	56	44	264	97.73%	

*Source of Data: Arkansas Department of Education

Financial Profile

	DREAMLAND ACADEMY OF PERFORMING & COMMUNICATION ARTS					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	228.38	312.24	274.57	264.76
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	2,141,549	2,304,038	2,912,541	2,922,807
Per Pupil Expenditures	0	0	8,718	6,987	10,994	11,175
Non-Federal Certified FTEs	0.00	0.00	16.80	19.88	19.02	17.56
Non-Federal Certified Classroom FTEs	0.00	0.00	16.00	15.47	16.02	15.47
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	35,165	35,390	39,106	36,988
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	31,783	35,008	34,667	35,967
Net Legal Balance (Excl Cat & QZAB)	0	0	(83,372)	(5,696)	82,263	30,461

**Dreamland Academy
2011 Adequate Yearly Progress**

Grades K-5

School Improvement Year 3 (Literacy & Math)

**Dreamland Academy of Performing Arts
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-42-701	49	464	18	49	31	2	49	365	41	33	20	6	0	0	0	0	0	0
4	60-42-701	43	467	60	23	12	5	43	380	42	37	21	0	0	0	0	0	0	0
5	60-42-701	45	549	49	36	16	0	45	504	016	060	024	000	45	149	062	036	002	000

Dreamland Academy of Performing Arts									
Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Dreamland Acad	K-5	19	20	17	22	19	31.5	6042701	6042000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

e-Stem Elementary Public Charter School

LEA # 60-45-700

Pulaski County

Opened in 2008

Grades Served 2009-2010: K-4

Enrollment in 2009-2010: 359

Grades Served 2010-2011: K-4

Enrollment in 2010-2011: 362

Mission Statement:

The e-Stem Charter Management Organization will offer assistance to all charter schools in developing a different and rigorous curriculum in a disciplined environment and to use the latest educational techniques, with the ultimate goal to attain the highest performing schools based on improvement in individual student achievement.

Contact Person:

Cindy Barton, Director
112 Third Street, 1st Floor
Little Rock, AR 72201
501-552-9000

Website:

<http://www.estemlr.net>

Student Demographics

District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6045701	ESTEM ELEMENTARY CHARTER	2	3	44	6	1	0	44	49	51	362	33.98%

*Source of Data: Arkansas Department of Education

Financial Profile

	E-STEM ELEMENTARY PUBLIC CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	358.51	360.62	360.11
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	2,946,751	3,089,943	3,250,051
Per Pupil Expenditures	0	0	0	6,808	8,322	7,592
Non-Federal Certified FTEs	0.00	0.00	0.00	26.00	24.91	28.38
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	24.00	23.91	26.92
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	38,687	41,303	39,106
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	37,910	39,649	37,122
Net Legal Balance (Excl Cat & QZAB)	0	0	0	12,506	4,080	2,048

**eSTEM Elementary Public Charter School
2011 Adequate Yearly Progress**

Grades K-4

Alert (Literacy & Math)

**eSTEM Elementary Public Charter School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-45-701	80	583	5	18	24	54	80	554	14	21	31	34	0	0	0	0	0	0
4	60-45-701	87	661	3	11	25	60	87	759	1	7	34	57	0	0	0	0	0	0

eSTEM Elementary Public Charter School

Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
eStem Elem C S	K-4	67	63	58		63	56.9	6045701	6045000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

e-Stem Middle Public Charter School

LEA # 60-46-700

Pulaski County

Opened in 2008

Grades Served 2009-2010: 5-8

Enrollment in 2009-2010: 390

Grades Served 2010-2011: 5-8

Enrollment in 2010-2011: 502

Mission Statement:

The e-Stem Charter Management Organization will offer assistance to all charter schools in developing a different and rigorous curriculum in a disciplined environment and to use the latest educational techniques, with the ultimate goal to attain the highest performing schools based on improvement in individual student achievement.

Contact Person:

Cindy Barton, Director
112 Third Street, 2nd Floor
Little Rock, AR 72201
501-552-9040

Website:

<http://www.estemlr.net>

Student Demographics

District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6046702	ESTEM MIDDLE SCHOOL	3	2	50	4	1	0	40	47	53	502	31.87%

*Source of Data: Arkansas Department of Education

Financial Profile

	E-STEM MIDDLE PUBLIC CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	394.20	395.34	500.70
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	3,077,820	3,107,664	3,888,818
Per Pupil Expenditures	0	0	0	6,702	7,446	7,379
Non-Federal Certified FTEs	0.00	0.00	0.00	24.91	25.40	28.88
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	24.00	24.40	28.88
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	40,837	41,394	38,929
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	39,521	39,982	38,929
Net Legal Balance (Excl Cat & QZAB)	0	0	0	21,104	46,533	5,551

**eSTEM Middle Public Charter School
2011 Adequate Yearly Progress**

Grades 5-8

Alert (Literacy & Math)

**eSTEM Middle Public Charter School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	60-46-702	124	668	13	15	35	37	124	724	002	019	044	035	124	196	012	045	036	006
6	60-46-702	125	691	12	22	29	38	125	700	3	35	36	26	0	0	0	0	0	0
7	60-46-702	129	734	9	16	36	40	129	772	1	27	36	36	129	179	23	42	33	2
8	60-46-702	122	738	12	25	38	25	122	798	3	16	57	24	0	0	0	0	0	0

eSTEM Middle Public Charter School									
Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
eStem M S	5-8	55	55	51	63	55	52.8	6046702	6046000

*Source of Data: University of Arkansas Office for Education Policy

eSTEM Middle Public Charter School								
EOC Algebra 1 - Spring								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6046	702	eStem Middle Public Charter	147	231	2	14	54	29

eSTEM Middle Public Charter School								
EOC Geometry Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6046	702	eStem Middle School	23	252	0	4	30	65

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

e-Stem High Public Charter School
LEA # 60-47-700
Pulaski County
Opened in 2008

Grades Served 2009-2010: 9-10
Enrollment in 2009-2010: 182

Grades Served 2010-2011: 9-11
Enrollment in 2010-2011: 367

Mission Statement:

The e-Stem Charter Management Organization will offer assistance to all charter schools in developing a different and rigorous curriculum in a disciplined environment and to use the latest educational techniques, with the ultimate goal to attain the highest performing schools based on improvement in individual student achievement.

Contact Person:

Katrina Jones, Director
112 Third Street, 3rd Floor
Little Rock, AR 72201
501-552-9080

Website:

<http://www.estemlr.net>

Student Demographics

District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6047703	ESTEM HIGH CHARTER	2	2	47	10	1	0	38	44	56	367	30.52%

*Source of Data: Arkansas Department of Education

Financial Profile

	E-STEM HIGH PUBLIC CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	84.36	185.30	358.59
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	993,175	1,547,230	2,961,567
Per Pupil Expenditures	0	0	0	8,747	8,510	7,660
Non-Federal Certified FTEs	0.00	0.00	0.00	8.84	17.52	25.10
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	7.92	16.52	23.73
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	49,950	39,797	43,020
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	43,021	35,496	38,862
Net Legal Balance (Excl Cat & QZAB)	0	0	0	6,224	1,320	5,451

eSTEM High Public Charter School
2011 Adequate Yearly Progress

Grades 9-11

Meets Standards

eSTEM High Public Charter School
Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
eStem High C S	9-9	59	45			52	51.1	6047703	6047000

*Source of Data: University of Arkansas Office for Education Policy

eSTEM High Public Charter School								
EOC Algebra 1 - Spring								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6047	703	eStem High Public Charter	41	200	7	54	27	12

eSTEM High Public Charter School								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6047	703	eStem High Charter School	54	171	22	44	33	0

eSTEM High Public Charter School								
EOC Geometry Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6047	703	eStem High Charter	138	197	10	36	46	7

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Haas Hall Academy
LEA # 72-40-700
Washington County
Opened in 2004

Grades Served 2009-2010: 8-12
Enrollment in 2009-2010: 185

Grades Served 2010-2011: 8-12
Enrollment in 2010-2011: 280

Mission Statement:

To provide an aggressive alternative to the traditional learning environment for students with high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities

Contact Person:

Dr. Martin Schoppmeyer, Superintendent
3155 North College Avenue
Fayetteville, AR 72703
479-966-4930

Website:

<http://www.haashall.org>

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
7240703	HAAS HALL ACADEMY	0	3	3	5	3	1	85	43	57	280	1.07%	

*Source of Data: Arkansas Department of Education

Financial Profile

	HAAS HALL ACADEMY					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	47.00	68.94	88.21	114.46	187.04	288.79
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	386,367	578,979	574,198	719,685	1,107,055	1,880,348
Per Pupil Expenditures	7,069	7,782	6,359	5,452	5,477	5,648
Non-Federal Certified FTEs	7.28	5.14	5.14	6.14	9.95	15.35
Non-Federal Certified Classroom FTEs	5.71	4.57	5.14	6.14	9.95	15.35
Avg Teacher Salary (Non-Federal Certified FTEs)	19,426	38,070	36,436	38,280	37,586	43,601
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	20,856	36,575	36,436	38,280	37,586	43,601
Net Legal Balance (Excl Cat & QZAB)	11,644	21,945	1,046	4,141	21,700	90,222

**Haas Hall Academy
2011 Adequate Yearly Progress**

Grades 8-12

Meets Standards

**Haas Hall Academy
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
8	72-40-703	57	806	0	7	47	46	57	920	0	2	30	68	0	0	0	0	0	0

**Haas Hall Academy
Iowa Basic Skills Test 2011**

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Haas Hall Acad	8-9	87	76	77		81	68.8	7240703	7240000

*Source of Data: University of Arkansas Office for Education Policy

Haas Hall Academy								
EOC Algebra 1 – Spring 2011								
District Number	School Number	District Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7240	703	Haas Hall Academy	50	267	0	4	24	72

Haas Hall Academy								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7240	703	Haas Hall Academy	26	254	0	8	31	62

Haas Hall Academy								
EOC Geometry Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7240	703	Haas Hall Academy	20	268	0	0	20	80

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Imboden Area Charter School
LEA # 38-40-700
Lawrence County
Opened in 2002

Grades Served 2009-2010: K-8
Enrollment in 2009-2010: 69

Grades Served 2010-2011: K-8
Enrollment in 2010-2011: 67

Mission Statement:

Teachers, parents, and community members unite to provide a need-satisfying environment and a rigorous curriculum that will prepare all students to be life-long learners and successful members of a democratic society.

Contact Person:
Judy Warren, Director
605 West Third Street
Imboden, AR 72434
870-869-3015

Website:
<http://www.imbodencharter.com>

Student Demographics

District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Pacific Islander/Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
3840701	IMBODEN AREA CHARTER SCHOOL	0	0	4	1	1	0	94	58	42	67	86.57%

*Source of Data: Arkansas Department of Education

Financial Profile

	IMBODEN AREA CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	49.00	58.86	60.46	53.15	67.03	64.37
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	375,382	401,416	424,342	431,595	513,007	576,037
Per Pupil Expenditures	7,896	7,007	6,737	8,099	8,245	8,580
Non-Federal Certified FTEs	5.59	5.70	5.20	5.80	6.20	5.95
Non-Federal Certified Classroom FTEs	4.60	4.70	4.20	4.80	5.20	4.95
Avg Teacher Salary (Non-Federal Certified FTEs)	28,803	33,725	36,063	33,758	37,354	38,781
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	24,262	29,832	32,195	29,729	33,564	35,089
Net Legal Balance (Excl Cat & QZAB)	(10,574)	(21)	47,418	24,025	122,352	107,954

**Imboden Area Charter School
2011 Adequate Yearly Progress**

Grades K-8

Alert (Math)

**Imboden Area Charter School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	38-40-701	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0
4	38-40-701	13	659	8	0	38	54	13	705	0	8	54	38	0	0	0	0	0	0
5	38-40-701	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	000	100	000
6	38-40-701	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0
7	38-40-701	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
8	38-40-701	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0

Imboden Area Charter School Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Imboden Area C S	K-8	75	77	75		76	64.7	3840701	3840000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Jacksonville Lighthouse Charter School

LEA # 60-50-700

Pulaski County

Opened in 2009

Grades Served 2009-2010 K-6

Enrollment in 2009-2010: 343

Grades Served 2010-2011: K-7

Enrollment in 2010-2011: 394

Mission Statement:

JLCS will prepare students for college through a rigorous arts-infused program.

Contact Person:

Dr. Phillis Nichols Anderson,
Superintendent
251 North First Street
Jacksonville, AR 72076
501-985-1200

Website:

<http://www.lighthouseacademies.org/jlcs.htm>

District LEA	Student Demographics											Percent Free-Reduced
	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	
6050701	JACKSONVILLE LIGHTHOUSE CHARTER	0	1	50	8	1	0	40	45	55	394	57.61%

*Source of Data: Arkansas Department of Education

Financial Profile

	JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	0.00	340.39	391.32
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	0	4,820,637	3,481,256
Per Pupil Expenditures	0	0	0	0	5,868	6,742
Non-Federal Certified FTEs	0.00	0.00	0.00	0.00	17.97	18.89
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	0.00	15.97	15.49
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	0	39,083	46,273
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	0	34,795	42,778
Net Legal Balance (Excl Cat & QZAB)	0	0	0	0	158,502	70,111

**Jacksonville Lighthouse Charter School
2011 Adequate Yearly Progress**

Grades K-4	Alert (Literacy)
Grades 5-8	Alert (Literacy & Math)

**Jacksonville Lighthouse Charter School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-50-701	49	594	0	14	33	53	49	606	4	18	37	41	0	0	0	0	0	0
4	60-50-701	50	613	8	10	46	36	50	633	2	28	56	14	0	0	0	0	0	0
5	60-50-702	48	658	6	17	46	31	48	705	002	023	046	029	48	187	010	060	027	002
6	60-50-702	50	714	8	14	34	44	50	673	10	36	26	28	0	0	0	0	0	0
7	60-50-702	47	726	2	13	57	28	47	710	0	47	40	13	47	187	19	40	40	0

**Jacksonville Lighthouse Charter School
Iowa Basic Skills Test 2011**

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Jacksonville Lighthouse C S	K-7	56	55	50	60	54	52.2	6050700	6050000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

KIPP Delta Public Schools
LEA # 54-40-700
Phillips County
Opened in 2002

Grades Served 2009-2010: K-2, 5-12
Enrollment in 2009-2010: 527

Grades Served 2010-2011: K-2,5-12
Enrollment in 2010-2011: 577

Mission Statement:

The mission of KIPP Delta Public Schools is to create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.

Contact Person:

Scott Shirey, Executive Director
215 Cherry Street
Helena, AR 72342

870-753-9444

Website

<http://www.deltacollegeprep.org>

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
5440700	KIPP Delta Public Schools	1	0	95	2	0	0	2	42	58	577		

*Source of Data: Arkansas Department of Education

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
5440705	KIPP: BLYTHEVILLE COLLEGE PREP	3	5	79	5	0	0	8	46	54	63		

*Source of Data: Arkansas Department of Education

Financial Profile

	KIPP DELTA PUBLIC SCHOOLS					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	211.00	263.54	266.88	350.73	516.02	633.09
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	2,465,742	2,817,732	2,842,945	6,797,555	6,975,085	9,146,672
Per Pupil Expenditures	9,194	8,428	8,911	8,920	10,045	11,345
Non-Federal Certified FTEs	15.94	16.93	22.46	7.92	44.50	37.50
Non-Federal Certified Classroom FTEs	15.44	16.93	22.46	7.92	44.50	37.50
Avg Teacher Salary (Non-Federal Certified FTEs)	28,967	33,804	32,159	95,873	26,722	34,039
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	28,448	32,435	31,992	95,873	26,722	34,039
Net Legal Balance (Excl Cat & QZAB)	9,516	214,423	(148,992)	1,417,978	2,051,743	1,482,381

**KIPP Delta Public Schools
2011 Adequate Yearly Progress**

Grades 5-8 (Helena)	Alert (Literacy & Math)
Grades 5 (Blytheville)	Meets Standards
Grades 9-12 (Helena)	Meets Standards

**KIPP Delta Public Schools
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	54-40-702	59	627	12	22	54	12	59	649	003	034	044	019	59	195	014	036	046	005
6	54-40-702	59	712	12	10	31	47	59	771	0	19	36	46	0	0	0	0	0	0
7	54-40-702	60	705	10	23	43	23	60	745	0	33	45	22	60	179	20	50	25	5
8	54-40-702	60	701	30	28	30	12	60	818	0	22	47	32	0	0	0	0	0	0

**KIPP Blytheville
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	54-40-705	55	668	7	15	49	29	55	714	000	025	045	029	55	217	002	022	064	013

KIPP Delta Public Schools Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
KIPP Delta Elem Literacy ACA	K-2	51	48	46		48	49.1	5440701	5440000
KIPP Delta College Prep Sch	5-8	35	47	45	42	42	45.8	5440702	5440000
KIPP Delta Collegiate H S	9-9	39	55			47	48.4	5440703	5440000

*Source of Data: University of Arkansas Office for Education Policy

KIPP Blytheville College Preparatory Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
KIPP Blytheville College Prep	5-5	36	53	42	51	45	47.6	5440705	5440000

*Source of Data: University of Arkansas Office for Education Policy

KIPP Delta Public Schools								
EOC Algebra 1 - Spring								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
5440	703	KIPP Delta Collegiate High School	xx	xx	xx	xx	xx	xx
5440	702	KIPP Delta College Preparatory School	65	200	8	42	43	8
Total:			66	201	8	41	42	9

"xx" denotes that 10 or fewer students were tested

KIPP Delta Public Schools								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
5440	703	KIPP Delta Collegiate High School	64	192	8	48	42	2

KIPP Delta Public Schools									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
5440	702	KIPP Delta Public Schools	KIPP Delta College Preparatory School	xx	xx	xx	xx	xx	xx
5440	703	KIPP Delta Public Schools	KIPP Delta Collegiate High School	58	222	2	21	55	22
Total:				68	227	1	19	50	29

xx denotes that 10 or fewer students were tested

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

LISA Academy
LEA # 60-41-700
Pulaski County
Opened in 2004

Grades Served 2009-2010: 6-12
Enrollment in 2009-2010: 465

Grades Served 2010-2011: 6-12
Enrollment in 2010-2011: 476

Mission Statement:

The mission of LISA Academy is to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.

Contact Person:

Cuneyt Akdemir, Superintendent
21 Corporate Hill Drive
Little Rock, AR 72703
501-227-4942

Website:

<http://www.lisaacademy.org>

Student Demographics												
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6041700	LISA ACADEMY	0	27	32	7	0	0	34	47	53	476	26.89%

*Source of Data: Arkansas Department of Education

Financial Profile

	LISA ACADEMY					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	297.00	359.42	410.63	432.70	456.52	476.55
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	1,945,587	2,445,497	2,688,151	2,742,114	2,924,044	3,747,245
Per Pupil Expenditures	5,631	6,219	6,343	6,151	6,888	7,481
Non-Federal Certified FTEs	22.60	22.60	31.63	33.21	35.69	32.79
Non-Federal Certified Classroom FTEs	19.60	19.60	28.13	29.21	32.57	30.61
Avg Teacher Salary (Non-Federal Certified FTEs)	32,210	44,728	38,870	38,470	37,442	39,281
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	28,109	40,936	34,997	34,206	34,607	38,018
Net Legal Balance (Excl Cat & QZAB)	66,864	143,670	27,639	221,868	528,445	341,603

LISA Academy

2011 Adequate Yearly Progress

Grades 6-8	Alert (Math)
Grades 9-12	Meets Standards

LISA Academy

2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
6	60-41-702	99	757	4	10	24	62	99	798	1	15	37	46	0	0	0	0	0	0
7	60-41-702	108	781	4	13	24	59	108	823	1	12	44	44	108	199	16	33	39	12
8	60-41-702	102	822	12	6	17	66	102	905	1	6	23	71	0	0	0	0	0	0

LISA Academy

Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Lisa Academy	6-8	66	70	64	74	68	59.7	6041702	6041000
Lisa Acad H S	9-9	71	71			71	61.7	6041703	6041000

*Source of Data: University of Arkansas Office for Education Policy

LISA Academy								
EOC Algebra 1 - Spring								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6041	703	Lisa Academy High	xx	xx	xx	xx	xx	xx
6041	702	Lisa Academy	83	238	4	16	35	46
Total:			87	239	5	15	33	47

"xx" denotes that 10 or fewer students were tested

LISA Academy									
EOC Biology Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6041	702	Lisa Academy	Lisa Academy	76	243	0	8	51	41
6041	703	Lisa Academy	Lisa Academy High	xx	xx	xx	xx	xx	xx
Total:				83	237	4	10	49	37

"xx" denotes that 10 or fewer students were tested

LISA Academy									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6041	703	Lisa Academy	Lisa Academy High	47	219	2	17	70	11
6041	702	Lisa Academy	Lisa Academy	73	259	0	8	34	58
Total:				120	243	1	12	48	39

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

LISA Academy - North Little Rock

LEA # 60-48-700

Pulaski County

Opened in 2008

Grades Served 2009-2010: K-9

Enrollment in 2009-2010: 380

Grades Served 2010-2011: K-10

Enrollment in 2010-2011: 428

Mission Statement:

The mission of LISA Academy-North Little Rock is to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments

Contact Person:

Atnan Ekin, Superintendent
5410 Landers Road
Sherwood, AR 72117
501-945-2727

Website:

<http://www.lisanorth.org>

District LEA	Student Demographics											Percent Free-Reduced
	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	
6048700 LISA ACADEMY- NORTH LITTLE ROCK		0	8	33	5	0	0	54	46	54	428	25.70%

*Source of Data: Arkansas Department of Education

Financial Profile

	LISA ACADEMY - NORTH LITTLE ROCK					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	290.43	375.70	411.38
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	3,360,932	2,882,357	3,109,175
Per Pupil Expenditures	0	0	0	6,630	5,830	6,247
Non-Federal Certified FTEs	0.00	0.00	0.00	22.76	27.00	29.81
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	19.96	24.00	26.81
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	35,194	36,035	38,726
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	32,111	32,083	35,555
Net Legal Balance (Excl Cat & QZAB)	0	0	0	2,348	165,031	76,613

**LISA Academy – North Little Rock
2011 Adequate Yearly Progress**

Grades K-5	Alert (Literacy)
Grades 6-8	Alert (Math)
Grades 9-10	Alert (Math)

**LISA Academy - North Little Rock
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	60-48-701	24	568	4	8	50	38	24	551	13	25	29	33	0	0	0	0	0	0
4	60-48-701	25	623	4	24	24	48	25	660	0	20	60	20	0	0	0	0	0	0
5	60-48-701	25	712	0	12	32	56	25	760	000	016	036	048	25	206	000	028	068	004
6	60-48-702	42	715	2	14	36	48	42	733	2	14	64	19	0	0	0	0	0	0
7	60-48-702	49	753	4	16	31	49	49	764	2	18	55	24	49	183	20	43	33	4
8	60-48-702	57	759	11	19	37	33	57	860	0	5	54	40	0	0	0	0	0	0

LISA Academy- North Little Rock									
Iowa Basic Skills Test 2011									
School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Lisa Acad North M S	K-8	66	58	61	70	62	56.5	6048702	6048000
Lisa N L R H S	9-9	58	50			54	52.1	6048703	6048000

*Source of Data: University of Arkansas Office for Education Policy

LISA Academy - North Little Rock								
EOC Algebra 1 - Spring								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6048	703	Lisa NLR High School	17	210	0	35	65	0
6048	702	Lisa Academy North Middle School	19	256	0	11	26	63
Total:			36	235	0	22	44	33

LISA Academy - North Little Rock								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6048	703	Lisa NLR High School	28	193	18	43	32	7

LISA Academy - North Little Rock									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6048	703	Lisa Academy - North Little Rock	Lisa NLR High School	xx	xx	xx	xx	xx	xx
6048	702	Lisa Academy - North Little Rock	Lisa Academy North Middle School	23	254	0	0	26	74
Total:				30	240	3	7	33	57

xx denotes that 10 or fewer students were tested

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Little Rock Preparatory Academy
LEA # 60-79-700
Pulaski County
Opened in 2009

Grades Served 2009-2010: 5
Enrollment in 2009:2010: 64

Grades Served 2010-2011: 5-6
Enrollment in 2010-2011: 81

Mission Statement:

Little Rock Preparatory Academy prepares middle school students to excel in high school, college, and beyond by providing a high-quality middle school education, ensuring student mastery of the core subjects, and developing the key behaviors required for educational and personal success.

Contact Person:

Benjamin Lindquist, Director
1205 South Schiller Street
Little Rock, AR 72703
501-231-0485

Website:

<http://www.littlerockprep.org/>

Student Demographics												
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
6049702	LITTLE ROCK PREP ACADEMY	3	0	94	1	0	0	2	49	51	80	80.00%

*Source of Data: Arkansas Department of Education

Financial Profile

	LITTLE ROCK PREP ACADEMY					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	0.00	47.43	76.22
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	0	845,478	765,286
Per Pupil Expenditures	0	0	0	0	16,097	9,306
Non-Federal Certified FTEs	0.00	0.00	0.00	0.00	0.00	5.67
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	0.00	0.00	5.67
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	0	0	40,259
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	0	0	40,259
Net Legal Balance (Excl Cat & QZAB)	0	0	0	0	126,344	277,090

Little Rock Preparatory Academy
2011 Adequate Yearly Progress

Grades 5-6

School Improvement Year 1 (Literacy & Math)

Little Rock Preparatory Academy
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	60-49-702	24	587	29	25	29	17	24	595	008	046	029	017	24	178	038	038	025	000
6	60-49-702	57	618	19	39	30	12	57	596	11	49	33	7	0	0	0	0	0	0

Little Rock Preparatory Academy
Iowa Basic Skills Test 2011

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Little Rock Prep Acad	5-6	31	32	32	26	31	39.6	6049700	6049000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

**Little Rock Urban Collegiate
Public Charter School for Young Men***

LEA # 60-51-700

Pulaski County

Opened in 2010

Grades Served 2010-2011: K-8

Enrollment in 2010-2011: 386

Mission Statement:

The mission of LRUCPC School for Young Men is to develop young men to be life-long learners who value academic success. Through our rigorous research based curriculum we are preparing young men for success in secondary and post-secondary education.

Contact Person:

Jackie Jackson, Superintendent
6411 W. Markham
Little Rock, AR 72205
501-255-1298

Website:

<http://www.lrucpc.net>

*Charter Revoked by the State Board of Education on March 14, 2011

Student Demographics													
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced	
6051702	LR URBAN COLLEGIATE CHARTER	0	0	98	0	0	0	2	100	0	386	75.91%	

*Source of Data: Arkansas Department of Education

Due to the date of revocation no test scores available for Little Rock UCPC School for Young Men.

**Arkansas Open-Enrollment Public Charter Schools
2010-2011**

Osceola Communication, Arts and Business School*

LEA # 47-40-700
Mississippi County
Opened in 2008

Grades Served 2009-2010: 7-12
Enrollment in 2009-2010: 115

Grades Served 2010-2011: 7-12
Enrollment in 2010-2011: 98

Mission Statement:

OCABS mission is to assure that “No Child Is Left Behind,” even those young people who seldom have been the object of society’s attention and compassion. OCABS will serve the students of Osceola who have not found a place in the traditional public school system. OCABS’ mission is to provide students with a clear and realistic focus for setting long and short term goals and a greater sense of relevancy. OCABS will provide a format for energizing students, staff, families and community. OCABS will help young people overcome the ego-smashing effects of past failure and trauma. OCABS will search for more effective ways to reach and teach even the least promising and most recalcitrant.

Contact Person:

Ray Cooper, Director
1425 Ohlendorf Road
Osceola, AR 72370
870-622-0550

Website:

<http://www.osceolacommunityschool.com>

*Charter Revoked by the State Board of Education on March 14, 2011

Student Demographics												
District LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	Percent Free-Reduced
4740703	OCABS CHARTER SCHOOL	0	1	25	4	0	0	69	50	50	98	41.84%

*Source of Data: Arkansas Department of Education

Financial Profile

	OSCEOLA COMMUNICATION, ARTS AND BUSINESS SCHOOL					
	05-06	06-07	07-08	08-09	09-10	10-11
Superintendent						
Actual ADM (4 Qtr)	0.00	0.00	0.00	36.09	106.63	81.55
Total Assessment	0	0	0	0	0	0
Total Mills	0.00	0.00	0.00	0.00	0.00	0.00
Total Debt	0	0	0	0	0	0
Total Expenditures	0	0	0	369,213	824,819	829,928
Per Pupil Expenditures	0	0	0	9,976	7,039	10,807
Non-Federal Certified FTEs	0.00	0.00	0.00	0.00	11.08	8.57
Non-Federal Certified Classroom FTEs	0.00	0.00	0.00	0.00	11.08	7.57
Avg Teacher Salary (Non-Federal Certified FTEs)	0	0	0	0	15,735	33,342
Avg Teacher Salary (Non-Federal Certified Classroom FTEs)	0	0	0	0	15,735	33,164
Net Legal Balance (Excl Cat & QZAB)	0	0	0	41,308	100,042	0

**Osceola Communication, Arts and Business School
2011 Adequate Yearly Progress**

Grades 7-12

School Improvement Year 1 (Literacy & Math)

**Osceola Communication, Arts and Business School
2010-2011 Augmented Benchmark Results**

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	47-40-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
8	47-40-703	16	670	50	13	31	6	16	696	19	44	19	19	0	0	0	0	0	0

**Osceola Communication, Arts and Business School
Iowa Basic Skills Test 2011**

School Name	Grades	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	53.0	54.3	52.8	55.6	55	52.5	-	-
O C A B S Charter	7-9	37	39	23		33	40.5	4740703	4740000

*Source of Data: University of Arkansas Office for Education Policy

Osceola Communication, Arts and Business School								
EOC Algebra 1 - Spring								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4740	703	OCABS Charter School	15	201	13	33	40	13

Osceola Communication, Arts and Business School								
EOC Biology Spring 2011								
District Number	School Number	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4740	703	OCABS Charter School	xx	xx	xx	xx	xx	xx

"xx" denotes that 10 or fewer students were tested

2010-2011

District Conversion Public Charter School Profiles

*Financial Data for individual district conversion public charter schools is compiled and reported within the school districts' data.

**Arkansas District Conversion Public Charter Schools
2010-2011**

**Arthur "Bo" Felder
Learning Academy***
LEA # 60-01-703
Little Rock School District
Opened in 2006

Grades 6 - 12
Enrollment in 2009-2010: 60
Enrollment in 2010-2011: 85

Mission Statement:

The mission of the Felder Alternative Learning Academy is to provide an educational setting that is committed to equipping all students with the skills and knowledge to realize their aspirations, to think critically and independently, to learn continuously and to face the future as productive, contributing citizens. The ultimate goal of Felder Alternative Learning Academy is to provide opportunities to meet students' educational and behavioral needs, guiding them to adjust their behavior and habits in such a manner that they will become successful citizens.

Contact Person:

Judge N. Evans, Jr., Coordinator
6900 Pecan Avenue
Little Rock, AR 72206
501-447-4200

Website:

<http://www.lrsd.org/>

*Charter surrendered in April of 2011.

Student Demographics											
School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
6001703	FELDER ALTERNATIVE ACADEMY	0	1	95	0	1	0	2	67	33	85

*Source of Data: Arkansas Department of Education

Arthur "Bo" Felder Alternative Academy
Little Rock School District
2011 Adequate Yearly Progress

Grades 6-12	School Improvement Year 2 (Literacy & Math)
-------------	---

Arthur "Bo" Felder Alternative Academy
Little Rock School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	60-01-703	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
8	60-01-703	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	0	0	0	0	0	0

*No data listed for 6th grade

Arthur Bo Felder Learning Academy
Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Felder Alt Acad	7-9	Little Rock S D	10	8			9	21.6	6001703	6001000

*Source of Data: University of Arkansas Office for Education Policy

Arthur Bo Felder Learning Academy									
EOC Algebra 1 - Spring									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6001	703	Little Rock School District	Felder Alternative Academy	13	109	62	38	0	0

Arthur Bo Felder Learning Academy									
EOC Biology Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6001	703	Little Rock School District	Felder Alternative Academy	xx	xx	xx	xx	xx	xx

"xx" denotes that 10 or fewer students were tested

Arthur Bo Felder Learning Academy									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6001	703	Little Rock School District	Felder Alternative Academy	xx	xx	xx	xx	xx	xx

xx denotes that 10 or fewer students were tested

**Arkansas District Conversion Public Charter Schools
2010-2011**

Badger Academy
LEA # 73-02-703
Beebe School District
Opened in 2007

Grades 7 - 12
Enrollment in 2009-2010: 26
Enrollment in 2010-2011: 29

Mission Statement:

The mission of Badger Academy is to provide an alternative setting to accommodate the students of Beebe Public Schools, through instructional and social intervention, that can be accomplished with an attitude of commitment and acceptance for attaining future success in educational endeavors and in the workforce

Contact Person:

Keith Madden, Director
1201 W. Center Street
Beebe, AR 72012
501-882-8413

Website:

<http://badger.k12.ar.us>

Student Demographics												
School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total	
7302703	BADGER ACADEMY	0	0	0	10	0	0	90	48	52	29	

*Source of Data: Arkansas Department of Education

Badger Academy
Beebe School District
2011 Adequate Yearly Progress

Grades 7-12

School Improvement Year 2 (Literacy & Math)

Badger Academy
Beebe School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	73-02-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
8	73-02-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0

Badger Academy
Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Badger Acad	7-9	Beebe S D	xx	xx	xx	xx	xx	xx	7302703	7302000

"xx" denotes that 10 or fewer students were tested

*Source of Data: University of Arkansas Office for Education Policy

Badger Academy									
EOC Biology Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7302	703	Beebe School District	Badger Academy	xx	xx	xx	xx	xx	xx

"xx" denotes that 10 or fewer students were tested

Badger Academy									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7302	703	Beebe School District	Badger Academy	xx	xx	xx	xx	xx	xx

xx denotes that 10 or fewer students were tested

**Arkansas District Conversion Public Charter Schools
2010-2011**

Blytheville Charter School & ALC

LEA # 47-02-703

Blytheville School District

Opened in 2001

Grades 7 - 12

Enrollment in 2009-2010: 95

Enrollment in 2010-2011: 82

Mission Statement:

Blytheville Charter School and ALC will maintain a progressive, alternative learning community for secondary students in Blytheville, Arkansas, who are not experiencing success in Blytheville Schools. Its mission is intellectual, vocational, personal, and social development of youth.

Contact Person:

Ann Lewis, Principal
415 Tennessee
Blytheville, AR 72315
501-882-8413

Website:

<http://www.blythevilleschools.com>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
4702703	BLYTHEVILLE CHARTER SCHOOL AND ALC	0	0	93	0	0	0	7	61	39	82

*Source of Data: Arkansas Department of Education

Blytheville Charter School & ALC
 Blytheville School District
 2011 Adequate Yearly Progress

Grades 7-12

School Improvement Year 2 (Literacy & Math)

Blytheville Charter School & ALC
 Blytheville School District
 2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	47-02-703	17	611	41	59	0	0	17	520	29	53	18	0	17	125	76	24	0	0
8	47-02-703	15	626	60	27	13	0	15	639	20	47	33	0	0	0	0	0	0	0

Blytheville Charter School and ALC
 Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Blytheville C S & A L C	7-9	Blytheville S D	19	19	21	19	19	31.8	4702703	4702000

*Source of Data: University of Arkansas Office for Education Policy

Blytheville Charter School and ALC

EOC Biology Spring 2011

District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4702	703	Blytheville School District	Blytheville Charter School & ALC	13	143	54	38	8	0

Blytheville Charter School and ALC

EOC Geometry Spring 2011

District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4702	703	Blytheville School District	Blytheville Charter School & ALC	13	173	23	69	8	0

**Arkansas District Conversion Public Charter Schools
2010-2011**

Cabot Academic Center for Excellence

LEA # 43-04-703
Cabot School District
Opened in 2004

Grades 7 - 12
Enrollment in 2009-2010: 185
Enrollment in 2010-2011: 174

Mission Statement:

The mission of Cabot Academic Center of Excellence (ACE) is to increase the achievement of every student by providing anywhere, anytime learning whether in a traditional or non-traditional educational setting. Since failure will not be an option, a safety net will be embedded into each child's educational plan.

Contact Person:

Michele Evans, Principal
21 Funtastic Drive
Cabot, AR 72012
501-743-3520

Website:

<http://cabot.wmsc.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
4304703	ACADEMIC CENTER FOR EXCELLENCE	0	1	3	5	1	2	89	45	55	174

*Source of Data: Arkansas Department of Education

Cabot Academic Center for Excellence
Cabot School District
2011 Adequate Yearly Progress

Grades K-12

Alert (Literacy & Math)

Cabot Academic Center for Excellence
Cabot School District

2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	43-04-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
8	43-04-703	17	742	24	12	29	35	17	841	0	18	47	35	0	0	0	0	0	0

Cabot Academic Center for Excellence

Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Academic Ctr for Exc	7-9	Cabot S D	54	46	60		51	50.8	4304703	4304000

*Source of Data: University of Arkansas Office for Education Policy

Cabot Academic Center for Excellence									
EOC Algebra 1 - Spring									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4304	703	Cabot School District	Academic Center for Excellence	33	202	12	30	33	24

Cabot Academic Center for Excellence										
EOC Biology Spring 2011										
District Number	School Number	Region Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4304	703	3	Cabot School District	Academic Center for Excellence	31	184	16	42	35	6

Cabot Academic Center for Excellence									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
4304	703	Cabot School District	Academic Center for Excellence	27	214	0	26	67	7

**Arkansas District Conversion Public Charter Schools
2010-2011**

**Cloverdale Aerospace Technology Conversion
Charter Middle School**
LEA # 60-01-702
Little Rock School District
Opened in 2010

Grades 6-8
Enrollment in 2010-2011: 593

Mission Statement:

The Cloverdale Aerospace and Technology Conversion Charter Middle School will use research-based instructional strategies to provide enrichment opportunities in aerospace science and technology through accelerated achievement and proficiency in literacy, mathematics, and science.

Contact Person:

Willie Vinson, Principal
6300 Hinkson Road
Little Rock, AR 72209
501-447-2500

Website:

<http://www.lrsd.org>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
6001702	CLOVERDALE AEROSPACE TECHNOLOGY CONVERSION CHARTER MIDDLE SCHOOL	0	1	77	18	0	0	4	54	46	593

*Source of Data: Arkansas Department of Education

Cloverdale Aerospace Technology Conversion Charter Middle School
 Little Rock School District
 2011 Adequate Yearly Progress

Grades 6-8

Alert (Literacy & Math)

Cloverdale Aerospace Technology Conversion Charter Middle School
 Little Rock School District
 2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
6	60-01-702	203	637	23	27	32	18	203	588	12	55	26	7	0	0	0	0	0	0
7	60-01-702	182	658	27	29	37	7	182	583	12	61	23	4	182	131	74	21	4	0
8	60-01-702	191	655	52	20	23	5	191	671	16	40	37	7	0	0	0	0	0	0

Cloverdale Aerospace and Technology Conversion Charter Middle School
 Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Cloverdale Aerospace	6-8	Little Rock S D	23	32	24	25	26	36.7	6001702	6001000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas District Conversion Public Charter Schools
2010-2011**

Lincoln Academic Center of Excellence

LEA # 72-05-700

Lincoln School District

Opened in 2009

Grades 7 - 12

Enrollment in 2009-2010: 71

Enrollment in 2010-2011: 120

Mission Statement:

The mission of Lincoln Academic Center of Excellence (ACE) is to provide physical and mental health support, provide instruction that will foster excellent social skills, and improve the academic achievement of every student so they can be productive members of society.

Contact Person:

Becky Griscom, Principal
611 EP Rothrock Drive
Lincoln, AR 72744
479-824-3010

Website:

<http://wolfpride.nwsc.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American / Native Alaskan Total	% Native Hawaiian / Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
7205703	LINCOLN ACADEMIC CENTER OF EXC	0	0	3	12	3	0	82	56	44	120

*Source of Data: Arkansas Department of Education

Lincoln Academic Center of Excellence
Lincoln School District
2011 Adequate Yearly Progress

Grades 7-12	Alert (Literacy)
-------------	------------------

Lincoln Academic Center of Excellence
Lincoln School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	72-05-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0
4	72-05-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	0	0	0	0	0	0
5	72-05-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	080	000	020
6	72-05-703	13	704	0	23	38	38	13	778	0	23	31	46	0	0	0	0	0	0
7	72-05-703	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
8	72-05-703	11	725	9	27	55	9	11	844	0	18	27	55	0	0	0	0	0	0

Lincoln Academic Center of Excellence
Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Lincoln Acad Ctr of Exc	K-9	Lincoln S D	62	57	55		58	54.4	7205703	7205000

*Source of Data: University of Arkansas Office for Education Policy

Lincoln Academic Center of Excellence									
EOC Algebra 1 - Spring									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7205	703	Lincoln School District	Lincoln Academic Center of Excellence	15	202	0	47	47	7

Lincoln Academic Center of Excellence									
EOC Biology Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7205	703	Lincoln School District	Lincoln Academic Center of Excellence	xx	xx	xx	xx	xx	xx

"xx" denotes that 10 or fewer students were tested

Lincoln Academic Center of Excellence									
EOC Geometry Spring 2011									
District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
7205	703	Lincoln School District	Lincoln Academic Center of Excellence	xx	xx	xx	xx	xx	xx

xx denotes that 10 or fewer students were tested

**Arkansas District Conversion Public Charter Schools
2010-2011**

Lincoln Middle Academy of Excellence
LEA # 62-01-702
Forrest City School District
Opened in 2010

Grades 5-6
Enrollment in 2010-2011: 486

Mission Statement:

Lincoln Middle Academy of Excellence will use research-based instructional strategies to provide opportunities for enrichment and accelerated achievement in literacy, mathematics, and science. We will strive to meet the needs of the whole child and maximize parental involvement and preparation for college by providing a safe environment where students can achieve proficiency in these academic areas.

Contact Person:

Dr. Jerry Woods, Superintendent
149 Water Street
Forrest City, AR 72335
870-633-1485

Website:

<http://mustang.grsc.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
6201702	LINCOLN ACADEMY OF EXCELLENCE	0	0	80	1	0	0	18	51	49	486

*Source of Data: Arkansas Department of Education

Lincoln Academy of Excellence
2011 Adequate Yearly Progress

Grades 5-6

Alert (Literacy & Math)

Lincoln Academy of Excellence
Forrest City School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	62-01-702	236	603	28	25	33	14	236	595	014	039	030	017	236	165	039	039	020	001
6	62-01-702	241	650	17	30	31	23	241	614	14	36	37	13	0	0	0	0	0	0

Lincoln Academy of Excellence

Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Lincoln Academy of E	5-6	Forrest City S D	26	37	27	27	29	38.6	6201702	6201000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas District Conversion Public Charter Schools
2010-2011**

Mountain Home High School Career Academy

LEA # 03-03-702

Mountain Home School District

Opened in 2003

Grades 9 - 12

Enrollment in 2009-2010: 1196

Enrollment in 2010-2011: 1194

Mission Statement:

Using the career academy model, Mountain Home High School Career Academy will provide the student the opportunity to focus on his/her specific strengths and interests, exposure to broad career themes within each academy, and a strong connection to other students, staff, and community partners. Through faculty teams housed in specific locations on campus, career academies will create a strong support system for each individual student. While maintaining the curricular integrity of the Arkansas frameworks, a career theme, developed across the curriculum within each academy, will allow the student to see how specific areas of study are connected. Further, as upperclassmen, students will have the opportunity to explore careers through job shadowing, internships, and other activities offered by community business partners. Ultimately, the mission of MHHS career academies is to allow students to discover and actualize their strengths and to graduate productive, focused young adults who enter the post-secondary world with a realistic plan for their future.

Contact Person:

Dana Brown, Principal
500 Bomber Boulevard
Mountain Home, AR 72653
870-425-1215

Website:

<http://bombers.k12.ar.us/hs/>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
0303703	MTN HOME HIGH CAREER ACADEMICS	7	1	0	3	0	0	89	52	48	1,194

*Source of Data: Arkansas Department of Education

Mountain Home High School Career Academy
 Mountain Home School District
 2011 Adequate Yearly Progress

Grades 9-12

Alert (Math)

**Mountain Home High School Career Academy
 EOC Biology Spring 2011**

District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
0303	703	Mountain Home School District	Mountain Home High School	308	205	10	38	37	16

**Mountain Home High School Career Academy
 EOC Geometry Spring 2011**

District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
0303	703	Mountain Home School District	Mountain Home High School	293	232	3	17	44	37

**Arkansas District Conversion Public Charter Schools
2010-2011**

**Oak Grove Elementary Health, Wellness & Environmental
Science**

LEA # 28-08-701
Paragould School District
Opened in 2009

Grades K - 4

Enrollment in 2009-2010: 421

Enrollment in 2010-2011: 466

Mission Statement:

Oak Grove Elementary believes that there is a vital relationship between student health and academic performance. Our school employs an innovative curriculum that embraces the physical and emotional needs of our children. Learning cooperatively and understanding the science of wellness and personal health are both critically important. Our dedication to the “whole child” will improve academic performance and exceed our high expectations for all that enter our doors.

Contact Person:

Ms. Tammy Edwards,
Principal
5027 Hwy 135 N
Paragould, AR 72450
870-586-0439

Website:

<http://paragould.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
2808701	OAK GROVE ELEM HEALTH WELLNESS	2	0	1	5	0	0	91	46	54	466

*Source of Data: Arkansas Department of Education

Oak Grove Elementary Health and Wellness
Paragould School District
2011 Adequate Yearly Progress

Grades K-4

Alert (Literacy)

Oak Grove Elementary Health and Wellness
Paragould School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	28-08-701	90	605	1	11	28	60	90	571	11	22	33	33	0	0	0	0	0	0
4	28-08-701	99	664	5	6	25	64	99	654	7	19	41	32	0	0	0	0	0	0

Oak Grove Elementary Health and Wellness Charter School

Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Oak Grove E S	K-4	Paragould S D	61	70	62		64	57.8	2808701	2808000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas District Conversion Public Charter Schools
2010-2011**

Ridgeroad Middle Charter School
LEA # 60-02-702
North Little Rock School District
Opened in 2003

Grades 7 - 8
Enrollment 2009-2010: 456
Enrollment 2010-2011: 453

Mission Statement:

The mission of Ridgeroad Middle Charter School is to improve the achievement of every student.

Contact Person:

Caroline Faulkner, Principal
4601 Ridge Road
North Little Rock, AR 72116
501-771-8155

Website:

<http://www.nlrzd.k12.ar.us>

Student Demographics

School LEA		Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
6002702	RIDGEROAD CHARTER MIDDLE SCHOOL		0	0	79	10	0	0	11	51	49	453

*Source of Data: Arkansas Department of Education

Ridgeroad Charter Middle School
 North Little Rock School District
 2011 Adequate Yearly Progress

Grades 7-8

School Improvement Year 6 (Literacy & Math)

Ridgeroad Charter Middle School
 North Little Rock School District

2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
7	60-02-702	210	681	25	17	42	17	210	643	8	50	32	10	210	152	51	33	13	2
8	60-02-702	208	682	37	24	33	6	208	728	9	30	47	14	0	0	0	0	0	0

Ridgeroad Charter Middle School
 Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	53.0	54.3	52.8	55.6	55	52.5	-	-
Ridgeroad Charter MS	7-8	North Little Rock SD	31	36	32	34	33	41.0	6002702	6002000

*Source of Data: University of Arkansas Office for Education Policy

Ridgeroad Charter Middle School

EOC Algebra 1 - Spring

District Number	School Number	District Name	School Name	Number of Students Processed	Mean Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
6002	702	North Little Rock School District	Ridgeroad Charter Middle School	40	232	0	10	60	30

**Arkansas District Conversion Public Charter Schools
2010-2011**

**Vilonia Academy of Service &
Technology**

LEA # 23-07-702

Vilonia School District

Opened in 2007

Grades 5 - 6

Enrollment 2009-2010: 108

Enrollment 2010-2011: 110

Mission Statement:

The mission of the Vilonia Academy of Service and Technology is to foster the development of an enhanced learning process for students through the incorporation of community service and technology within academic courses. Together with structured reflection upon that experience in the context of the course, curricular and co-curricular initiatives, student education will become enhanced.

Contact Person:

Cathy Riggins, Principal
49 Eagle Street
Vilonia, AR 72173
501-796-2940

Website:

<http://vilonia.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
2307702	ACADEMY OF SERVICE AND TECH	0	1	1	1	2	0	95	42	58	110

*Source of Data: Arkansas Department of Education

Academy of Service and Technology
Vilonia School District
2011 Adequate Yearly Progress

Grades 5-6

Meets Standards

Academy of Service and Technology
Vilonia School District

2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
5	23-07-702	56	711	2	4	30	64	56	830	000	005	025	070	56	214	000	025	071	004
6	23-07-702	55	845	2	0	4	95	55	857	0	4	27	69	0	0	0	0	0	0

Vilonia Academy of Service and Technology
Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading National Percentile Rank	Mathematics NPR	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	5304%	54.3	52.8	55.6	54.7	52	-	-
Acad of Service and Tech	5-6	Vilonia S D	71.511	78	70	75	74	63	2,307,702.0	2307000

*Source of Data: University of Arkansas Office for Education Policy

**Arkansas District Conversion Public Charter Schools
2010-2011**

Vilonia Academy of Technology
LEA # 23-07-701
Vilonia School District
Opened in 2004

Grades 2 - 4
Enrollment 2009-2010: 78
Enrollment 2010-2011: 78

Mission Statement:

The mission of Vilonia's Academy of Technology is to improve the achievement of every student through a diversified means of challenging, technology enhanced instruction. The school will provide an innovative and safe learning environment that is efficient, effective, and comprehensive in delivering an individualized education that will enable every student to have immediate and future success in the 21st century.

Contact Person:

Susan Lloyd, Principal
4 Bane Lane
Conway, AR 72032
501-796-2018

Website:

<http://vilonia.k12.ar.us>

Student Demographics

School LEA	Location Description	% 2 or More Races Total	% Asian Total	% Black Total	% Hispanic Total	% Native American/Native Alaskan Total	% Native Hawaiian/Pacific Islander Total	% White Total	% Male Total	% Female Total	Student Total
2307701	ACADEMY OF TECHNOLOGY	0	1	0	0	1	0	98	55	45	78

*Source of Data: Arkansas Department of Education

Academy of Technology
Vilonia School District
2011 Adequate Yearly Progress

Grades 2-4

Meets Standards

Academy of Technology
Vilonia School District
2010-2011 Augmented Benchmark Results

Grade	School Number	Number of Math Students Processed	Math Mean Scale Score	% Below Basic - Math	% Basic - Math	% Proficient - Math	% Advanced - Math	Number of Literacy Students Processed	Literacy Mean Scale Score	% Below Basic - Literacy	% Basic - Literacy	% Proficient - Literacy	% Advanced - Literacy	Number of Science Students Processed	Science Mean Scale Score	% Below Basic - Science	% Basic - Science	% Proficient - Science	% Advanced - Science
3	23-07-701	23	648	0	4	17	78	23	708	4	4	26	65	0	0	0	0	0	0
4	23-07-701	28	694	0	4	18	79	28	815	0	0	29	71	0	0	0	0	0	0

Vilonia Academy of Technology
Iowa Basic Skills Test 2011

School Name	Grades	District Name	Reading NPR	Mathematics National Percentile Rank	Language NPR	Science NPR	Overall School NPR	Overall School NCE	School LEA	District LEA
Arkansas Overall	-	-	5304%	54.3	52.8	55.6	54.7	52	-	-
Acad of Technology	2-4	Vilonia S D	74.4464	77	70		74	64	2307701	2307000

*Source of Data: University of Arkansas Office for Education Policy

APPENDIX A

ARKANSAS PUBLIC CHARTER SCHOOLS:

EVALUATION OF SERVICE IMPACT AND STUDENT ACHIEVEMENT

2010-2011

making a meaningful difference

May 2012

Arkansas Public Charter Schools: Evaluation of Service Impact and Student Achievement

2010–2011 Evaluation Report

SUBMITTED TO:

Mary Ann Duncan, Former Program Director of
Charter Schools



120 Wall Street
21st Floor
New York, New York 10005
212-425-8833
www.metisassociates.com

metis associates

May 2012

Arkansas Public Charter Schools: Evaluation of Service Impact and Student Achievement

2010–2011 Evaluation Report

SUBMITTED TO:

Mary Ann Duncan, Program Director of Charter
Schools

AUTHORED BY:

Otoniel Lopez, Research Associate/Evaluation Manager
Jing Zhu, Senior Research Associate for Design
and Analysis
Mabel Fu, Research Analyst



120 Wall Street
21st Floor
New York, New York 10005
212-425-8833
www.metisassociates.com

metis associates

Table of Contents

Executive Summary	iii
I. Introduction	1
II. Research Methods	2
III. Findings	5
A. Overall Efficacy of Public Charter Schools	5
School Operations and Academic Leadership	7
Academic Program and Instruction	9
Staff-Related Practices	12
Parent Communication and Involvement	14
Issues and Challenges	16
B. Satisfaction of Students and Parents With Public Charter Schools	17
Charter School Selection	17
Instruction	17
Student Support	19
School Environment and Climate	21
Family Involvement	22
Previous School Experience	23
Challenges	24
C. Impact of Arkansas Public Charter Schools on Student Achievement	25
Predictors of Improved Student Outcomes	25
Student Outcome Data Disaggregated by NCLB Subgroups	33
IV. Discussion and Recommendations	39
Appendices	
A. Evaluation Design Matrix	
B. Data Collection Results	
C. ANCOVA Analyses of Student Achievement by NCLB Subgroups	
D. Parent, Student, and School Administrator Survey Findings	
E. Evaluation Survey Instruments	



Executive Summary

During the 2009–2010 school year, 29 public charter schools serving approximately 10,200 students were operating in Arkansas (17 open-enrollment and 12 conversion schools); of these 29 schools, 27 were still in operation at the time of this evaluation. Oversight of the public charter schools is provided by the Arkansas Department of Education (ADE). Since 2001, evaluations of these schools prior to Metis’s previous four annual evaluations have indicated that they are outperforming regular public schools in Arkansas. This evaluation focuses on the characteristics of the Arkansas public charter schools that are having the greatest impact on student achievement, overall customer satisfaction, and also looks at schools’ efficacy in carrying out the charter school philosophy. These findings could have implications not only for public charter schools but also for traditional district schools in the state.

The ADE retained Metis Associates, Inc., a research and evaluation firm based in New York City, Atlanta, and Philadelphia, to conduct an independent evaluation of the Arkansas Public Charter School Program for the 2010–2011 school year. The evaluation used a variety of data collection methodologies, yielding both qualitative and quantitative data. These methodologies included the following:

- Surveys of school administrators (N = 27 respondents), parents (N = 1,118 respondents), and students (N = 5,948 respondents);
- Analyses of student achievement data from the Iowa Test of Basic Skills (ITBS) in reading and math (Grade 2), the Arkansas Benchmark exams in literacy and math (Grades 3–8), and End-of-Course (EOC) exams in geometry, algebra, and literacy (Grades 9–12); and
- Review of detailed project documentation.

The study revealed evidence of schools’ specific focus on strong academic leadership, effective academic programming, and relevant professional development for staff. The documentation reviewed for this evaluation included schools’ academic plans, along with meeting agendas and minutes that aligned with these plans. These materials demonstrated the efforts taken by the charter schools to meet the high accountability standards written in their comprehensive school plans and charters. A high percentage of schools further documented their use of technology, project-based learning, and individualized instruction—all of which show schools’ efforts to provide effective academic programming to students.

Teacher professional development was also shown to be a particular focus in 2010–2011. Each school provided very detailed material on its professional development practices, including annual professional development plans, agendas from professional development committee meetings, and training and materials (such as curriculum training guides and staff needs-assessment surveys).



This evaluation, like those previously carried out by Metis, found that parents and students reported high degrees of satisfaction with their schools, especially with opportunities to be involved. It is possible that parents' satisfaction is tied to the charter schools' efforts to cultivate a high level of parent involvement, as demonstrated by detailed documentation provided that supports a commitment to parent involvement strategies.

While the greatest challenge school administrators described in 2009–2010, managing public perceptions, decreased substantially in 2010–2011, lower by 16 percentage points (57 percent vs. 41 percent, respectively), concerns with facility costs among open-enrollment schools still persisted in 2010–2011,

Regression analyses suggest that certain public charter school characteristics may have resulted in higher student achievement in 2010–2011. In Grade 2, smaller school size and the implementation of theme-based curriculum and team teaching were associated with increased student achievement on the ITBS reading and math tests. In Grade 3, small school size and the use of team teaching were associated with improved student achievement on the Benchmark literacy and math exams. In Grades 4–8, fewer suspensions and the implementation of reduced/small class sizes were associated with improved student achievement on the Benchmark literacy and math exams. Parental satisfaction was associated with improved performance on the Benchmark literacy exam in Grades 4–8 as well. Finally, in Grades 9–12, the use of multigrade classrooms was associated with higher achievement on the algebra EOC exam, the presence of an extended school day was associated with higher achievement on the geometry EOC exam, and the use of theme-based curriculum was associated with higher achievement on the 11th-grade literacy EOC exam.

An analysis of student achievement data using No Child Left Behind (NCLB) comparisons indicated a higher prevalence of subgroup differences in literacy and math achievement compared to 2009–2010 across all grade levels.

Taken together, the quantitative and qualitative data suggest that Arkansas public charter schools successfully implemented the charter school program and achieved their goals during the 2010–2011 school year.

The following recommendations, based on the evaluation's findings and conclusions, may be useful to the Arkansas Public Charter School Program and its stakeholders as they move forward and make decisions for the future.

- **Explore the increasing gap between NCLB subgroups.** More than in previous years, regression analyses showed that White ethnic students and female students were more often associated with higher achievement in 2010–2011. In addition, ANCOVA analyses showed that students that were White, general education, and not eligible for free/reduced-price lunch consistently outperformed their counterparts across most grades. Future evaluations can determine whether these issues are growing, what their impact is, and how schools are—and ought to be—addressing them.



- **Continue to encourage the use of innovative curricular instruction.** A number of innovative instructional practices, such as theme-based instruction, team teaching, and reduced class size, were associated with improved student achievement. The ADE could continue supporting the public charter schools in implementing these practices and could also encourage further study of their impact.
- **Look further into the effect of school size on lower grade levels.** Smaller school size was associated with higher achievement in Grades 2 and 3 on reading/literacy and math. Future evaluations can determine whether this trend continues going forward and if it is an issue worth further exploring.
- **Continue addressing facility challenges experienced by open-enrollment public charter schools.** While the concern over facility costs among administrators of open-enrollment schools has declined over the last two evaluations, and while parents at these schools have expressed greater satisfaction with their schools' facilities, we would again recommend that the ADE continue exploring the financial support that is provided to the public charter schools used for facility management and provided technical assistance to schools who wish to seek outside funding to address this challenge (e.g., in the form of grant writing). It might also be possible to offer incentives to entities (e.g., districts, local businesses) that give public charter schools the opportunity to either colocate with them or lease appropriate facilities from them.



I. Introduction

In August 2001, Arkansas established a statewide public charter school program, which grew from 4 schools in its first year to 29 schools serving approximately 10,200 students in 2010–2011 (17 open-enrollment and 12 conversion schools). Under the program, new open-enrollment schools and adapted district conversion schools offered flexible curricular programming and promised higher degrees of accountability to the communities they serve. Arkansas state law specifies that public charter schools must also demonstrate to the State Board of Education that they are producing gains in student achievement and adhering to the charter authorization. The Division of Learning Services' Public Charter School Office of the Arkansas Department of Education (ADE) hired Metis Associates¹ to design and carry out the evaluation for the 2010–2011 school year. The independent evaluation was intended to assist the state in meeting its requirements to annually evaluate its charter school program and to address key research areas of interest to the ADE and to achieve the following:

- Contribute to the overall knowledge base about public charter schools, including their impact on student achievement;
- Obtain qualitative data on the program's impact from key stakeholders (administrators, students, and parents) across the target schools and assess the stakeholders' satisfaction with all aspects of program implementation; and
- Begin to identify the innovations and practices within and across the target public charter schools that might be having an impact on student academic achievement.

The evaluation period ran from October 2011 to March 2012. An interim report provided to the ADE in February 2012 indicated high levels of parent and student satisfaction with the quality of schools' curricula and instruction, student remediation and support, and opportunities for parental involvement. Student achievement analyses also revealed various significant statistical differences between No Child Left Behind (NCLB) subgroups in their performance on state exams.

The next two sections of this report describe the research methods used in the study and present the findings, which are organized by the three major research questions contained in the evaluation proposal. The last section presents conclusions and recommendations for future implementation. Five appendices follow the main report; they include an evaluation matrix that aligns research questions to the data collection methods used to address them (Appendix A), a data collection summary sheet (Appendix B), outputs for student-achievement data distributions (Appendix C), detailed evaluation survey results (Appendix D), and copies of the evaluation surveys (Appendix E).

¹ Metis Associates is an employee-owned, national social services research and evaluation consulting organization headquartered in New York City, with 35 years of expertise in program evaluation, grants development, and information technology.



II. Research Methods

Drawing on the scope of work described in the ADE request for proposal, Metis worked closely with the Public Charter School Office during the evaluation period to develop an evaluation implementation plan covering activities between October 2011 and March 2012. During initial progress meetings, a set of research questions was finalized for both the implementation and the outcome components of the 2010–2011 evaluation. The final research questions developed were as follows:

- What is the overall efficacy of the charter schools with respect to various attributes, including strong academic leadership, high academic standards/expectations, mastery-oriented instruction, classroom management skills, a positive learning climate, and parental support and involvement?
- To what extent are the parents and the students of the public charter schools satisfied with their schools?
- What is the impact of the Arkansas public charter schools on student performance?
 - What are the characteristics of the public charter schools that have the greatest impact on academic achievement (e.g., student/parental satisfaction, school size, type of curricula used, etc.)?
 - What other indicators of improved school success are evident for public charter school students (e.g., increased attendance, fewer discipline reports, improved grades)?
 - What can the public charter schools learn from disaggregating the student outcome data by the different NCLB subgroups (special education status, Title I status, free/reduced-price lunch eligibility, gender, and racial/ethnic background)?

The Metis team used the following methods to collect data relevant to the evaluation questions.

Administration of surveys to school administrators, parents, and students. Beginning in November 2011, the evaluation team asked administrators at each of the public charter schools to complete an online charter school implementation survey, assist in disseminating a classroom-based student survey, and facilitate the administration of a parent survey, which the schools sent home with students for completion. Survey data for 2010–2011 were collected only for schools that were still in operation during the evaluation data collection period (November 2011–March 2012; $N = 27$ schools).

- The school implementation survey collected systematic information about public charter school operations. Administrator surveys for all 27 schools still in operation were completed by March 2012.

- The parent survey was sent home with each public charter school student and included a cover letter, a parent consent form for student participation in the student survey, and an addressed, postage-paid survey return envelope. To ensure the greatest response rate possible, no sampling methods were used and all parents were sent a questionnaire. The parent survey asked questions related to parents' satisfaction with certain aspects of their child's school, including the quality of instruction, parental support and communication, and school climate and safety. In total, 1,118 parent surveys were returned for the 2010–2011 school year (a 14 percent return rate). However, only surveys where parents reported having a child enrolled at the same school in 2010–2011 were retained for the analyses of parent survey data. After modifications to the survey data file, 851 survey entries for the 2010–2011 school year evaluation were available for analysis. The number of parent surveys returned from each school ranged from 3 to 167, with a median of 25.
- Students in Grades 3 and higher at all of the public charter schools completed a student survey. Parental consent for children's participation was obtained by means of a consent form included with the parent survey. School staff administered the surveys in the target-grade classrooms and students inserted the completed questionnaires into a peel-and-seal envelope to ensure anonymity. The student survey asked questions related to students' satisfaction with various aspects of their school, including quality of instruction, educational support, and school climate and safety, and it also collected basic background information. In total, 5,948 student surveys were returned (a 76 percent return rate). Among these, Metis conducted the analysis for only those students who reported being present at their school in 2010–2011, which resulted in 4,040 surveys being retained. The number of student surveys returned from each school ranged from 17 to 622, with a median of 152.

Analysis of student achievement data and demographic information. Student achievement data and demographic information were obtained from the ADE for each target school year for all 29 public charter schools that were in operation during the 2010–2011 school year, and an analytic file was constructed. Demographic information included racial/ethnic background, gender, title I status, poverty status (free/reduced-price lunch eligibility), and special needs status. In addition, the file contained the results of the:

- Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP), which includes results for the Stanford Achievement Test 10 (SAT-10) in language and math;
- The Iowa Tests of Basic Skills (ITBS) in reading and math (for Grades 1, 2, and 9);²
- The Arkansas Benchmark exams in literacy and math (for Grades 3–8); and
- End-of-Course exams in geometry, algebra, and literacy (for Grades 9–12) for the 2010–2011 school year.

² Pretest scores were not available for Grade 1 (i.e., there were no kindergarten scores), so the analysis of covariance (ANCOVA) could not be conducted for this grade. ANCOVA makes it possible to compare a given outcome in two or more categorical groups while controlling for the variability of important continuous predictors/covariates (e.g., prior achievement).



Review of extant data. The evaluation team collected relevant documentation on schoolwide public charter school implementation for 2010–2011. The list of requested program documentation included

- Professional development opportunity schedules;
- Evidence of parental support/involvement (including parent newsletters, agendas of parent events, etc.);
- Evidence of strong academic leadership, high academic standards, positive school climate, and effective classroom management (including materials such as meeting agendas/minutes, local survey results, and a list of programs implemented at the school);
- Forms that demonstrate class scheduling and student grouping practices;
- Arkansas Comprehensive School Improvement Plans (ACSIP) for the 2009–2010 school year; and
- Annual reports to the public.

III. Findings

This section of the report presents findings of the evaluation and is organized according to the major research questions. Where there were notable or interesting differences, the discussion and interpretation of findings includes comparisons to results from the 2009–2010 evaluation.

A. Overall Efficacy of Public Charter Schools

For this study, Metis sought to examine how the public charter schools fostered growth in the key areas vital to running an effective charter school. Through the school administrator implementation survey and a detailed collection of school documents, the study addressed schools' steps in developing strong academic leadership, implementing a rigorous and effective instructional program, cultivating their staffs, and involving and communicating effectively with families. Sections addressing each of these areas follow.

Table 1 lists the 29 public charter schools that were open during the 2010–2011 school year and includes information about the school type, grades served, and year opened.

Table 1. Overview of the Arkansas Public Charter Schools (2010–2011 Evaluation)

School	Grades Served	Year Opened
Badger Academy Charter School	7–12	2007–2008
Blytheville Charter School and ALC	7–12	2001–2002
Cabot Academic Center of Excellence	7–12	2004–2005
Cloverdale Aerospace and Technology Conversion Charter Middle School	6–8	2010–2011
Arthur Bo Felder Alternative Learning Academy	6–12	2005–2006 (Closed June 2011)
Lincoln Academic Center of Excellence	K–12	2009–2010
Lincoln Middle Academy of Excellence	5–6	2010–2011
Mountain Home High School Career Academies	10–12	2003–2004
Oak Grove Elementary Health, Wellness, and Environmental Science	K–4	2009–2010



School	Grades Served	Year Opened
Ridgeroad Middle Charter School	7-8	2003-2004
Vilonia Academy of Technology	2-4	2004-2005
Vilonia Academy of Service and Technology	5-6	2007-2008
Academics Plus Charter School	K-12	2001-2002
Arkansas Virtual Academy	K-8	2004-2005
Benton County School of the Arts	K-12	2001-2002
Covenant Keepers College Preparatory Charter School	6-9	2008-2009
Dreamland Academy of Performing & Communication Arts	K-5	2007-2008
e-STEM Elementary Public Charter School	K-4	2008-2009
e-STEM Middle Public Charter School	5-8	2008-2009
e-STEM High Public Charter School	9-10	2008-2009
Haas Hall Academy	8-12	2004-2005
Imboden Area Charter School	K-8	2002-2003
Jacksonville Lighthouse Charter School	K-6	2009-2010
KIPP Blytheville College Preparatory	5	2010-2011
KIPP Delta Public Schools	K-1, 5-12	2002-2003
LISA Academy	6-12	2004-2005
LISA Academy-North Little Rock	K-9	2008-2009
Little Rock Preparatory Academy	5-8	2009-2010
Osceola Communication, Arts, and Business School	7-12	2008-2009 (Closed June 2011)

Open-Enrollment



Among the 29 public charter schools open in 2009–2010, the grade configurations varied considerably, including elementary school grades only (five schools), elementary through middle school grades (seven schools), middle school through high school grades (eight schools), middle school grades only (two schools), high school grades only (two schools), and all three schooling levels (five schools). Table 1 also shows that 12 of these schools were conversion schools and 17 were open-enrollment schools. Three schools (Blytheville, Academics Plus, and Benton) were the first to open (in the 2001–2002 school year), and three schools (Cloverdale, Lincoln Middle, and KIPP Blytheville) were the latest to open (in the 2009–2010 year).

School Operations and Academic Leadership

In 2010–2011, as in previous years, the public charter schools put into practice various waivers allowed under state and district education laws, regulations, and policies. Data were received from administrators from all 27 public charter schools still in operation during the evaluation period and were analyzed to determine what waivers the public charter schools utilized. Table 2 shows the most common areas in which the schools obtained and implemented waivers.

Table 2. Public Charter School Waivers

Waiver	Number of Schools	Percentage of Schools
Teacher certification requirements	19	76%
Teacher hiring, discipline, and dismissal practices	12	48%
School calendar	8	32%
Other	7	28%
Establishing curriculum	6	24%
School day length	5	20%
Collective bargaining provisions	5	20%
School year length	4	16%
Student discipline policies	2	8%
Purchasing procedures	2	8%
Contractual services	1	4%

Teacher certification requirements were the most common waivers put in place by the public charter schools in 2010–2011 (76 percent of charter schools), as they were in 2009–2010. A little less than half of the schools also implemented waivers for teacher hiring, discipline, and dismissal practices (48 percent).

A great deal of information regarding the practices carried out at the charter schools during the 2010–2011 school year was contained in the program documentation the schools provided. Master schedules had information on class schedules, and accompanying documents had information on student grouping practices. Information on schools’ academic practices was available in curriculum

outlines, listings and descriptions of academic programs, and numerous agendas and minutes for meetings dealing with academics, school operations, and policies.

Schools provided the following program documentation to enable Metis to assess their progress in efficacious public charter school management and academic leadership:

- Master schedules, weekly schedules, and school calendars;
- Documents concerning student grouping practices;
- Teacher observation schedules;
- Multiyear strategic plans;
- School board and/or school leadership team meeting agendas and minutes (with information on annual goals; curricula; teacher effectiveness and teacher evaluations; student assessment; professional development; data analysis; special academic programs; student conduct policies and implementation of “intervention programs,” including the use of therapists, mentors, and social workers; the use of consultants for instruction, scheduling, attendance, and discipline; the updating of school handbooks; and schoolwide events);
- Faculty and academic department meeting agendas (with information on unit and lesson planning, the use of student data, SMART goals, special projects, addressing the needs of low performers, professional development turnkeying, academic events like writing celebrations, and report cards);
- Curriculum outlines;
- Monthly staff newsletters and schoolwide newsletters;
- Copies of student surveys (to research academic accessibility and effectiveness);
- Copies of teacher surveys (to examine academic practices and curricular effectiveness);
- Copies of parent surveys (to assess school effectiveness in areas of academic support for students, school climate, and parent communication);
- Agendas for special committees to address school objectives (scheduling committees, discipline committees, core subject committees, testing committees, special needs instruction committees, ACSIP committees, etc.);
- School climate program materials (positive behavior supports, behavior progress reports, etc.);
- School remodeling plans—meeting notes;
- Lunch menus;
- Newspaper articles outlining academic successes and leadership of schools; and
- Student behavior incentive program outlines.

Open-enrollment schools were also separately asked to indicate the most common practices carried out by their school boards during the 2010–2011 year. Of the boards at the 17 participating open-enrollment schools, at least 90 percent did the following:

- Held open board meetings (100 percent);
- Shared agendas and other important information before board meetings (100 percent);
- Maintained clear, up-to-date bylaws (100 percent);
- Established clear procedures for the selection of board members (100 percent);
- Maintained written descriptions of board members’ roles and responsibilities (94 percent);
- Maintained open lines of communication between the board and school administration (94 percent);
- Maintained a commitment to strategic planning (94 percent);
- Established a formal plan for the training of board members (93 percent);
- Established a formal plan for family and community involvement (92 percent); and
- Used available funds for continued board development (91 percent).

Program documentation collected from the open-enrollment schools—which included the materials listed on page 9 as well as board-specific documents (meeting agendas and minutes, school policy handbooks, and data reports to the school)—demonstrated transparency in boards’ activities, roles, and responsibilities as well as in their communication with the school community.

School administrators were asked to indicate what facility arrangements existed for their school in 2010–2011. The largest proportion of respondents (42 percent) indicated using rented/leased facilities that were independent of the school district. The second highest proportion (39 percent) indicated using existing district facilities at no cost, while a notable 15 percent of schools indicated purchasing their own facilities. As can be seen, the majority of school facilities were not school-ready buildings, a situation that led to challenges in some school offerings (similarly to 2009–2010 and explained further under “Issues and Challenges,” below).

Academic Program and Instruction

Administrator survey respondents indicated the use of various methods of instructional delivery in 2010–2011. The list of options included all instructional methods known to be implemented across the public charter school program in 2010–2011.

Table 3. Primary Methods of Instructional Delivery

Instructional Method	Number of Schools	Percentage of Schools
Regular integration of technology	20	77%
Project-based or hands-on learning	20	77%

Instructional Method	Number of Schools	Percentage of Schools
Character education	19	73%
Individualized or tailored instruction	19	73%
Reduced or small class size	18	69%
Direct instruction	17	65%
Interdisciplinary instruction	16	62%
Cooperative learning	16	62%
Regular integration of fine arts	14	54%
Multigrade classrooms	12	46%
Alternative or authentic assessment	12	46%
Extended school day (before, after, summer, and/or vacation)	12	46%
Team teaching	9	35%
School-to-work concepts and strategies	8	31%
Theme-based curriculum	7	27%
Distance learning and/or instruction via Internet	7	27%
Year-round or extended schooling	7	27%
Work-based or field-based learning	6	23%
Independent study	6	23%
Home-based learning with parent as primary instructor	1	4%

As with the 2009–2010 evaluation findings, the prevalence of technology integration in the charter schools’ instructional methodology was high. Approximately 77 percent of schools indicated regularly integrating technology, along with an equal 77 percent of schools that indicated implementing project-based or hands-on learning in their schools. At least two thirds of schools also indicated implementing character education (73 percent), individualized or tailored instruction (73 percent), and reduced or small class size (69 percent). Few schools (less than 25 percent) indicated the implementation of work-based or field-based learning (23 percent), independent study (23 percent), foreign language immersion (19 percent), and home-based learning (15 percent).

When asked about special education instruction, 100 percent of schools reported providing some type of accommodation for students with special needs (similar to 2009–2010). The two most common accommodations reported, pull-out services and inclusive classrooms, were offered by 89 percent of charter schools, up from 79 percent the previous year. In addition, approximately 42 percent of these charter schools had self-contained special education classes (similar to the previous year). When asked about instruction for English language learner (ELL) students, 46 percent of schools indicated offering English as a second language instruction, a figure that is slightly up from



39 percent the previous year, and that is explained by the increase in the number of schools with ELL students in 2010–2011 (58 percent compared to 48 percent of schools the previous year).

All of the public charter schools appeared to use a range of assessment strategies in addition to the state and national assessments required of all Arkansas public schools. At least half of schools reported using student demonstrations/exhibitions (69 percent), behavioral indicators (69 percent), student portfolios (62 percent), and student interviews or surveys (50 percent) in addition to teacher-assigned grades and the required standardized achievement test and Benchmark exam.

Schools provided detailed program documentation to support their reports of the various instructional methodologies used. Documentation included curriculum outlines and materials; descriptions of general education, special education, elective/enrichment courses, advanced placement, and gifted programs; and school course listings. The documentation also provided evidence of strong instructional support for teachers and students across the charter school program, including pacing guides and scope and sequence documents, tutoring and after-school schedules, and evidence of postsecondary support programs.

The following is a summary list of documents provided by schools that indicate the implementation of strong instructional programming and support across the public charter school program.

- Sample curricula and curriculum outlines for core subject areas (some grade specific);
- Instructional pacing guides;
- Lists of course offerings (general education, special education, elective/enrichment courses, advanced placement, gifted programs, and special programs like community initiatives for students);
- Class schedules;
- Descriptions of alternative learning environment programs (as well as agendas for related meetings);
- Student mentorship program guides and lists;
- Remediation course rosters/schedules;
- Interdisciplinary projects and interdisciplinary instructional plans;
- Descriptions/lists of online learning opportunities used;
- Charter school annual reports to the public;
- Inventory lists of educational software and technology-related equipment;
- Evidence of strong postsecondary preparation support and college-readiness programs (e.g., program pamphlets, career fairs, materials for school-based postsecondary support offices, etc.);
- Scope and sequence documents;
- Student assessment guides and samples;

- Student advisory group plans;
- Inclusion classroom guides;
- Core-subject events (Literacy Night agendas, writing celebration flyers, etc.);
- Sample instructional and assessment rubrics;
- Student portfolio guides for teachers/students;
- Sample student portfolios, student projects, and student work;
- Sample unit and lesson plans and copies of lesson plan books;
- Sample unit and gradewide assessments;
- Testing tools and schedules;
- Tutoring and after-school schedules; and
- Student Progress Report Notebook guides.

Staff-Related Practices

Arkansas public charter schools take advantage of laws that allow them to implement staff practices that are not possible under a traditional school structure. Results of the online administrator survey, which asked about the various alternative staff practices that the charter schools implemented through the flexibility in their charter school contracts, are shown in Table 4.

Table 4. Public Charter School Alternative Staff Practices

Practice	Number of Schools	Percentage of Schools
Ongoing, targeted professional development	14	58%
Dismissal of teachers for unsatisfactory performance	13	54%
Lack of tenure for teachers	10	42%
Professional development services contracts with nondistrict providers	9	38%
Rewards for exemplary performance	8	33%
Performance-based bonuses for teachers	7	29%
Private fund-raising/grants development	4	17%
Higher teacher salaries (than public school)	4	17%
Other	4	17%

Ongoing targeted professional development was the most common alternative practice among all schools (cited by 58 percent of schools), followed by dismissal of teachers for poor performance (54 percent), lack of tenure for teachers (42 percent), and professional development service contracts with nondistrict providers (38 percent).

The survey findings revealed that public charter schools offered approximately 10 dedicated days of professional development in 2010–2011, equal to the number of days offered in 2009–2010. Program documentation provided information on the content of the professional development that the public charter schools offered during the 2010–2011 year. It also revealed professional development practices and planning to support implementation.

- Documents that offered evidence of implementation included the following:
- Professional development schedules;
- School year professional development plans;
- Curriculum training guides;
- School web page announcements (copies);
- Faculty and department meeting agendas focused on professional development implementation;
- Professional development materials;
- Conference workshop materials/agendas;
- Staff needs-assessment surveys;
- Professional development sign-in sheets;
- Individual professional development plans and personalized professional-development verification forms;
- Internship opportunity lists;
- Leadership team meeting agendas and minutes related to professional development plans
- Professional development committee meeting agendas;
- Professional learning community meeting agendas;
- Team Action Planning (TAP) meeting agendas; and
- Documents illustrating the alignment of professional development offerings to schoolwide goals.

The following were the general topics covered by professional development sessions across multiple charter schools:³

- Subject-specific curriculum implementation (e.g., literacy, history, math, science, writing, health);
- Data-related topics (e.g., data walks, data disaggregation, data walls, data backup procedures, data security, and data-driven decision making);

³ This list consists of general topic areas found in the documentation provided; there were too many specific titles to list them.

- Parent involvement and communication strategies;
- Classroom management and behavior-related trainings (e.g., behavior intervention, cultural sensitivity, ethics in teaching, teaching with poverty in mind, crisis management, classroom management approaches, teen conflict, teen communication);
- Instructional delivery trainings (e.g., research-based instruction, instructional best practices, cognitive research, cooperative learning, homework assignment best practices, common core, instructional differentiation, unit pacing);
- Curriculum-related training (e.g., curriculum mapping and instructional/curriculum alignment);
- Student testing, accountability, and achievement;
- The use of technology to support instruction (e.g., virtual learning, computing, software, SmartBoards, document cameras);
- Staff collaboration, teaming, mentoring, coaching, advocacy, and building collaborative learning communities;
- Conference participation (regional and national)—multiple topics covered; and
- Administration-related trainings (e.g., instructional leadership, parental involvement data disaggregation, fiscal management, supervision, staff assessment, progress monitoring, teacher effectiveness).

Parent Communication and Involvement

The school administrator survey asked respondents to rate the level of parental and community involvement in the charter school program. Table 5 presents these findings for 25 responding charter schools.

Table 5. Level of Parental and Community Involvement

Indicator	Total N	Level of Involvement		
		Excellent or Good	Average	Poor or Unsatisfactory
Level of parental involvement concerning students' academic achievement, attendance, and/or behavior	25	68%	24%	8%
Level of parental involvement concerning participation in schoolwide events or activities (e.g., Parents Club)	25	60%	32%	8%
Level of community involvement at this school	25	52%	28%	20%

As can be seen in Table 5, the majority of school administrators rated parental involvement in students' academic achievement, attendance, and/or behavior in 2010–2011 as *good* to *excellent* (68 percent); nearly a quarter (24 percent) of parents rated it *average*, and only 8 percent rated it *poor* or *unsatisfactory*. These findings show a slight increase in the rating for parental involvement from the previous school year (2009–2010), when 62 percent of schools rated parents' involvement as *good* to

excellent (a 6-percentage-point difference). Generally, schools rated parental involvement in schoolwide events and activities a bit lower than their involvement in students' academics, with 24 percent rating parents' involvement in schoolwide events as *excellent*. However, this finding reflects an increase from 2009–2010, when only 13 percent rated this item as *excellent*.

Schools also indicated using similar strategies and activities to promote parent involvement in 2010–2011 as in 2009–2010. At least 95 percent of schools in each of the past two school years indicated having parent-teacher conferences and involving parents in monitoring student academic progress. However, a slightly higher percentage of schools in 2010–2011 indicated scheduling school events during times that accommodated parents' schedules and involved parents in discipline-related discussions (92 percent each) compared to the previous year (83 and 88 percent, respectively). No other notable increases were observed in the use of parent involvement strategies between 2009–2010 and 2010–2011 (see the complete list of parent involvement strategies used under "Administrator Survey" copy in Appendix E). However, data from the 2009–2010 evaluation reveal that schools' use of community resources rose 38 percentage points from the previous year (2008–2009), the most dramatic increase between 2008–2009 and 2010–2011 in any method used.

Program documentation contained additional examples of strategies used by the schools to promote parent involvement and communication, including schoolwide parent involvement plans, monthly parent newsletters, parent trainings or workshops, annual parent feedback surveys, and materials on other school functions. All schools that provided copies of their 2010–2011 school improvement plan (ACSIP) indicated the implementation of parent orientation events and Parent-Teacher Association (PTA) meetings. The following is a complete list of all documentation provided to Metis that spoke to schools' efforts at promoting a high level of parent involvement.

- Charter school annual reports to the public;
- Schoolwide parent involvement plans (outlines of strategies for communication, for building parental capacity, for generating partnership between parents and schools, for collaboration with community stakeholders, and for recruiting parent volunteers);
- Community collaboration initiative plans;
- Open-house agendas;
- Parent events documents (e.g., agendas, handouts, sign-in sheets, calendars);
- Permission slips for special student assemblies or events;
- Parent communication documents (e.g., letters and memos sent home, parent newsletters, flyers and notices of special events, email blasts of upcoming events), information about parent activities, academic programming, academic events [e.g., literacy nights], fund-raising, testing schedules, community-related resources, contact lists, lists of special programs [academic/remedial and extracurricular], including documents translated into other languages, etc.);
- Parental guides for at-home educational support;
- Community stakeholder collaboration plans;



- Schoolwide lists of parent involvement activities for school;
- Parent-teacher conference sign-in sheets and related communiques;
- Parent volunteering forms and lists of opportunities;
- School-parent compacts;
- Parent survey samples and survey results (e.g., school implementation surveys and needs assessment surveys);
- Student/parent handbooks;
- Resources provided to parents, including lists of websites; and
- Teacher call logs (to parents).

Issues and Challenges

Public charter school administrators were asked about what issues and challenges (if any) they encountered in operating their school during the 2010–2011 year. Previous evaluation reports have outlined the various challenges faced by charter schools in procuring the proper facilities to allow operation at full capacity, and have noted in particular the difficulties of implementing extracurricular activities in certain facilities and the financial burden of transforming physical spaces to handle activities such as sports programs. As such, one of the two most common areas that were identified as particular challenges by the charter schools in 2010–2011 was facility costs; the other was managing public perceptions and public relations (indicated by 41 percent of schools in each case). The latter, however, is an improvement over the 59 percent of schools that felt that managing public perceptions was a challenge the previous year (a difference of 18 percentage points). Beyond these two areas, nearly a third (32 percent) of schools also reported finding it challenging to increase parental involvement in 2010–2011; a similar share of schools (33 percent) reported the same challenge in 2009–2010. Complete data can be found on Table 89 in Appendix D.

When the data are disaggregated by type of school (open-enrollment vs. conversion), it can be seen that the challenges were most pronounced by either type of school. To be sure, all 9 schools that indicated being challenged by facility costs were open-enrollment (the figure represents 64 percent of open-enrollment schools, 10 percentage points above what it was in 2009–2010). In addition, only 15 percent of open-enrollment schools indicated having trouble with increasing parent involvement, compared to 56 percent of conversion schools. Furthermore, 22 percent of conversion schools struggled with managing public perceptions and public relations, compared to 54 percent of open-enrollment schools.

B. Satisfaction of Students and Parents with Public Charter Schools

Retrospective surveys were used to assess parent and student satisfaction with the public charter schools. Parents were queried about the reasons for their charter school selection; parents and students alike were asked about the overall quality of the school and their experiences and/or satisfaction with the instruction, student support, school environment and climate, and family involvement. Both sets of respondents were also asked about prior experiences with other schools. Main findings from the survey analyses are presented in the subsections below. Complete parent and student survey responses can be found in Appendix D.

Charter School Selection

When asked about their reasons for their charter school selection, parent survey respondents attributed it to the particular school's quality of instruction and environment. Specifically, parents most frequently cited the following reasons:

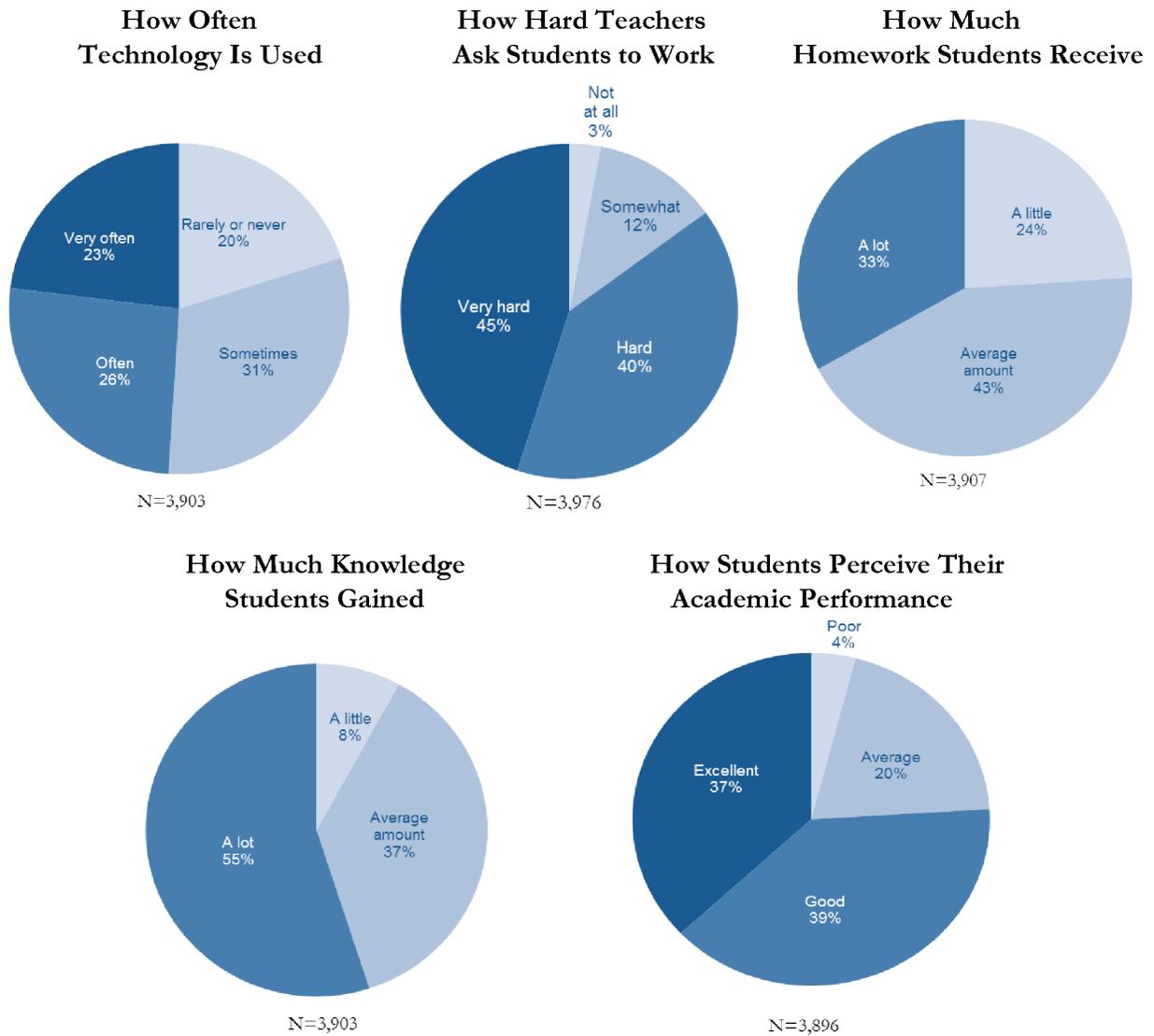
- Interest in the charter school's instructional or academic program (69 percent);
- Dissatisfaction with traditional public school options/safety (62 percent);
- Interest in the charter school's educational mission or philosophy (61 percent);
- Small size of the charter school or small classes (41 percent);
- Better teachers at the charter school (37 percent);
- Greater opportunities for parental involvement at the charter school (30 percent); and
- Respondent's child wanted to come to the charter school (28 percent).

Also, while only 28 percent of parents named their child's interest as a reason for enrollment, it is noteworthy to mention that over three quarters (76 percent) of students reported being interested in their charter school during the 2010–2011 school year.

Instruction

Student survey findings on various aspects of instruction are represented in Figure 1; it shows students' estimations of how frequently they used technology in the classroom, how much homework they received, how hard their teachers expected them to work, how much knowledge they felt they gained during the school year, and how well they performed academically overall.

Figure 1. Student Perceptions of Charter School Instruction



The data in Figure 1 show the following:

- The majority of student respondents (85 percent) indicated that their teachers expected them to work hard (*hard* or *very hard*). Notably, when compared to 2009–2010, this is 12 percentage points higher than the proportion of those students who believed their teachers expected them to work *hard* or *very hard*.
- The greatest proportion of students (49 percent) used computers and other electronics in class on a regular basis (*often* or *very often*).

- Although most students (43 percent) thought they received an *average amount* of homework, a third of students (33 percent) thought they received *a lot* of homework.
- Over half of student respondents (55 percent) reported that they learned *a lot*, while over a third (37 percent) stated that they learned an *average amount*.
- Importantly, the majority of students (76 percent) felt they earned *good* or *excellent* grades during the 2010–2011 school year.
- Differences in students’ reported use of technology were also higher in 2010–2011, with 49 percent reporting using technology *often* or *very often*, compared to 40 percent of responding students in 2009–2010.

Parents were asked to rate their level of satisfaction with their child’s school in various areas related to instruction. Table 6 illustrates the findings from the parent survey across all 27 charter schools.

Table 6. Parent Satisfaction with Charter School Instruction

Indicator	Total N	Level of Satisfaction Reported			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Curriculum	828	74%	22%	3%	1%
Quality of reading instruction	812	74%	21%	3%	2%
Quality of math instruction	819	72%	22%	5%	1%
Quality of writing instruction	814	72%	22%	4%	2%
Use of technology within the instructional program	810	71%	22%	4%	3%
Performance of the teachers	822	70%	22%	6%	2%

Table 6 shows that most survey respondents were satisfied (*very satisfied* or *somewhat satisfied*) with all elements of instruction at the charter schools. The greatest proportion of parents indicated satisfaction with their charter school’s curriculum (96 percent), followed by the quality of reading instruction (95 percent), the quality of math instruction (94 percent), the quality of writing instruction (94 percent), technology use within the instructional program (93 percent), and teacher performance (92 percent). No notable differences were observed when compared to findings from 2009–2010.

Student Support

Table 7 represents survey findings on parents’ satisfaction with charter schools’ support for students. The survey asked parents about their satisfaction with various areas of support, including special services available, individualized attention received by students, guidance counseling and tutoring, and extracurricular activities.

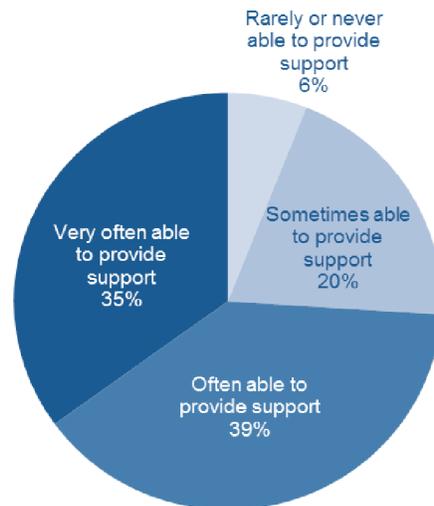
Table 7. Parent Satisfaction with Charter School Student Support

Indicator	Total N	Level of Satisfaction Reported			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Extra help or special services when needed	715	74%	18%	4%	4%
Individualized attention	818	71%	21%	6%	2%
Quality of student support services such as guidance counseling and tutoring	772	71%	21%	5%	3%
Extracurricular activities	752	59%	24%	11%	6%

Findings from Table 7 suggest that the charter schools performed strongly in the area of student support. The majority of parents reported being *very satisfied* or *somewhat satisfied* with the extra help/special services provided by the school (92 percent), individualized attention given to their child (92 percent), quality of student support services (92 percent), and extracurricular activities (83 percent). These findings were found to be consistent with the parent survey findings from 2009–2010.

Students were also asked to rate their teachers’ ability to provide support when needed. Figure 2 shows that 74 percent of student respondents thought that their teachers were able to do so *often* or *very often*, a figure that was very similar to the 73 percent of students that indicated the same in 2009–2010.

Figure 2. Student Perception of Teachers’ Ability to Provide Support



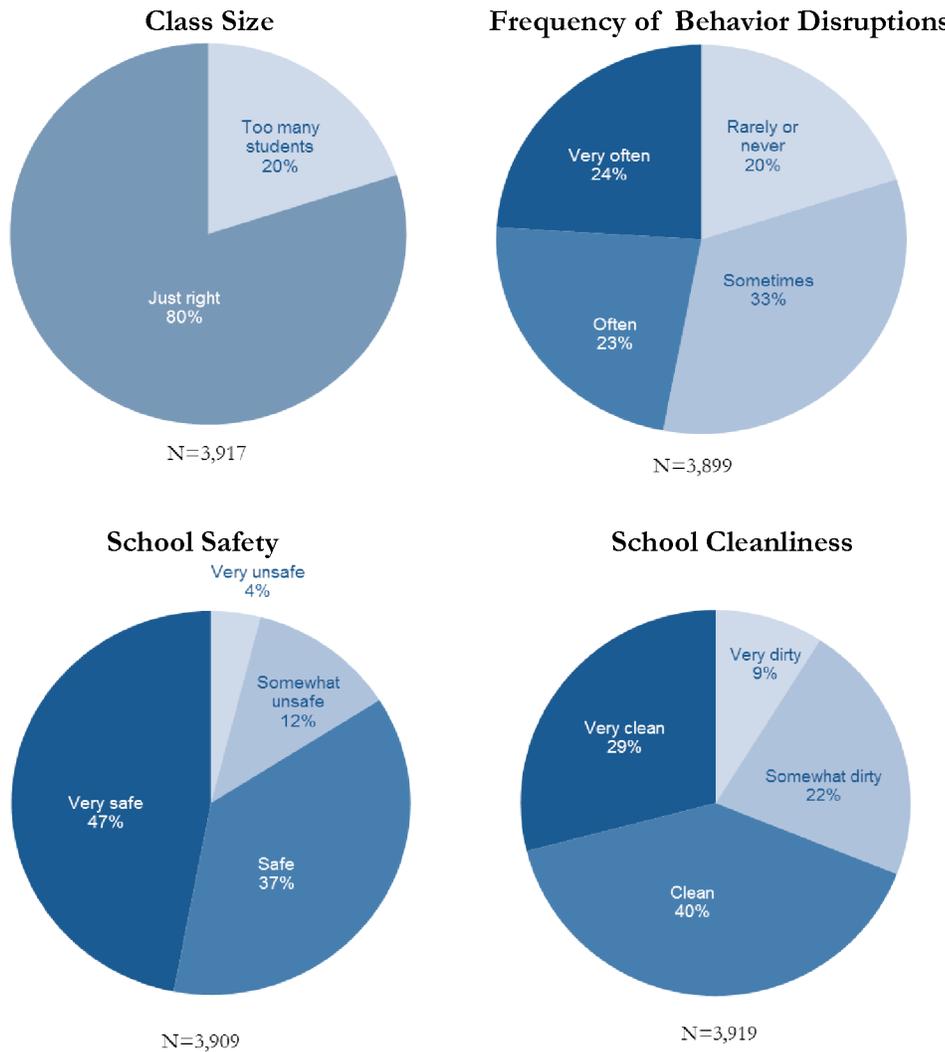
N=3,938



School Environment and Climate

Figure 3 and Table 8 outline the student and parent survey findings on charter schools' environment and climate.

Figure 3. Student Perception of School Environment/Climate



As shown in Figure 3, the majority of student survey respondents thought that:

- Their charter school was safe (safe and very safe) (84 percent);
- Their class size was just right (80 percent);
- Their school was clean (clean and very clean) (69 percent); and
- Behavior disruptions occurred sometimes or rarely/never (53 percent).

Table 8. Parent Satisfaction with Charter School Environment and Climate

Indicator	Total N	Level of Satisfaction Reported			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
School safety	769	75%	20%	3%	2%
School size	801	74%	22%	3%	1%
Class size	808	73%	21%	5%	1%
School climate (i.e., the feel or tone of everyday life at the school)	776	71%	22%	5%	2%
School discipline policies and practices	787	69%	21%	6%	3%
Quality of the building in which the school is located	736	67%	24%	6%	3%
Quality of the school facilities (i.e., school library, gymnasium, and science labs)	691	55%	28%	11%	6%

In alignment with the positive student survey findings, Table 8 shows that parent survey respondents were generally satisfied with the environment and climate of their child’s charter school. At least 83 percent of parents reported satisfaction with each of the indicators. Specifically, the greatest proportion of parents were *somewhat* to *very satisfied* with the charter schools’ size (96 percent), followed by safety (95 percent), class size (94 percent), climate (93 percent), quality of the building (91 percent), and quality of the facilities (83 percent). In previous evaluations, satisfaction with the quality of school facilities was notably lower among open-enrollment school parents than among conversion school parents, so the two school types disaggregated data for the last two items in Table 8. The results showed that in 2010–2011, there were no notable differences between the groups (i.e., there was only a maximum 5-percentage-point difference in the share of parents in both groups giving a rating of *dissatisfied* for each item). Combined, no area showed any marked difference between 2010–2011 and 2009–2010.

Family Involvement

Table 9 presents survey findings on parents’ satisfaction with family involvement at the charter schools.

Table 9. Parent Satisfaction with Charter School Family Involvement

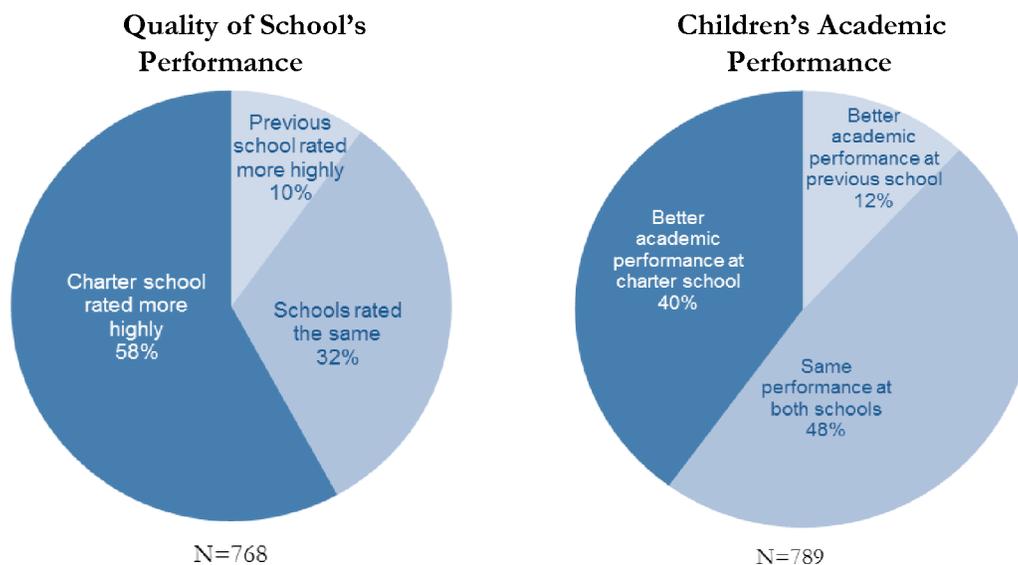
Indicator	Total N	Level of Satisfaction Reported			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Opportunities for parents to be involved or participate	827	79%	18%	2%	1%
Communication with child’s teacher	834	73%	20%	4%	3%

Similar to findings on school instruction, support, and environment/climate, most parent survey respondents were satisfied (*somewhat to very satisfied*) with family involvement at their charter school. The majority of parents were *somewhat to very satisfied* with the opportunities available for parent participation (97 percent) and communication with teachers (93 percent). Notably, very few (between 1 and 4 percent) were *somewhat* or *very dissatisfied* with either of these items. Again, no marked differences were found when compared to the share of parents that were satisfied/not satisfied in 2008–2009 in either item.

Previous School Experience

Most student survey respondents (86 percent) attended another school prior to enrollment at their current charter school. The majority of those students previously attended a regular public school (83 percent); the rest attended a private school (7 percent), attended another charter school (6 percent), or were home schooled (5 percent).

Figure 4. Parent Comparisons of the Charter School Versus the Previous School



Although most students (58 percent) thought that their previous school was of *good* or *excellent* quality, parents tended to prefer their child's current charter school over the previous school. As shown in Figure 4, the majority (58 percent) of parent survey respondents thought that their child's current charter school was of better quality than their child's previous school. Moreover, 40 percent of parent survey respondents reported better academic performance for their child at the current charter school than at the previous school. These data were not distinctly different from those in the 2009–2010 data.

Table 10. Parent Satisfaction with Current Charter School Versus Previous School

Area	Indicator	Total N	Satisfaction With Current School		
			More Than With Previous	Same as With Previous	Less Than With Previous
Instruction	Quality of math instruction	745	43%	46%	12%
	Quality of reading instruction	737	40%	49%	11%
	Quality of writing instruction	742	40%	51%	10%
Student Support	Extra help or special services for students when needed	639	42%	49%	9%
School Environment and Climate	School safety	709	36%	54%	10%
	School facilities	640	33%	46%	22%
Family Involvement	Parent involvement or participation	744	41%	51%	9%

Table 10 presents the differences in parents’ satisfaction with their child’s current charter school and the previous school. Parents were asked to rate their child’s current school and previous school in each of the areas listed in the table above. Ratings were then compared between the two questions. As can be seen, overall, a much larger percentage of parents provided higher satisfaction ratings with their child’s current charter school in areas of instructional quality compared to their ratings of satisfaction with their child’s previous school. Parents were also generally more satisfied with their child’s current school in the areas of student support, school environment, and family involvement than with their child’s previous school.

Challenges

Although parent survey respondents reported general satisfaction with the charter schools, 419 expressed concerns regarding specific elements through open-ended responses. The most frequently mentioned concerns include the following:

- The need for the expansion of schools to include the upper grade levels;
- A lack of extracurricular activities for students;
- A lack of school transportation;
- The quality of teachers;
- Large class size;
- Teacher turnover;
- Bullying/behavioral issues;
- School safety;
- The quality of the school facilities;

- Students' academic progress;
- Insufficient challenges for students; and
- Insufficient communication with parents.

C. Impact of Arkansas Public Charter Schools on Student Achievement

The Iowa Test of Basic Skills (ITBS) reading and math data were used to analyze student achievement in Grade 2;⁴ Benchmark literacy and math exam data were used to analyze student achievement in Grades 3–8; and EOC algebra 1, geometry, and 11th-grade literacy exam data were used to analyze student achievement in Grades 9–12.⁵

The ITBS administered in Grades 1, 2, and 9 in Arkansas in the 2010–2011 school year, is a standardized, norm-referenced test that includes different literacy- and math-related subtests that are combined into overall literacy and math test scores. The Benchmark literacy and math exams are criterion-referenced tests mandated by the state of Arkansas. They have been customized around the Arkansas Curriculum Frameworks, meaning that the test items are based on the academic standards in the frameworks and are developed by committees of Arkansas teachers with support from the ADE and the testing contractor.

The EOC algebra 1, geometry, and 11th-grade literacy exams were used to compare the performance of students in Grades 9–12 in spring 2010 and spring 2011. All three of these examinations are criterion-referenced tests with questions that have been aligned with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks. Thus, student performance on these exams is directly aligned with the statewide frameworks and statewide curriculum goals.⁶

Predictors of Improved Student Outcomes

Multiple regression analyses were used to examine the different factors that might influence student achievement. Multiple regression can be a useful tool when there is an interest in accounting for the variation in an outcome (i.e., the dependent variable) based on combinations of different factors and conditions (i.e., the independent variables). Multiple regression analysis can establish a set of independent variables that explains a proportion of the variation in a dependent variable at a significant level (significance test of R^2) and can establish the relative predictive importance of the individual independent variables (comparing beta weights).

Regressions were conducted to predict 2011 student achievement scores from several programmatic and demographic variables, measures of satisfaction,⁷ 2010 achievement scores (when available),⁸

⁴ There were no pretest scores available for students in Grade 1 in 2010–2011.

⁵ Note that ITBS reading and math data were also used for Grade 9 for the ANCOVA analyses of NCLB designations.

⁶ This information is from the ADE website: <http://arkansased.gov>

⁷ Student and parent satisfaction measures were derived by summing ratings across various items in each survey, creating an overall level of satisfaction for each group.



and attendance. Several models were constructed using a range of variables to maximize the number of observed cases and the number of input variables. The list below shows the starting set of variables for all of the models. Note that NCLB subgroups⁹ were also included in the full regression models to further control for potential confounding factors and to improve model fit.

- School size,
- School attendance ratio,
- Number of suspensions,
- Spring 2010 test scores (SAT-10 and Benchmark exams),
- Student satisfaction total,
- Parent satisfaction total,
- 2011 grade point average (GPA),
- Student NCLB subgroups,
- Presence of extended school day,
- Implementation of reduced/small class size,
- Use of team teaching,
- Use of theme-based instruction, and
- Use of multigrade classrooms.

Based on initial R^2 values and the corresponding significance tests conducted, all of the above listed variables were retained in the final models.

The following tables summarize the resulting regression models. Presented in each table is the amount of variation explained by the independent variables (i.e., the R^2 value) as well as the set of variables that appears to contribute significantly and substantially to that variation. The tables also include the beta weight (standard coefficient [SC] beta), from which each variable's direction of association (i.e., positive or negative) with the outcome can be discerned.

⁸ For high school grades (9–12), student grade point average in 2011 was used as an achievement predictor for the state exam performance.

⁹ For these analyses, NCLB subgroups include gender, ethnicity, Title I status, special education status, and an indicator of socioeconomic status (e.g., eligibility for free or reduced-price lunch).

Table 11. Stepwise Regression Results for the Final Model Predicting Spring 2011 ITBS Reading and Math Scale Scores (Grade 2)

Test	Independent Variables Included in Final Model	SC Beta	Variance Explained (R ²)
ITBS Reading N = 584 F = 69.056	SAT-10 spring 2010 language scale score	.510	.374*
	School size	-.273	
	White race/ethnicity	.224	
	Use of theme-based curriculum	.131	
	Use of team teaching	.111	
ITBS Math N = 587 F = 71.409	SAT-10 spring 2010 math scale score	.574	.425*
	Use of team teaching	.227	
	School size	-.193	
	Use of theme-based curriculum	.123	
	Female gender	-.079	
	Special education status	-.072	

* $p < .05$. The p -value refers to the odds that the regression model does not appropriately predict the outcome.

Table 11 presents the resulting regression models predicting 2011 ITBS reading and math scores for Grade 2. Both final models retained the pretest (i.e., 2010) SAT-10 achievement as a significantly positive predictor for the outcomes. Further, several demographic and programmatic variables also were significantly associated with the achievement outcomes. Higher ITBS reading achievement in Grade 2 was associated with the following:¹⁰

- Higher pretest performance;
- Smaller school size;
- White race/ethnicity of students (compared to minority race/ethnicity¹¹);
- The use of theme-based curriculum; and
- The use of team teaching.

For ITBS math, higher achievement in Grade 2 was associated with the following:

- Higher pretest performance;

¹⁰ Note that the final regression model was able to explain only approximately 37 percent of variation in the ITBS reading outcome (R²). This model fit was less satisfactory than that of other models with higher R² values.

¹¹ Minority students included those who were Asian, Black, Hispanic, Native American/Alaskan, Native Hawaiian/Pacific Islander, or multiracial.

- The use of team teaching;
- Smaller school size;
- The use of theme-based curriculum;
- Female gender of students (compared to male gender); and
- General education status of students (compared to special education status).

The positive association of pretest performance with both achievement outcomes was expected. In the final models for ITBS achievement, it was notable that the use of team teaching and theme-based curriculum were positively associated with both reading and math outcomes. In addition, both models indicated that smaller school size was associated with higher achievement. White students scored significantly higher than minority students in ITBS reading. With regard to ITBS math, male students significantly outperformed their female counterparts, and general education students performed significantly better than special needs students.

Table 12. Stepwise Regression Results for the Final Model Predicting Spring 2011 Benchmark Literacy and Math Scale Scores (Grade 3)

Test	Independent Variables Included in Final Model	SC Beta	Variance Explained (R ²)
Benchmark Literacy N = 487 F = 112.256	SAT-10 spring 2010 language scale score	.671	.584*
	Female gender	.149	
	School size	-.122	
	White race/ethnicity	.089	
	Special education status	-.087	
	Use of team teaching	.064	
Benchmark Math N = 497 F = 150.951	SAT-10 spring 2010 math scale score	.729	.649*
	School size	-.142	
	Female gender	.082	
	White race/ethnicity	.100	
	Use of team teaching	.074	
	Special education status	-.069	

* $p < .05$. The p -value refers to the odds that the regression model does not appropriately predict the outcome.

Table 12 shows the resulting regression models predicting 2011 Benchmark literacy and math scores for Grade 3.¹² Note that some of the significant predictors that appeared in the Grade 2 analyses were also retained in the final models for Grade 3, particularly the use of team teaching and school size. As shown in Table 12, higher literacy achievement in Grade 3 was associated with the following:

- Higher pretest performance;
- Female gender of students (compared to male gender);
- Smaller school size;
- White race/ethnicity of students (compared to minority race/ethnicity);
- General education status of students (compared to special education status); and
- The use of team teaching.

The following set of variables was associated with higher math achievement in Grade 3:

- Higher pretest performance;
- Smaller school size;
- Female gender of students (compared to male gender);
- White race/ethnicity of students (compared to minority race/ethnicity);
- The use of team teaching; and
- General education status of students (compared to special education status).

It was notable that both models retained the same set of predictors: Pretest performance served as a positive predictor of the outcomes, as anticipated; the use of team teaching was associated with higher literacy and math achievement; and smaller school size was associated with better performance. In addition, female students significantly outperformed their male counterparts on both literacy and math, and White students scored significantly higher than other racial/ethnic groups in both outcomes. Not surprisingly, general education students significantly outperformed those with special needs on literacy and math as well.

¹² The analysis of Grade 3 data was not combined with either the analysis of Grade 2 data or that of data from Grades 4–8 because of the unique combination of outcome (Benchmark test) and pretest (SAT-10).

Table 13. Stepwise Regression Results for the Final Model Predicting Spring 2011 Benchmark Literacy and Math Scale Scores (Grades 4–8)

Test	Independent Variables Included in Final Model	SC Beta	Variance Explained (R ²)
Benchmark Literacy N = 4,765 F = 937.396	Benchmark spring 2010 literacy scale score	.734	.719*
	Number of suspensions	-.084	
	White race/ethnicity	.054	
	Special education status	-.066	
	Female gender	.062	
	Implementation of reduced/small class size	.030	
	Free/reduced-price lunch eligibility	-.037	
	Parental satisfaction total	.020	
	School attendance ratio	.021	
Benchmark Math N = 4,783 F = 1,120.317	Benchmark spring 2010 math scale score	.769	.701*
	White race/ethnicity	.086	
	Number of suspensions	-.058	
	Special education status	-.055	
	Free/reduced-price lunch eligibility	-.054	
	Implementation of reduced/small class size	.023	
	Title I status	-.017	
	School attendance ratio	.017	

* $p < .05$. The p -value refers to the odds that the regression model does not appropriately predict the outcome.

Table 13 presents the resultant regression models predicting 2011 Benchmark literacy and math scores for students in Grades 4 through 8. In addition to pretest performance, the two models included several demographic and programmatic variables.

As shown in Table 13, higher literacy achievement in Grades 4 through 8 was associated with the following:

- Higher pretest performance;
- Fewer suspensions;
- White race/ethnicity of students (compared to minority race/ethnicity);

- General education status of students (compared to special education status);
- Female gender of students (compared to male gender);
- The implementation of class size reduction initiatives;
- Higher family socioeconomic status (i.e., ineligibility for free/reduced-price lunch);
- Higher parental satisfaction total; and
- Higher school attendance ratio.

For the Benchmark math exam, higher achievement at these grade levels was associated with the following:

- Higher pretest performance;
- Fewer suspensions;
- White race/ethnicity of students (compared to minority race/ethnicity);
- General education status of students (compared to special education status);
- The implementation of class size reduction initiatives;
- Higher family socioeconomic status (i.e., ineligibility for free/reduced-price lunch);
- Title I status (compared to non–Title I status); and
- Higher school attendance ratio.

Notably, the literacy and math regression models for Grades 4–8 shared a common set of significant predictors:

- Higher pretest performance consistently predicted better achievement, as expected.
- The implementation of class size reduction initiatives turned out to be a positive predictor of higher performance.
- The number of student suspensions unsurprisingly had a negative association with achievement outcomes.
- White students significantly outperformed their minority counterparts.
- Students with general education status scored significantly higher than those with special needs.
- Those who were ineligible for free/reduced-price lunch performed significantly better than eligible students.
- Higher school attendance ratio was positively associated with better performance.

In addition, while higher parental satisfaction and female gender of students was associated with a better literacy outcome, the Title I status of students was associated with better math achievement.

Table 14. Stepwise Regression Results for the Final Model Predicting Spring 2011 End-of-Course Exam Scores (Grades 9–12)

Test	Independent Variables Included in Final Model	SC Beta	Variance Explained (R ²)
EOC Algebra I N = 399 F = 64.493	Grade point average	.482	.451*
	Special education status	-.276	
	White race/ethnicity	.204	
	Use of multigrade classrooms	.135	
EOC Geometry N = 717 F = 89.342	Grade point average	.512	.559*
	White race/ethnicity	.178	
	Special education status	-.119	
	Presence of extended school day	.111	
	Student satisfaction total	.107	
	Female gender	-.088	
	Number of suspensions	-.058	
11th-Grade Literacy N = 650 F = 103.373	Grade point average	.569	.491*
	Special education status	-.241	
	Use of theme-based curriculum	.167	
	Parental satisfaction total	.121	
	White race/ethnicity	.063	

* $p < .05$. The p -value refers to the odds that the regression model does not appropriately predict the outcome.

Table 14 presents the final regression models predicting 2011 EOC algebra 1, geometry, and literacy for Grades 9 through 12. Because EOC exams are taken only once, pretest scores were unavailable to include in high school models. Instead, student GPA in 2011 was included in the models as an achievement indicator. The analyses showed that higher achievement in EOC algebra 1 in Grades 9 through 12 was associated with the following:

- Higher GPA;
- General education status of students (compared to special education status);
- White race/ethnicity of students (compared to minority race/ethnicity); and
- The use of multigrade classrooms.

For EOC geometry, higher achievement at these grade levels was associated with the following:

- Higher GPA;
- White race/ethnicity of students (compared to minority race/ethnicity);
- General education status of students (compared to special education status);
- The presence of an extended school day;
- Higher student satisfaction total;
- Male gender of students (compared to female gender); and
- Fewer suspensions.

For 11th-grade literacy, higher achievement was associated with the following:

- Higher GPA;
- General education status of students (compared to special education status);
- The use of theme-based curriculum;
- Higher parental satisfaction total; and
- White race/ethnicity of students (compared to minority race/ethnicity).

For all three EOC exams, higher GPA served as a significant predictor of better performance, as expected. White students significantly outperformed minority students, and students with general education status significantly outperformed special education students on all three exams. Notably, a few programmatic variables were respectively associated with different outcomes: The use of a multigrade classroom was a significant positive predictor of algebra 1; the presence of an extended school day served as a significant positive predictor of student geometry performance; and the use of theme-based curriculum was positively associated with literacy achievement. While higher student satisfaction total was associated with higher geometry performance, higher parental satisfaction total was a positive predictor of better literacy outcome. In addition, male students significantly outperformed their female counterparts on geometry, and the number of suspensions was negatively associated with geometry performance.

Student Outcome Data Disaggregated by NCLB Subgroups

To examine the academic performance of various subgroups of students, the Metis team conducted a series of analyses of covariance (ANCOVAs) on the results of the ITBS for Grades 2 and 9 and the Benchmark exams for Grades 3–8. ANCOVA makes it possible to compare a given outcome in two or more categorical groups while controlling for the variability of important continuous predictors/variables (e.g., prior achievement). Specifically, the analyses conducted here controlled for variability in pretest achievement so that any observed posttest achievement differences could be attributed to group membership instead of “starting point.” Note that analyses were not conducted on Grade 1 because no pretest scores were available. Nor were analyses conducted for Grades 10–12 because they, too, lacked the requisite pretest scores (since EOC exams are administered once a

year). The subgroups of students for which these analyses were conducted were based on the following characteristics:

- Racial/ethnic background;
- Gender;
- Special education status;
- Title I status; and
- Free/reduced-price lunch eligibility.

Tables 15–17 present a summary of the results of these analyses. The complete set of findings can be found in Appendix C.

Table 15. Summary of ANCOVA Analyses of ITBS Reading and Math Skills Across Student Subgroups for Grade 2 in 2010–2011

Comparison Groups		ITBS: Overall Reading Skills	ITBS: Overall Math Skills
Race/ Ethnicity	Black	<i>Significant difference</i>	No significant difference
	<i>White</i>		
	Others		
Gender	<i>Male</i>	No significant difference	<i>Significant difference</i>
	Female		
Title I Status	Non–Title I	No significant difference	<i>Significant difference</i>
	<i>Title I</i>		
Education Status	<i>General education</i>	No significant difference	<i>Significant difference</i>
	Special education		
Free/ Reduced- Price Lunch Eligibility	<i>Not eligible</i>	<i>Significant difference</i>	<i>Significant difference</i>
	Eligible		

Note. Findings are based on ANCOVA results. Pretest scores were not available for Grade 1, so the ANCOVAs could not be conducted for this grade. Higher-achieving groups are presented in italicized bold type when a statistically significant difference with the probability (or *p*-value) of less than .05 is observed. In simpler terms, the *p*-value (shown explicitly in the tables in Appendix C) refers to the odds that the observed difference is erroneous.

As shown in Table 15, many NCLB comparisons in Grade 2 produced statistically significant results. It is notable that the ITBS reading analyses indicated less of a gap among subgroups, as compared to the ITBS math analyses. The analyses show the following:

- For math, male students in Grade 2 significantly outperformed their female counterparts.
- General education students in Grade 2 performed significantly better than special education students in math.
- Notably, Grade 2 Title I students significantly outperformed non–Title I students in math.
- White students in Grade 2 had the highest reading achievement of all racial/ethnic groups.
- Finally, Grade 2 students who were not eligible for free/reduced-price lunch scored significantly higher in both reading and math than those who were eligible.

Table 16. Summary of ANCOVA Analyses of Benchmark Reading and Math Skills Across Student Subgroups for Grades 3–8 in 2010–2011

Comparison Groups		Target Grade	Benchmark: Overall Literacy Skills	Benchmark: Overall Math Skills
Race/ Ethnicity	Black	3	No significant difference	No significant difference
	White			
	Others			
	Black	4	Significant difference	Significant difference
	White			
	Others			
	Black	5	Significant difference	Significant difference
	White			
	Others			
	Black	6	Significant difference	Significant difference
	White			
	Others			
Black	7	Significant difference	Significant difference	
White				
Others				
Black	8	Significant difference	Significant difference	
White				
Others				
Gender	Male	3	Significant difference	Significant difference
	Female			
	Male	4	Significant difference	No significant difference
	Female			
	Male	5		No significant difference



Comparison Groups		Target Grade	Benchmark: Overall Literacy Skills	Benchmark: Overall Math Skills
	Female		Significant difference	
	Male	6		No significant difference
	Female		Significant difference	
	Male	7		
	Female		Significant difference	Significant difference
	Male	8	No significant difference	No significant difference
	Female			
Title I Status	Non-Title I	3	No significant difference	No significant difference
	Title I			
	Non-Title I	4	No significant difference	No significant difference
	Title I			
	Non-Title I	5	Significant difference	Significant difference
	Title I			
	Non-Title I	6	No significant difference	Significant difference
	Title I			
	Non-Title I	7	No significant difference	No significant difference
	Title I			
	Non-Title I	8	No significant difference	Significant difference
	Title I			
Education Status	General education	3	Significant difference	Significant difference
	Special education			
	General education	4	Significant difference	Significant difference
	Special education			
	General education	5	Significant difference	No significant difference
	Special education			
	General education	6	No significant difference	Significant difference
	Special education			
	General education	7	Significant difference	Significant difference
	Special education			
	General education	8	Significant difference	Significant difference
	Special education			
Free/	Not eligible	3	Significant difference	Significant difference



Comparison Groups		Target Grade	Benchmark: Overall Literacy Skills	Benchmark: Overall Math Skills
Reduced-Price Lunch Eligibility	Eligible			
	Not eligible	4	Significant difference	Significant difference
	Eligible			
	Not eligible	5	Significant difference	Significant difference
	Eligible			
	Not eligible	6	Significant difference	Significant difference
	Eligible			
	Not eligible	7	No significant difference	Significant difference
	Eligible			
	Not eligible	8	No significant difference	No significant difference
Eligible				

Note. Findings are based on ANCOVA results. Higher-achieving groups are presented in italicized bold type when a statistically significant difference with the probability (or *p*-value) of less than .05 is observed. In simpler terms, the *p*-value (shown explicitly in the tables in Appendix C) refers to the odds that the observed difference is erroneous.

Table 16 also shows that there were many subgroup differences in Grades 3 through 7, while slightly fewer significant results were found for Grade 8.

- Non–Title I students achieved significantly higher scores than Title I students in math in Grades 6 and 8 and in both literacy and math in Grade 5. In addition, students who were ineligible for free/reduced-price lunch significantly outperformed eligible students in math in Grade 7 and in both literacy and math in Grades 3 through 6.
- While females achieved significantly higher literacy scores than males in Grades 3 through 7, they outperformed male students in math only in Grades 3 and 7. No differences in the literacy or math performance of the two genders were detected in Grade 8.
- General education students performed significantly better than special education students in literacy in Grade 5, in math in Grade 6, and in both literacy and math in Grades 3, 4, 7, and 8.

With respect to racial/ethnic background, the ANCOVA analysis showed the following:

- In Grades 5 and 6, White students achieved the highest scores in both literacy and math among all racial/ethnic groups.
- In Grades 4 and 8, students other than White or Black performed the best in both literacy and math among all racial/ethnic groups.
- In Grade 7, White students achieved the highest math scores among all racial/ethnic groups, while students other than White or Black performed the best in literacy.

Table 17. Summary of ANCOVA Analyses of ITBS Reading and Math Skills Across Student Subgroups for Grade 9 in School Year 2010–2011

Comparison Groups		ITBS: Overall Reading Skills	ITBS: Overall Math Skills
Race/ Ethnicity	Black	<i>Significant difference</i>	<i>Significant difference</i>
	White		
	<i>Others</i>		
Gender	Male	No significant difference	No significant difference
	Female		
Title I Status	<i>Non–Title I</i>	<i>Significant difference</i>	<i>Significant difference</i>
	Title I		
Education Status	<i>General education</i>	No significant difference	<i>Significant difference</i>
	Special education		
Free/ Reduced- Price Lunch Eligibility	Not eligible	No significant difference	No significant difference
	Eligible		

Note. Findings are based on ANCOVA results. Higher-achieving groups are presented in italicized bold type when a statistically significant difference with the probability (or *p*-value) of less than .05 is observed. In simpler terms, the *p*-value (shown explicitly in the tables in Appendix C) refers to the odds that the observed difference is erroneous.

Table 17 shows that slightly fewer subgroup differences were found in Grade 9, as compared to Grades 2–7. Notable findings from the ITBS subgroup analyses include the following:

- Non–Title I students in Grade 9 achieved higher scores in both reading and math than Title I students.
- General education students significantly outperformed special education students in math but not reading.
- Students other than White or Black achieved the highest scores in reading and math among all racial/ethnic groups.
- No statistically significant differences were found for gender groups or free/reduced-price lunch eligibility in Grade 9 achievement.

IV. Discussion and Recommendations

Findings from various data sources collected by Metis indicate that the public charter schools are effectively implementing academic programs using a wide array of instructional practices, providing professional development to staff, engaging parents and the community, facilitating students' academic progress, and providing safe school environments.

An analysis of the various data used in this study leads to the following conclusions:

- Arkansas public charter schools are working hard to maintain high academic standards and to offer a range of instruction to meet students' needs (including remedial support and special programs).
- Parents and students were very satisfied with their public charter schools during the 2010–2011 school year.
- Certain characteristics of the public charter schools—the use of theme-based curricula, the use of team teaching, smaller school size, class size reduction, and fewer suspensions—were associated with improved student achievement in 2010–2011.
- NCLB comparisons indicated a much higher prevalence of subgroup differences in literacy and math achievement at all grade levels than was the case in 2009–2010.
- There was a substantial drop in the percentage of schools that were concerned about managing public relations in 2010–2011 compared to 2009–2010, though budget management and facility costs continued to be concerns.

As was found in the 2009–2010 evaluation, the study saw a great deal of evidence of schools' focus on strong academic leadership (e.g., agendas and detailed minutes for meetings associated with carrying out schools' academic plans and instructional programs, school board meeting minutes outlining decision-making processes). The most prevalent instructional methods used in 2010–2011 were the regular integration of technology and project-based or hands-on learning, indicating that the charter schools were being progressive with their instructional programs. Parents also reported high levels of satisfaction with technology use in their children's schools, as only 7 percent of parent survey respondents indicated feeling dissatisfied with the use of technology within the instructional program. Additionally, nearly half of surveyed students (49 percent) reported using technology often or very often, a 9-percentage-point increase from the previous year. Although at rates slightly lower than in 2009–2010, survey data also showed that special programs (including character education, reduced or small class size, and individualized instruction) were present in more than two thirds of the public charter schools.

Although the charter school program focuses on providing rigorous academic instruction to students, schools also aim to provide rigorous professional development to teachers. The evaluation found that teacher professional development continued to be an important focus of the charter schools in 2010–2011. Evidence for the importance of professional development was provided in



very detailed documentation, including annual professional development plans and materials such as curriculum training guides, staff needs-assessment surveys, and agendas from professional development committee meetings.

Rigor was a theme also seen at the student level in 2010–2011, as 85 percent of students indicated that their teachers expected them to work hard or very hard. This rating is 12 percentage points higher than their rating of the same survey question in the previous year (2009–2010)—an indication that students are feeling more challenged than ever by the academic programming at their schools. This also further shows that the intensive focus on professional development and the accountability of teachers is reflected in parents’ and students’ survey responses. Moreover, nearly three quarters of parents (74 percent) indicated feeling very satisfied with the quality of the curriculum at their child’s school. This is a critical finding, as 69 percent of parents indicated in the survey that they had placed their child in a charter school because of their interest in the school’s instructional and academic program—the most popular reason chosen by parents. It is also evidence that many parents who enrolled their child at an Arkansas charter school are having their expectations met.

Recognizing that parents and the community are an important part of a school’s academic success, the charter schools also made a concerted effort to continue involving parents and the community in school-related activities. In 2010–2011, this is supported by the 80 percent of schools that reported facilitating parent workshops and in the 92 percent of schools that reported scheduling events that accommodated parents’ schedules. Schools continued using various other strategies at high levels from 2009–2010, including involving parents in student academic progress monitoring and in discipline-related discussions (over 92 percent of schools each). Clearly, parents were pleased with schools’ efforts. All of these efforts led parents to report a high degree of satisfaction with the schools’ efforts to involve them: 79 percent of parents indicated feeling very satisfied with opportunities to be involved or to participate in school-related activities, and 93 percent of parents indicated feeling somewhat to very satisfied with the communication with their child’s teacher (73 percent were very satisfied). Parents also indicated feeling more satisfied with their child’s current public charter school than with their child’s previous school, and a large percentage thought that the quality of the math, reading, and writing instruction was better at the public charter school than at the previous school.

Successes in achieving high parent satisfaction and implementing effective innovative instructional practices can be linked to the schools’ charter status, which has allowed schools the flexibility to implement a wide array of practices that speak to each community’s educational needs. In 2010–2011, these practices included greater control over methods of instructional delivery, the implementation of open board meetings, formal plans for family and community involvement, the hiring and dismissing of staff (because of the absence of teacher contracts), targeted professional development, and performance-based bonuses for teachers.

Despite the high degree of satisfaction among parents, they did indicate some concerns about their children’s schools. The most common concerns listed in response to an open-ended question were these: the limited grade levels offered (parents wished schools to add grade levels), the limited extracurricular offerings, the inexperience of teachers and high teacher turnover rates, the lack of transportation for students to the school, and bullying/behavioral issues.

The greatest challenge school administrators described in 2009–2010, managing public perceptions, decreased substantially in 2010–2011, lower by 16 percentage points (57 percent vs. 41 percent, respectively). This is important to note because the 57 percent of schools that marked this item as a challenge in 2009–2010 was a 10-percentage-point increase over 2008–2009, which indicates that schools were able to address this challenge quite well after the 2009–2010 school year. Issues with facility costs, however, continued to be an ongoing challenge for public charter schools in 2010–2011, as they had been over the past five years (especially for open-enrollment schools), as indicated by 41 percent of schools in 2010–2011.

Regression analyses suggest that certain public charter school characteristics may have resulted in higher student achievement in 2010–2011. In Grade 2, smaller school size and the implementation of theme-based curriculum and team teaching were associated with increased student achievement on the ITBS reading and math tests. In Grade 3, small school size and the use of team teaching were associated with improved student achievement on the Benchmark literacy and math exams. In Grades 4–8, fewer suspensions and the implementation of reduced/small class sizes were associated with improved student achievement on the Benchmark literacy and math exams. Parental satisfaction was associated with improved performance on the Benchmark literacy exam. Finally, in Grades 9–12, the use of multigrade classrooms was associated with higher achievement on the algebra EOC exam, the presence of an extended school day was associated with higher achievement on the geometry EOC exam, and the use of theme-based curriculum was associated with higher achievement on the 11th-grade literacy EOC exam.

Across all grades, the most common variables found to be associated with improved performance on the ITBS, Benchmark, and EOC exams were grade point average (GPA), female gender, White ethnicity, and general education status. In the lower grades (2 and 3), small school size was associated with higher student achievement. Parental or student satisfaction did not seem to be as generally associated with higher achievement in most grades in 2010–2011 compared to its prevalence in previous evaluations. Also differently from 2009–2010, higher attendance ratios were associated with higher achievement only in the middle grades (4–8), but not in the lower grades (2 and 3) or upper grades (9–12).

Finally, comparative analyses of NCLB subgroups revealed that general education students generally outperformed special education students in both literacy and math, female students generally outperformed male students in literacy, and students not eligible for free/reduced-price lunch generally outperformed eligible students in literacy and math. The most notable trends were observed in Grades 3–8 for race/ethnicity, gender, and free/reduced-price lunch status. Highlights of the findings in these areas include the following:

- Females significantly outperformed males on the literacy exam in Grades 3–7;
- Students not eligible for free/reduced-price lunch outperformed eligible students in Grades 2–6 in literacy and math and in Grade 7 in math; and
- Finally, general education students significantly outperformed special education students in literacy in Grades 3–5 and 7–9, and in math in Grades 2–4 and 6–8.

Recommendations

The following recommendations apply collectively to all public charter schools rather than to any specific school. It is hoped that these recommendations will be useful to the Arkansas Public Charter School Program and its stakeholders as they move forward and make decisions in the future.

- **Explore the increasing gap between NCLB subgroups.** More than in previous years, regression analyses showed that White ethnic students and female students were more often associated with higher achievement in 2010–2011. In addition, ANCOVA analyses showed that students that were White, general education, and non-free/reduced-price lunch consistently outperformed their counterparts across most grades. Future evaluations can determine whether these issues are growing, what their impact is, and how schools are—and ought to be—addressing them.
- **Continue to encourage the use of innovative curricular instruction.** A number of innovative instructional practices, such as theme-based instruction, team teaching, and reduced class size, were associated with improved student achievement. The ADE could continue supporting the public charter schools in implementing these practices and could also encourage further study of their impact.
- **Look further into the effect of school size on lower grades.** Smaller school size was associated with higher achievement in Grades 2 and 3 on reading/literacy and math. Future evaluations can determine whether this trend continues going forward and if it is an issue worth further exploring.
- **Continue addressing facility challenges experienced by open-enrollment public charter schools.** While the concern over facility costs among administrators of open-enrollment schools has declined over the last two evaluations, and while parents at these schools have expressed greater satisfaction with their schools’ facilities, we would again recommend that the ADE continue exploring the financial support that is provided to the public charter schools for facility management and provide technical assistance to schools who wish to seek outside funding to address this challenge (e.g., in the form of grant writing). It might also be possible to offer incentives to entities (e.g., districts, local businesses) that give public charter schools the opportunity to either co-locate with them or lease appropriate facilities from them.



Appendices

A. Evaluation Design Matrix

Table 18. Evaluation Research Questions and Associated Data Collection Strategies

Evaluation Questions	Data Collection Strategies				
	Document Review	Implementation Survey	Parent Satisfaction Survey	Student Satisfaction Survey	Student Record Data
Implementation Evaluation Questions					
1. What is the overall efficacy of the charter schools with respect to various attributes, such as strong academic leadership, high academic standards/expectations, mastery-oriented instruction, classroom management skills, positive learning climate, and parental support and involvement?	X	X			
2. To what extent are the parents and the students of the public charter schools satisfied with their school?			X	X	
Outcome Evaluation Questions					
3. What is the impact of the Arkansas public charter schools on student performance?	X	X	X	X	X
a. What characteristics of the public charter schools are having the greatest positive impact on academic achievement (e.g., student/parental satisfaction, school size, provider, management organization, type of curricula used, etc.)?	X	X	X	X	X
b. What other indicators of improved school success are evident for public charter school students (e.g., increased attendance, fewer discipline reports)?	X	X	X	X	X
c. What can be learned from disaggregating the student outcome data by the NCLB subgroups (special education status, Title I status, free/reduced-price lunch eligibility, gender, English language proficiency, and racial/ethnic background)?					X

B. Data Collection Results

Table 19. Data Collection Tallies (Surveys and Program Documentation Received)

	School	Student Surveys Received	Parent Surveys Received	Online Administrator Survey Completed	Program Documents Received
Conversion	Badger Academy Conversion Charter School	18	3	√	√
	Blytheville Charter School and ALC	50	6	√	√
	Cabot Academic Center of Excellence	107	23	√	√
	Cloverdale Aerospace and Technology	443	21	√	√
	Lincoln Academic Center of Excellence	50	16	√	√
	Lincoln Middle Academy of Excellence	369	41	√	√
	Mountain Home High School Career Academies	622	37	√	√
	Oak Grove Elementary Health, Wellness, and Environmental Science	186	27	√	√
	Ridgeroad Middle Charter School	354	13	√	√
	Vilonia Academy of Service and Technology	87	7	√	√
	Vilonia Academy of Technology	47	11	√	√
Open-Enrollment	Academics Plus Charter School	380	94	√	√
	Arkansas Virtual Academy	59	163	√	√
	Benton County School of Arts	459	59	√	√
	Covenant Keepers College Preparatory Charter School	152	108	√	√
	Dreamland Academy of Performing & Communication Arts	49	15	√	—
	e-STEM Elementary Public Charter School	328	25	√	√
	e-STEM Middle Public Charter School	139	53	√	√
	e-STEM High Public Charter School	17	14	√	√

School	Student Surveys Received	Parent Surveys Received	Online Administrator Survey Completed	Program Documents Received
Haas Hall Academy	292	167	√	√
Imboden Area Charter School	40	10	√	√
Jacksonville Lighthouse Charter School	269	38	√	√
KIPP Blytheville College Preparatory School	107	4	√	√
KIPP Delta College Preparatory School	434	35	√	√
LISA Academy	486	82	√	—
LISA Academy—North Little Rock	260	35	√	√
Little Rock Preparatory Academy	144	11	√	√
Total	5,948	1,118	27	25

— = No data received.



C. ANCOVA Analyses of Student Achievement Using NCLB Subgroups

Table 20. ITBS Reading ANCOVA Results by Race/Ethnicity Comparisons, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 586)	Black	156.59	8.45	2	5.671	0.004*
	White	165.04				
	Black	156.59	6.99	2	5.671	0.004*
	Others	163.58				
	White	165.04	1.46	2	5.671	0.004*
	Others	163.58				

* Statistically significant difference with the probability less than .05.

Table 21. ITBS Math ANCOVA Results by Race/Ethnicity Comparisons, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 589)	Black	167.54	2.77	2	1.710	0.182
	White	164.77				
	Black	167.54	0.73	2	1.710	0.182
	Others	168.27				
	White	164.77	3.50	2	1.710	0.182
	Others	168.27				

Table 22. Benchmark Literacy ANCOVA Results by Race/Ethnicity Comparisons, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 490)	Black	544.90	27.83	2	2.493	0.084
	White	572.73				
	Black	544.90	35.01	2	2.493	0.084
	Others	579.91				
	White	572.73	7.18	2	2.493	0.084

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
	Others	579.91				
Grade 4 (N = 508)	Black	643.49	40.03	2	8.876	0.000*
	White	683.52				
	Black	643.49	65.90	2	8.876	0.000*
	Others	709.39				
	White	683.52	25.87	2	8.876	0.000*
	Others	709.39				
Grade 5 (N = 882)	Black	658.12	29.09	2	8.164	0.000*
	White	687.21				
	Black	658.12	19.65	2	8.164	0.000*
	Others	677.77				
	White	687.21	9.44	2	8.164	0.000*
	Others	677.77				
Grade 6 (N = 1,177)	Black	670.54	27.45	2	8.573	0.000*
	White	697.99				
	Black	670.54	15.62	2	8.573	0.000*
	Others	686.16				
	White	697.99	11.83	2	8.573	0.000*
	Others	686.16				
Grade 7 (N = 1,102)	Black	685.66	12.87	2	8.066	0.000*
	White	698.53				
	Black	685.66	35.30	2	8.066	0.000*
	Others	720.96				
	White	698.53	22.43	2	8.066	0.000*
	Others	720.96				
Grade 8 (N = 1,147)	Black	756.55	31.97	2	17.727	0.000*
	White	788.52				
	Black	756.55	32.56	2	17.727	0.000*
	Others	789.11				
	White	788.52	0.59	2	17.727	0.000*
	Others	789.11				

* Statistically significant difference with the probability less than .05.

Table 23. Benchmark Math ANCOVA Results by Race/Ethnicity Comparisons, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 500)	Black	571.34	15.83	2	2.908	0.056
	White	587.17				
	Black	571.34	0.78	2	2.908	0.056
	Others	570.56				
	White	587.17	16.60	2	2.908	0.056
	Others	570.56				
Grade 4 (N = 510)	Black	610.80	31.84	2	13.149	0.000*
	White	642.64				
	Black	610.80	38.25	2	13.149	0.000*
	Others	649.05				
	White	642.64	6.41	2	13.149	0.000*
	Others	649.05				
Grade 5 (N = 883)	Black	626.38	30.51	2	29.335	0.000*
	White	656.89				
	Black	626.38	29.39	2	29.335	0.000*
	Others	655.77				
	White	656.89	1.12	2	29.335	0.000*
	Others	655.77				
Grade 6 (N = 1,183)	Black	674.80	17.58	2	9.398	0.000*
	White	692.38				
	Black	674.80	7.54	2	9.398	0.000*
	Others	682.34				
	White	692.38	10.04	2	9.398	0.000*
	Others	682.34				
Grade 7 (N = 1,109)	Black	691.78	22.37	2	16.753	0.000*
	White	714.15				
	Black	691.78	20.10	2	16.753	0.000*
	Others	711.88				

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
	White	714.15	2.27	2	16.753	0.000*
	Others	711.88				
Grade 8 (N = 1,149)	Black	700.15	21.51	2	22.650	0.000*
	White	721.66				
	Black	700.15	25.11	2	22.650	0.000*
	Others	725.26				
	White	721.66	3.60	2	22.650	0.000*
	Others	725.26				

* Statistically significant difference with the probability less than .05.

Table 24. ITBS Reading ANCOVA Results by Race/Ethnicity Comparisons, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 805)	Black	263.62	9.67	2	11.744	0.000*
	White	273.29				
	Black	263.62	13.73	2	11.744	0.000*
	Others	277.35				
	White	273.29	4.06	2	11.744	0.000*
	Others	277.35				

* Statistically significant difference with the probability less than .05.

Table 25. ITBS Math ANCOVA Results by Race/Ethnicity Comparisons, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 806)	Black	267.32	4.46	2	3.007	0.050*
	White	271.78				
	Black	267.32	5.65	2	3.007	0.050*
	Others	272.97				
	White	271.78	1.19	2	3.007	0.050*
	Others	272.97				

* Statistically significant difference with the probability less than .05.

Table 26. ITBS Reading ANCOVA Results by Gender Comparisons, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 586)	Male	161.28	1.52	1	1.516	0.219
	Female	162.80				

Table 27. ITBS Math ANCOVA Results by Gender Comparisons, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 589)	Male	167.73	3.46	1	5.677	0.018*
	Female	164.27				

* Statistically significant difference with the probability less than .05.

Table 28. Benchmark Literacy ANCOVA Results by Gender Comparisons, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 490)	Male	536.97	52.92	1	24.252	0.000*
	Female	589.89				
Grade 4 (N = 508)	Male	659.10	30.76	1	10.379	0.001*
	Female	689.86				
Grade 5 (N = 882)	Male	660.78	17.98	1	7.211	0.007*
	Female	678.76				
Grade 6 (N = 1,177)	Male	670.00	22.84	1	14.911	0.000*
	Female	692.84				
Grade 7 (N = 1,102)	Male	675.97	36.20	1	37.014	0.000*
	Female	712.17				
Grade 8 (N = 1,147)	Male	765.89	10.12	1	3.778	0.052
	Female	776.01				

* Statistically significant difference with the probability less than .05.

Table 29. Benchmark Math ANCOVA Results by Gender Comparisons, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
-------	----------	------------------	-----------------	--------------------	---------	--------------



Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 500)	Male	572.07	18.06	1	9.802	0.002*
	Female	590.13				
Grade 4 (N = 510)	Male	631.05	6.64	1	1.470	0.226
	Female	637.69				
Grade 5 (N = 883)	Male	641.00	2.94	1	0.593	0.442
	Female	638.06				
Grade 6 (N = 1,183)	Male	681.35	0.69	1	0.037	0.847
	Female	682.04				
Grade 7 (N = 1,109)	Male	696.43	9.57	1	6.933	0.009*
	Female	706.00				
Grade 8 (N = 1,149)	Male	712.55	4.41	1	1.930	0.165
	Female	708.14				

* Statistically significant difference with the probability less than .05.

Table 30. ITBS Reading ANCOVA Results by Gender Comparisons, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 805)	Male	269.93	2.24	1	1.355	0.245
	Female	272.17				

Table 31. ITBS Math ANCOVA Results by Gender Comparisons, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 806)	Male	270.05	1.23	1	0.600	0.439
	Female	271.28				

Table 32. ITBS Reading ANCOVA Results by Title I Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 586)	Title I	162.80	1.24	1	0.964	0.327
	Non–Title I	161.56				

Table 33. ITBS Math ANCOVA Results by Title I Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 589)	Title I	168.28	3.78	1	6.451	0.011*
	Non-Title I	164.50				

* Statistically significant difference with the probability less than .05.

Table 34. Benchmark Literacy ANCOVA Results by Title I Status, Grades 3-8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 490)	Title I	558.94	9.84	1	0.689	0.407
	Non-Title I	568.78				
Grade 4 (N = 508)	Title I	681.91	11.55	1	1.326	0.250
	Non-Title I	670.36				
Grade 5 (N = 882)	Title I	660.98	15.74	1	5.350	0.021*
	Non-Title I	676.72				
Grade 6 (N = 1,177)	Title I	677.47	6.59	1	1.152	0.283
	Non-Title I	684.06				
Grade 7 (N = 1,102)	Title I	687.50	9.02	1	1.811	0.179
	Non-Title I	696.52				
Grade 8 (N = 1,147)	Title I	767.16	5.25	1	0.815	0.367
	Non-Title I	772.41				

* Statistically significant difference with the probability less than .05.

Table 35. Benchmark Math ANCOVA Results by Title I Status, Grades 3-8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 500)	Title I	573.50	12.04	1	3.779	0.052
	Non-Title I	585.54				
Grade 4 (N = 510)	Title I	641.32	10.80	1	3.577	0.059
	Non-Title I	630.52				
Grade 5 (N = 883)	Title I	629.48	17.24	1	19.992	0.000*
	Non-Title I	646.72				



Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 6 (N = 1,183)	Title I	675.60	9.41	1	6.448	0.011*
	Non–Title I	685.01				
Grade 7 (N = 1,109)	Title I	697.50	5.04	1	1.467	0.226
	Non–Title I	702.54				
Grade 8 (N = 1,149)	Title I	699.12	15.28	1	18.368	0.000*
	Non–Title I	714.40				

* Statistically significant difference with the probability less than .05.

Table 36. ITBS Reading ANCOVA Results by Title I Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 805)	Title I	265.52	12.85	1	47.308	0.000*
	Non–Title I	278.37				

* Statistically significant difference with the probability less than .05.

Table 37. ITBS Math ANCOVA Results by Title I Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 806)	Title I	267.14	8.17	1	27.559	0.000*
	Non–Title I	275.31				

* Statistically significant difference with the probability less than .05.

Table 38. ITBS Reading ANCOVA Results by Education Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 586)	Special Ed	161.09	1.02	1	0.163	0.687
	General Ed	162.11				

Table 39. ITBS Math ANCOVA Results by Education Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2	Special Ed	160.56	5.81	1	3.905	0.049*

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
(N = 589)	General Ed	166.37				

* Statistically significant difference with the probability less than .05.

Table 40. Benchmark Literacy ANCOVA Results by Education Status, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 490)	Special Ed	518.57	50.86	1	5.608	0.018*
	General Ed	569.43				
Grade 4 (N = 508)	Special Ed	626.45	52.13	1	7.869	0.005*
	General Ed	678.58				
Grade 5 (N = 882)	Special Ed	615.96	58.23	1	17.979	0.000*
	General Ed	674.19				
Grade 6 (N = 1,177)	Special Ed	661.22	21.82	1	2.869	0.091
	General Ed	683.04				
Grade 7 (N = 1,102)	Special Ed	659.33	37.38	1	9.200	0.002*
	General Ed	696.71				
Grade 8 (N = 1,147)	Special Ed	721.37	52.52	1	19.765	0.000*
	General Ed	773.89				

* Statistically significant difference with the probability less than .05.

Table 41. Benchmark Math ANCOVA Results by Education Status, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 500)	Special Ed	559.87	23.77	1	4.873	0.028*
	General Ed	583.64				
Grade 4 (N = 510)	Special Ed	599.66	37.81	1	14.324	0.000*
	General Ed	637.47				
Grade 5 (N = 883)	Special Ed	643.05	3.85	1	0.245	0.621
	General Ed	639.20				
Grade 6 (N = 1,183)	Special Ed	659.67	23.48	1	9.685	0.002*
	General Ed	683.15				
Grade 7 (N = 1,109)	Special Ed	678.37	24.59	1	11.205	0.001*
	General Ed	702.96				



Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 8 (N = 1,149)	Special Ed	685.05	26.73	1	14.068	0.000*
	General Ed	711.78				

* Statistically significant difference with the probability less than .05.

Table 42. ITBS Reading ANCOVA Results by Education Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 805)	Special Ed	266.69	4.65	1	0.974	0.324
	General Ed	271.34				

Table 43. ITBS Math ANCOVA Results by Education Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 806)	Special Ed	262.34	8.79	1	5.569	0.019*
	General Ed	271.13				

* Statistically significant difference with the probability less than .05.

Table 44. ITBS Reading ANCOVA Results by Poverty Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 586)	Free/Reduced Lunch	161.28	8.44	1	16.003	0.000*
	No Free/Reduced Lunch	169.72				

* Statistically significant difference with the probability less than .05.

Table 45. ITBS Math ANCOVA Results by Poverty Status, Grade 2

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 2 (N = 589)	Free/Reduced Lunch	165.40	6.46	1	6.229	0.013*
	No Free/Reduced Lunch	171.86				

* Statistically significant difference with the probability less than .05.

Table 46. Benchmark Literacy ANCOVA Results by Poverty Status, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 490)	Free/Reduced Lunch	561.05	55.61	1	7.670	0.006*
	No Free/Reduced Lunch	616.66				
Grade 4 (N = 508)	Free/Reduced Lunch	670.00	36.08	1	6.223	0.013*
	No Free/Reduced Lunch	706.08				
Grade 5 (N = 882)	Free/Reduced Lunch	668.76	33.65	1	3.848	0.050*
	No Free/Reduced Lunch	702.41				
Grade 6 (N = 1,177)	Free/Reduced Lunch	680.04	36.43	1	6.869	0.009*
	No Free/Reduced Lunch	716.47				
Grade 7 (N = 1,102)	Free/Reduced Lunch	693.49	20.48	1	1.498	0.221
	No Free/Reduced Lunch	713.97				
Grade 8 (N = 1,147)	Free/Reduced Lunch	770.62	8.53	1	0.475	0.491
	No Free/Reduced Lunch	779.15				

* Statistically significant difference with the probability less than .05.

Table 47. Benchmark Math ANCOVA Results by Poverty Status, Grades 3–8

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 3 (N = 500)	Free/Reduced Lunch	579.54	26.23	1	5.990	0.015*
	No Free/Reduced Lunch	605.77				
Grade 4 (N = 510)	Free/Reduced Lunch	631.47	23.34	1	7.462	0.007*
	No Free/Reduced Lunch	654.81				
Grade 5 (N = 883)	Free/Reduced Lunch	638.51	24.34	1	6.086	0.014*
	No Free/Reduced Lunch	662.85				
Grade 6 (N = 1,183)	Free/Reduced Lunch	679.12	55.46	1	43.716	0.000*
	No Free/Reduced Lunch	734.58				
Grade 7 (N = 1,109)	Free/Reduced Lunch	700.24	30.89	1	8.894	0.003*
	No Free/Reduced Lunch	731.13				
Grade 8 (N = 1,149)	Free/Reduced Lunch	710.63	6.87	1	0.809	0.369
	No Free/Reduced Lunch	703.76				

* Statistically significant difference with the probability less than .05.

Table 48. ITBS Reading ANCOVA Results by Poverty Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 805)	Free/Reduced Lunch	271.45	1.63	1	0.474	0.491
	No Free/Reduced Lunch	269.82				

Table 49. ITBS Math ANCOVA Results by Poverty Status, Grade 9

Grade	Subgroup	Mean Scale Score	Mean Difference	Degrees of Freedom	F Value	Significance
Grade 9 (N = 806)	Free/Reduced Lunch	270.05	0.82	1	0.172	0.679
	No Free/Reduced Lunch	270.87				



D. Parent, Student, and School Administrator Survey Findings

Parent Survey

Table 50. Length of Children’s Charter School Enrollment

Number of Years (Including This Year)	(N = 838)
	Percentage
2	35%
3	31%
4	21%
5	7%
6	3%
7	2%
8	2%

Table 51. Children’s Previous School

Previous School	(N = 792)
	Percentage
Regular/traditional public school	72%
Private school	13%
Home school	9%
Another charter school	6%

Table 52. Number of Children per Family Enrolled at the Charter School

Number of Children	(N = 832)
	Percentage
1	59%
2	33%
3	6%
4	2%

Table 53. Parent Education Level

Education Level	(N = 818)
	Percentage
High school diploma	22%
Associate's or 2-year degree	16%
Bachelor's or 4-year degree	31%
Graduate degree	25%
Other	6%

Table 54. Main Reasons for Charter School Selection

Reason	(N = 804)
	Percentage*
Interest in the charter school's instructional or academic program	69%
Dissatisfaction with traditional public school options and/or safety	62%
Interest in the charter school's educational mission or philosophy	61%
Small size of this charter school or small classes	41%
Better teachers at this charter school	37%
Greater opportunities for parental involvement at this charter school	30%
Respondent's child wanted to come to this charter school	28%
More convenient location than previous school	19%
Extended-day hours/before- and after-school programs available	18%
Child was doing poorly in previous school	16%
Child has special needs that the previous school was not addressing/meeting	11%
Not applicable	3%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 55. Student Academic Performance: Previous and Current Schools

Indicator	Total N	Academic Performance				
		Excellent	Good	Average	Poor	Failing
Previous school	807	41%	32%	19%	7%	1%
2009–2010 charter school	829	60%	29%	10%	1%	0%



Table 56. Parent Satisfaction with Charter School

Indicator	Total N	Level of Satisfaction			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Opportunities for parents to be involved or participate	827	79%	18%	2%	1%
School safety	769	75%	20%	3%	2%
Curriculum (i.e., what the school teaches)	828	74%	22%	3%	1%
School size	801	74%	22%	3%	1%
Quality of reading instruction	812	74%	21%	3%	2%
Class size	808	73%	21%	5%	1%
Communication with respondent's child's teacher	834	73%	20%	4%	3%
Quality of math instruction	819	72%	22%	5%	1%
Quality of writing instruction	814	72%	22%	4%	2%
Use of technology within the instructional program	810	71%	22%	4%	3%
School climate (i.e., the feel or tone of everyday life at the school)	776	71%	22%	5%	2%
Extra help or special services for students when needed	715	74%	18%	4%	4%
The individualized attention respondent's child gets	818	71%	21%	6%	2%
Quality of student support services such as guidance counseling and tutoring	772	71%	21%	5%	3%
Performance of the teachers (i.e., how well the school teaches)	822	70%	22%	6%	2%
Quality of the building in which the school is located	736	67%	24%	6%	3%
School discipline policies and practices	787	69%	21%	6%	3%
Extracurricular activities (i.e., sports programs, after-school clubs or activities)	752	59%	24%	11%	6%
Quality of the school facilities (i.e., school library, gymnasium, and science labs)	691	55%	28%	11%	6%

Table 57. Parent Satisfaction with Child's Previous School

Indicator	Total N	Level of Satisfaction			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Quality of reading instruction	763	47%	32%	12%	9%
Quality of math instruction	765	42%	35%	12%	11%
School facilities	750	45%	32%	14%	9%



Indicator	Total N	Level of Satisfaction			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Parent involvement/participation	756	49%	28%	13%	10%
Quality of writing instruction	766	45%	31%	14%	10%
School safety	757	52%	22%	12%	14%
Extra help or special services for students when needed	688	45%	24%	15%	16%

Table 58. Quality of Previous and Current Schools

Indicator	Total N	Quality			
		Excellent	Good	Fair	Poor
Previous school	791	24%	40%	24%	12%
2009–2010 charter school	818	65%	26%	7%	2%

Student Survey

Table 59. Distribution of Students by Grade Level

Grade	(N = 3,982)
	Percentage
3	9%
4	9%
5	7%
6	16%
7	13%
8	15%
9	4%
10	9%
11	10%
12	8%



Table 60. Students' Years at the Charter School

Number of Years	(N = 3,997)
	Percentage
2 years	35%
3 years	26%
4 or more years	39%

Table 61. Students' Previous School

Previous School	(N = 2,576)
	Percentage
Regular/traditional public school	71%
Current school is student's first	14%
Private school	6%
Another charter school	5%
Home school	4%

Table 62. Student Interest in Charter School

Indicator	Total N	Interest			
		Very Interested	Somewhat Interested	Just a Little Interested	Not at All Interested
Student interest	3,908	39%	37%	16%	8%

Table 63. Student Rating of Previous School

Indicator	Total N	Rating			
		Excellent	Good	Fair	Poor
Previous school	3,419	28%	30%	27%	15%



Table 64. Student Grades at Charter School

Indicator	Total N	Rating			
		Excellent	Good	Fair	Poor
Grades	3,896	37%	39%	20%	4%

Table 65. Student Perception of Teachers' Expectations

Indicator	Total N	Expected to Work ...			
		Very Hard	Hard	Somewhat	Not at All
How hard did your teachers expect you to work?	3,976	45%	40%	12%	3%

Table 66. Student Perception of Teachers' Helpfulness

Indicator	Total N	Available to Help ...			
		Very Often	Often	Sometimes	Rarely or Never
How often were your teachers able to help you when you needed help?	3,938	35%	39%	20%	6%

Table 67. Student Perception of Class Size

Indicator	Total N	Number of Students in Class	
		Too Many	Just Right
How did you feel about the number of students in your class(es)?	3,917	20%	80%

Table 68. Student Perception of Knowledge Gained

Indicator	Total N	Knowledge Gained		
		A Lot	Average Amount	A Little
How much did you feel you learned?	3,903	55%	37%	8%

Table 69. Student Perception of Homework

Indicator	Total N	Rating		
		A Lot	Average Amount	A Little
How much homework did you get?	3,907	33%	43%	24%

Table 70. Student Perception of Technology Use

Indicator	Total N	Technology Used ...			
		Very Often	Often	Sometimes	Rarely/Never
How often did you get to use computers and other electronics in your classes?	3,903	23%	26%	31%	20%

Table 71. Student Perception of Behavior Disruptions

Indicator	Total N	Disruptions Occurred ...			
		Very Often	Often	Sometimes	Rarely/Never
How often were there behavior disruptions in your classes?	3,899	24%	23%	33%	20%

Table 72. Student Perception of School Safety

Indicator	Total N	Level of Safety			
		Very Safe	Safe	Somewhat Unsafe	Very Unsafe
How safe was your school?	3,909	47%	37%	12%	4%

Table 73. Student Perception of School Cleanliness

Indicator	Total N	Level of Satisfaction Reported			
		Very Clean	Clean	Somewhat Unclean	Very Dirty
How clean was your school?	3,919	29%	40%	22%	9%

School Administrator Survey

Table 74. Number of Years at Current Position

Number of Years	(Total N = 27)
	Percentage
This is my first year	19%
1 year	7%
2 years	33%
3 years	4%
4 years	11%
5+ years	26%

Table 75. Number of Years at Charter School

Number of Years	(Total N = 27)
	Percentage
This is my first year	15%
1 year	4%
2 years	11%
3 years	7%
4 years	26%
5+ years	37%

Table 76. Charter School Exemptions and Waivers

Exemptions/Waivers	(Total N = 25)
	Percentage*
Teacher certification requirements	76%
Teacher hiring, discipline, and dismissal practices	48%
School calendar	32%
Exemptions/waivers specified in school	28%
Establishing curriculum	24%
School day length	20%



Exemptions/Waivers	(Total N = 25)
	Percentage*
Collective bargaining provisions	20%
School year length	16%
Purchasing procedures (e.g., outside bidding, more timely purchases)	8%
Student discipline policies	8%
Contractual services	4%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 77. Charter School Enrollment Methods

Enrollment Methods	(Total N = 25)
	Percentage*
Lottery	68%
Use of zoning laws (i.e., all zoned students welcome)	28%
First-come, first-served basis (until maximum capacity is reached)	16%
Other	4%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 78. Charter School Facilities Arrangements

Arrangements	(Total N = 26)
	Percentage
Rented/leased facilities that were independent of the district	42%
Used district facility at no cost	39%
Purchased facilities	15%
Other	4%

Table 79. Open-Enrollment Charter Schools: Charter School Board Practices

School Board Practices	Total N	Percentage
Implementation of open board meetings	17	100%

School Board Practices	Total N	Percentage
Sharing of agendas and other important information prior to board meetings	16	100%
Clear, up-to-date bylaws	14	100%
Clear procedures for the selection of board members	15	100%
Open lines of communication	16	94%
Commitment to strategic planning	15	94%
Written descriptions of board members' roles and responsibilities	16	94%
Formal orientation and training sessions for board members	13	93%
Use of available funds for continued board development	11	92%
Formal plan for family and community involvement	12	92%
Use of advisory committees	12	86%
Identification of a board director	12	80%
Formal processes for the development of school policy	11	79%
Functioning executive committee	10	77%
Responsibility of fund-raising	4	29%
Decision-making flow charts	3	27%

Table 80. Primary Methods for Instruction Delivery

Methods	(Total N = 26)
	Percentage
Regular integration of technology	77%
Project-based or hands-on learning	77%
Character education	73%
Individualized or tailored instruction	73%
Reduced or small class size	69%
Direct instruction	65%
Interdisciplinary instruction	62%
Cooperative learning	62%
Regular integration of fine arts	54%
Multigrade classrooms	46%



Methods	(Total N = 26)
	Percentage
Alternative or authentic assessment	46%
Extended school day (before, after, summer, and/or vacation)	46%
Team teaching	35%
School-to-work concepts and strategies	31%
Theme-based curriculum	27%
Distance-learning and/or instruction via Internet	27%
Year-round or extended schooling	27%
Independent study	23%
Work-based or field-based learning	23%
Home-based learning with parent as primary instructor	4%
Other	4%

Table 81. Extended School Instructional Hours

Extended School Arrangement	(Total N = 26)
	Percentage
No, we used a traditional school day and year	54%
Yes, we had an extended school year, but not an extended school day	4%
Yes, we had an extended school day, but not an extended school year	19%
Yes, we had an extended school day and year	23%

Table 82. Accommodations for Special Needs Students

Accommodations	(Total N = 26)
	Percentage*
Pull-out services	89%
Inclusive classrooms	89%
Self-contained special education classes	42%
Other	4%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 83. Services for English Language Learners

Services	(Total N = 26)
	Percentage
ESL instruction	47%
This school did not have students with limited English–proficient students	42%
Other	4%
Self-contained bilingual education	4%
None	4%

Table 84. Student Assessment Methods

Assessment Methods	(Total N = 26)
	Percentage*
State benchmark exams	96%
Standardized achievement tests	96%
Teacher-assigned grades	92%
State End-of-Course exams	69%
Behavioral indicators, such as attendance and suspension	69%
Student demonstrations or exhibitions	65%
Other performance-based tests	65%
Student portfolios	62%
Student demonstrations or exhibitions	50%
Other	8%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 85. Instructional Staff Practices Under Charter School Status

Practices	(Total N = 24)
	Percentage*
Ongoing, targeted professional development	58%
Dismissal of teachers for unsatisfactory performance	54%
Lack of tenure for teachers	42%



Practices	(Total N = 24)
	Percentage*
Rewarding teachers for exemplary performance	33%
Contracts for PD services with non-district providers	38%
Performance-based bonuses for teachers	29%
Private fund-raising/grants development	17%
Other	17%
Higher teacher salaries (than public schools)	17%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 86. Satisfaction With Parent/Community Involvement

Indicator	Total N	Level of Satisfaction Reported				
		Excellent	Good	Average	Poor	Unsatisfactory
The level of parental involvement at this school concerning students' academic achievement, attendance, and/or behavior	25	32%	36%	24%	4%	4%
This school's level of parental involvement concerning participation in schoolwide events or activities (e.g., Parents Club)	25	24%	36%	32%	8%	0%
The level of community involvement at this school	25	16%	36%	28%	16%	4%

Table 87. Parent/Community Involvement Strategies

Strategies	(Total N = 25)
	Percentage*
Implementing parent-teacher conferences	96%
Involving parents in monitoring students' academic progress	96%
Scheduling school events to accommodate parents' schedules	92%
Involving parents in discipline-related discussions	92%
Conducting parent workshops	80%
Using community resources (e.g., museums, parks, gyms) to enhance students' learning	76%
Establishing parent and community advisory committees	68%
Creating learning partnerships with community-based organizations	68%
Using parents and community volunteers to provide special instruction	64%

Strategies	(Total N = 25)
	Percentage*
Hiring a parent involvement coordinator and/or community liaison	56%
Implementing parent involvement contracts	56%
Using community sites for service learning or work-based learning opportunities	48%
Using the school as a community center	20%
Inviting parents to attend staff trainings	12%
Other	12%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 88. Parent Requirements

Requirements	(Total N = 25)
	Percentage*
Sign a contract with the school	56%
Attend parent meetings	44%
Participate in a minimum number of hours at the school	24%
Other	24%
Participate on committees or the governance board	20%

*Percentages may not total 100 percent as respondents were allowed to select more than one response.

Table 89. Charter School Issues/Challenges

Issues/Challenges	Total N	Percentage
Managing public perceptions and public relations	22	41%
Facility costs	22	41%
Increasing parent and community involvement	22	32%
Facility management	22	27%
Designing/delivering professional development	22	27%
Fiscal and business management	23	22%
Personnel (e.g., retaining teachers)	22	18%
Selecting and implementing curricula	23	17%
General school administration	23	13%



Issues/Challenges	Total N	Percentage
Other	20	10%
Charter school organization	21	5%
Charter school board operations	21	0%

E. Evaluation Survey Instruments

ARKANSAS DEPARTMENT OF EDUCATION — 2009–2010 AND 2010–2011 CHARTER SCHOOL
EVALUATION
Student Survey

Directions: The reason for this survey is to hear from you about whether your charter school is meeting your needs. The information you provide will be used to make the program better in the future. No one will know your responses on this survey. Using a pencil or pen, please answer the following questions by completely filling in the circle next to your choice. We are interested in hearing what you thought of your previous two school years (2009–2010 and 2010–2011). After finishing, please insert and seal your survey in the envelope your teacher has. There are no risks in participating in this study. You may choose not to participate at any time.

***** IF YOU AGREE TO PARTICIPATE, PLEASE CHECK THIS BOX: *****

1. What grade are you in this year? _____

2. Including this year, how many years have you gone to this school?

- 1 year 2 years 3 years 4 or more years

3. Before coming to this school, where did you go to school?

- This is my first school Was home schooled
 Attended a regular public school Attended a private school
 Attended a different charter school

4. How interested were you in your school...

- ...last year (2010–2011 school year)? Very Somewhat Just a little Not at all
 ...two years ago (2009–2010 school year)? Very Somewhat Just a little Not at all

5. How were your grades...

- ...last year (2010–2011 school year)?
 Excellent Good Average Poor Not sure, or I was
 not at this school
 ...two years ago (2009–2010 school year)?
 Excellent Good Average Poor Not sure, or I was
 not at this school

6. If you went to another school before this one, how would you rate your previous school?

- Excellent Good Average Poor This is my first school

7. How hard did your teachers expect you to work...

- ...last year (2010–2011 school year)? Very hard Hard Somewhat Not at all
 ...two years ago (2009–2010 school year)? Very hard Hard Somewhat Not at all

8. How often were your teachers able to help you when you needed help...

- ...last year (2010–2011 school year)? Very often Often Sometimes Rarely or Never
 ...two years ago (2009–2010 school year)? Very often Often Sometimes Rarely or Never

9. How did you feel about the number of students in your class(es)...

- ...last year (2010–2011 school year)? Too many students in my classes Just right
 ...two years ago (2009–2010 school year)? Too many students in my classes Just right

10. How much did you feel you learned...

- ...last year (2010–2011 school year)? A lot An average amount Little
 ...two years ago (2009–2010 school year)? A lot An average amount Little

11. How much homework did you get...

- ...last year (2010–2011 school year)? A lot An average amount Little
 ...two years ago (2009–2010 school year)? A lot An average amount Little

12. How often did you get to use computers and other electronics in your classes...

- ...last year (2010–2011 school year)? Very often Often Sometimes Rarely or Never
 ...two years ago (2009–2010 school year)? Very often Often Sometimes Rarely or Never

13. How often were there behavior disruptions in your classes...

- ...last year (2010–2011 school year)? Very often Often Sometimes Rarely or Never
 ...two years ago (2009–2010 school year)? Very often Often Sometimes Rarely or Never

14. How safe was your school...

- ...last year (2010–2011 school year)? Very safe Safe Somewhat unsafe Very unsafe
 ...two years ago (2009–2010 school year)? Very safe Safe Somewhat unsafe Very unsafe

15. How clean was your school...

- ...last year (2010–2011 school year)? Very clean Clean Somewhat unclean Very dirty
 ...two years ago (2009–2010 school year)? Very clean Clean Somewhat unclean Very dirty

Thank you for completing this survey!

ARKANSAS DEPARTMENT OF EDUCATION—CHARTER SCHOOL EVALUATION
Parent Survey

Directions: The Arkansas Department of Education is asking that you complete this survey as part of a study of the public charter schools for the **2009–2010 and 2010–2011 school years**. Your experiences with your child’s charter school will be an important part of the study. Please know that the information you provide is confidential and that you will not be identified with any of your answers. Your participation is voluntary and there are no known risks in participating in this study. You may withdraw from participating at any time. Please complete and mail this survey using the postage-paid envelope within two weeks of receiving it. If you wish to complete this survey online instead, please visit <https://www.surveymonkey.com/s/CharterParentSurvey2011>. Please complete only one survey per parent unless you have children enrolled in multiple charter schools.

1) **Do you agree to participate in this research study?** Yes

Background Information

2) For how many years (including this year) have you had a child enrolled in [SCHOOL NAME]? _____ Years

3) Where did your child attend school before enrolling in this charter school?

- Regular/traditional public school
- Private school
- Home school
- Another charter school

4) How many of your children were enrolled in this charter school during the **2009–2010** year? ____

5) How many of your children were enrolled in this charter school during the **2010–2011** year? ____

6) What is your highest educational degree?

- High school diploma
- Associate’s or 2-year degree
- Bachelor’s or 4-year degree
- Graduate degree
- Other, please describe: _____

7) What were the main reasons for choosing this charter school for your child? (Check **all** that apply.)

- Interest in the charter school’s educational mission or philosophy
- Child was doing poorly in his or her previous school
- Dissatisfaction with traditional public school options and/or safety
- Interest in the charter school’s instructional or academic program
- More convenient location than previous school
- Child has special needs that the previous school was not addressing/meeting
- Better teachers at this charter school
- My child wanted to come to this charter school
- This charter school offers extended day hours/before- and after-school programs
- Small size of this charter school or small classes
- Greater opportunities for parental involvement at this charter school
- Not applicable
- Other, please describe: _____

- 8) How did your child do academically at his or her previous school?
 Excellent Good Average Poor Failing
- 9) How did your child do academically at this charter school during the **2009–2010** year?
 Excellent Good Average Poor Failing Not applicable
- 10) How did your child do academically at this charter school during the **2010–2011** year?
 Excellent Good Average Poor Failing Not applicable

Charter School Satisfaction

11) How satisfied were you with the following areas of your child(ren)’s charter school during the **2009–2010 school year**?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure	Not Applicable
a. Curriculum (i.e., what the school teaches).....	<input type="checkbox"/>					
b. Performance of the teachers (i.e., how well the school teaches).....	<input type="checkbox"/>					
c. Class size	<input type="checkbox"/>					
d. The individualized attention your child gets.....	<input type="checkbox"/>					
e. Opportunities for parents to be involved or participate	<input type="checkbox"/>					
f. Communication with your child’s teacher	<input type="checkbox"/>					
g. Quality of the building in which the school is located.....	<input type="checkbox"/>					
h. Quality of the school facilities (i.e., school library, gymnasium, and science labs).....	<input type="checkbox"/>					
i. Use of technology within the instructional program	<input type="checkbox"/>					
j. School discipline policies and practices.....	<input type="checkbox"/>					
k. Quality of student support services such as guidance counseling and tutoring	<input type="checkbox"/>					
l. Extracurricular activities (i.e., sports programs, after-school clubs or activities)	<input type="checkbox"/>					
m. School size	<input type="checkbox"/>					

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure	Not Applicable
n. School climate (i.e., the feel or tone of everyday life at the school).....	<input type="checkbox"/>					
o. Quality of reading instruction.....	<input type="checkbox"/>					
p. Quality of math instruction.....	<input type="checkbox"/>					
q. Quality of writing instruction	<input type="checkbox"/>					
r. School safety.....	<input type="checkbox"/>					
s. Extra help or special services for students when needed.....	<input type="checkbox"/>					

12) How satisfied were you with the following areas of your child(ren)'s charter school during **2010–2011**?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure	Not Applicable
a. Curriculum (i.e., what the school teaches).....	<input type="checkbox"/>					
b. Performance of the teachers (i.e., how well the school teaches).....	<input type="checkbox"/>					
c. Class size	<input type="checkbox"/>					
d. The individualized attention your child gets.....	<input type="checkbox"/>					
e. Opportunities for parents to be involved or participate	<input type="checkbox"/>					
f. Communication with your child's teacher	<input type="checkbox"/>					
g. Quality of the building in which the school is located.....	<input type="checkbox"/>					
h. Quality of the school facilities (i.e., school library, gymnasium, and science labs).....	<input type="checkbox"/>					
i. Use of technology within the instructional program.....	<input type="checkbox"/>					
j. School discipline policies and practices.....	<input type="checkbox"/>					

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure	Not Applicable
k. Quality of student support services such as guidance counseling and tutoring	<input type="checkbox"/>					
l. Extracurricular activities (i.e., sports programs, after-school clubs or activities)	<input type="checkbox"/>					
m. School size	<input type="checkbox"/>					
n. School climate (i.e., the feel or tone of everyday life at the school)	<input type="checkbox"/>					
o. Quality of reading instruction	<input type="checkbox"/>					
p. Quality of math instruction	<input type="checkbox"/>					
q. Quality of writing instruction	<input type="checkbox"/>					
r. School safety	<input type="checkbox"/>					
s. Extra help or special services for students when needed	<input type="checkbox"/>					

13) How satisfied were you with your child(ren)'s prior school in terms of:

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not applicable
a. Quality of reading instruction	<input type="checkbox"/>				
b. Quality of math instruction	<input type="checkbox"/>				
c. Quality of writing instruction	<input type="checkbox"/>				
d. School safety	<input type="checkbox"/>				
e. School facilities	<input type="checkbox"/>				
f. Parent involvement or participation	<input type="checkbox"/>				
g. Extra help or special services for students when needed	<input type="checkbox"/>				

14) How would you rate the overall quality of your child's previous school?

- Excellent Good Fair Poor

15) How would you rate the overall quality of this charter school?

- Excellent Good Fair Poor

16) How would you rate the overall quality of this charter school...

- ...for the **2009–2010** school year? Excellent Good Fair Poor
...for the **2010–2011** school year? Excellent Good Fair Poor

17) What issues most concerned you about this charter school during the **2009–2010** year?

18) What issues most concerned you about this charter school during the **2010–2011** year?

Thank you for completing this survey.

Arkansas Charter Schools - Administrator Survey (2009-2011)

Introduction: The Arkansas Department of Education (ADE) has asked Metis Associates, an independent research and evaluation firm, to conduct a study of Arkansas' Public Charter Schools for the 2009-2010 and 2010-2011 school years. The purpose of this study is to assess the impact of charter schools on student performance and the effects of innovative teaching and learning practices. Because your opinions are valuable, we are asking that you take about 30 minutes to complete this survey. All responses will remain anonymous and confidential. Responses to the items will be reported in the aggregate and never attributed to any one individual. There are no known risks in participating in this study, and you may withdraw your participation at anytime. The information you provide is greatly appreciated and will be used to improve future implementation of the program.

IMPORTANT: Since you cannot return to the survey once you have closed your browser, it must be completed in one sitting. Be certain to click the "SAVE AND COMPLETE THE SURVEY" button at the end of the survey before closing the survey window in order to ensure that your responses are saved.

***1. Do you agree to participate in this research study?**

Yes

No (You will be redirected to another page)

***2. What is the name of your school?**

***3. What is your position at this school?**

Principal/Director

Assistant Principal/Director

Superintendent

Other (please specify)

***4. Number of years at current position in this charter school (including current year):**

This is my first year

1 year

2 years

3 years

4 years

5+ years

Arkansas Charter Schools - Administrator Survey (2009-2011)

***5. Number of overall years in this school (including current year):**

- This is my first year 3 years
 1 year 4 years
 2 years 5+ years

***6. What exemptions/waivers from the state and district education laws, regulations, and policies were specified in your school's charter AND put into practice during the 2009-2010 and 2010-2011 school years at your school?**

	2009-2010	2010-2011
Teacher certification requirements	<input type="checkbox"/>	<input type="checkbox"/>
Collective bargaining provisions	<input type="checkbox"/>	<input type="checkbox"/>
Establishing curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Purchasing procedures (e.g., outside bidding, more timely purchases)	<input type="checkbox"/>	<input type="checkbox"/>
Contractual services	<input type="checkbox"/>	<input type="checkbox"/>
Resource allocations	<input type="checkbox"/>	<input type="checkbox"/>
Teacher hiring, discipline, and dismissal practices	<input type="checkbox"/>	<input type="checkbox"/>
Student discipline policies	<input type="checkbox"/>	<input type="checkbox"/>
School calendar	<input type="checkbox"/>	<input type="checkbox"/>
School year length	<input type="checkbox"/>	<input type="checkbox"/>
School day length	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

***7. Which of the following enrollment methods were used at your school during the 2009-2010 and 2010-2011 school years? (Check all that apply)**

	2009-2010	2010-2011
Use of zoning laws (i.e., all zoned students welcome)	<input type="checkbox"/>	<input type="checkbox"/>
Admissions criteria (i.e., competitive application process)	<input type="checkbox"/>	<input type="checkbox"/>
First-come, first-served basis (until maximum capacity is reached)	<input type="checkbox"/>	<input type="checkbox"/>
Lottery	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

***8. During the 2009-10 and 2010-2011 school years, what arrangements were made for your schools facilities? (Only choose ONE arrangement per school year)**

	2009-2010	2010-2011
Used district facility at no cost	<input type="checkbox"/>	<input type="checkbox"/>
Used district facility at a reduced cost	<input type="checkbox"/>	<input type="checkbox"/>
Rented/leased facilities from the district	<input type="checkbox"/>	<input type="checkbox"/>
Rented/leased facilities that were independent of the district	<input type="checkbox"/>	<input type="checkbox"/>
Purchased facilities	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

9. Open Enrollment Schools only: Which of the following were regular practices of the charter school board during the 2009-2010 and 2010-2011 school years for this school?

	2009-2010	2010-2011
Written descriptions of board members roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Identification of a board director	<input type="checkbox"/>	<input type="checkbox"/>
Clear procedures for the selection of board members	<input type="checkbox"/>	<input type="checkbox"/>
Formal orientation and training sessions for Board members	<input type="checkbox"/>	<input type="checkbox"/>
Decision-making flow charts	<input type="checkbox"/>	<input type="checkbox"/>
Formal processes for the development of school policy	<input type="checkbox"/>	<input type="checkbox"/>
Functioning executive committee	<input type="checkbox"/>	<input type="checkbox"/>
Open lines of communication	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of open Board meetings	<input type="checkbox"/>	<input type="checkbox"/>
Sharing of agendas and other important information prior to Board meetings	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to strategic planning	<input type="checkbox"/>	<input type="checkbox"/>
Clear, up-to-date by-laws	<input type="checkbox"/>	<input type="checkbox"/>
Formal plan for family and community involvement	<input type="checkbox"/>	<input type="checkbox"/>
Use of advisory committees	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility of fund-raising	<input type="checkbox"/>	<input type="checkbox"/>
Use of available funds for continued board development	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

***10. What were the primary methods for delivering instruction to students at your charter school during the 2009-2010 and 2010-2011 school years? (Check all that apply for each school year)**

	2009-2010	2010-2011
Interdiscipline instruction	<input type="checkbox"/>	<input type="checkbox"/>
Team teaching	<input type="checkbox"/>	<input type="checkbox"/>
Project-based or hands-on learning	<input type="checkbox"/>	<input type="checkbox"/>
Regular integration of technology	<input type="checkbox"/>	<input type="checkbox"/>
Character education	<input type="checkbox"/>	<input type="checkbox"/>
Individualized or tailored instruction	<input type="checkbox"/>	<input type="checkbox"/>
Direct instruction	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language immersion	<input type="checkbox"/>	<input type="checkbox"/>
Theme-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Muti-grade classrooms	<input type="checkbox"/>	<input type="checkbox"/>
School-to-work concepts & strategies	<input type="checkbox"/>	<input type="checkbox"/>
Regular integration of fine arts	<input type="checkbox"/>	<input type="checkbox"/>
Alternative or authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>
Work-based or field based learning	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>
Reduced or small class size	<input type="checkbox"/>	<input type="checkbox"/>
Year-round or extended schooling	<input type="checkbox"/>	<input type="checkbox"/>
Extended school day (before, after, summer, and/or vacation)	<input type="checkbox"/>	<input type="checkbox"/>
Home-based learning with parent as primary instructor	<input type="checkbox"/>	<input type="checkbox"/>
Distance-learning and/or instruction via Internet	<input type="checkbox"/>	<input type="checkbox"/>
Independent study	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

***11. Did the design for this charter school include instructional hours that went beyond the typical school year (e.g., 180 days) or the typical school day (e.g., 6.5 hours) during the 2009-2010 and 2010-2011 school years? (Choose only one response per year)**

	2009-2010	2010-2011
No, we used a traditional school day and year	<input type="checkbox"/>	<input type="checkbox"/>
Yes, we had an extended school year, but not extended school day	<input type="checkbox"/>	<input type="checkbox"/>
Yes, we had an extended school day, but not extended school year	<input type="checkbox"/>	<input type="checkbox"/>
Yes, we had an extended school day and year	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

12. What accommodations were available for students with special needs during the 2009-2010 and 2010-2011 school years? (check all that apply for each year)

	2009-2010	2010-2011
Self-contained special education classes	<input type="checkbox"/>	<input type="checkbox"/>
Pull-out services	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive classrooms	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>
This school did not have students with special needs during the 2009-2010 school year	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

*13. During the 2009-2010 and 2010-2011 school years, what services were available for English Language Learners (ELLs)?

	2009-2010	2010-2011
Self-contained bilingual education	<input type="checkbox"/>	<input type="checkbox"/>
ESL instruction	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>
This school did not have students with limited English proficiency during the 2009-2010 school year	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

*14. Which of the following student assessment strategies or methods were used at this school in 2009-2010 and in 2010-2011?

	2009-2010	2010-2011
Teacher assigned grades	<input type="checkbox"/>	<input type="checkbox"/>
Student portfolios	<input type="checkbox"/>	<input type="checkbox"/>
Standardized achievement tests	<input type="checkbox"/>	<input type="checkbox"/>
State benchmark exams	<input type="checkbox"/>	<input type="checkbox"/>
State end-of-course exams	<input type="checkbox"/>	<input type="checkbox"/>
Student demonstrations or exhibitions	<input type="checkbox"/>	<input type="checkbox"/>
Student interviews or surveys	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral indicators, such as attendance and suspension	<input type="checkbox"/>	<input type="checkbox"/>
Other performance-based tests	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

15. Please give us an estimate of the percentage (%) of staff that fall into each racial/ethnic background category among your school's 2009-2010 and 2010-2011 paid instructional staff, including both full-time and part-time staff: (Note: each school year should add up to 100%)

	2009-2010	2010-2011
White	<input type="text"/>	<input type="text"/>
African American	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

***16. Does your school have a waiver for teacher certification?**

- Yes
 No

***17. Among the full-time instructional staff, how many had full state certification for the subjects/areas they taught in your school during the 2009-2010 and 2010-2011 school years?**

2009-2010	<input type="text"/>
2010-2011	<input type="text"/>

***18. During the 2009-2010 and 2010-2011 school years, what did the charter status allow you to do with respect to your instructional staff that you could not have done under the traditional school/district structure?(Check all that apply for each school year)**

	2009-2010	2010-2011
Higher teacher salaries (than public school)	<input type="checkbox"/>	<input type="checkbox"/>
Private fund raising/grants development	<input type="checkbox"/>	<input type="checkbox"/>
Lack of tenure for teachers	<input type="checkbox"/>	<input type="checkbox"/>
Performance-based bonuses for teachers	<input type="checkbox"/>	<input type="checkbox"/>
Ongoing, targeted professional development	<input type="checkbox"/>	<input type="checkbox"/>
Reward teachers for exemplary performance	<input type="checkbox"/>	<input type="checkbox"/>
Dismiss teachers for unsatisfactory performance	<input type="checkbox"/>	<input type="checkbox"/>
Contract for PD services with non-district providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

***19. Including the summer, how many teacher professional development days did your charter school offer during the 2009-2010 and 2010-2011 school years?**

2009-2010

2010-2011

***20. Please rate the following areas for each of the past two school years (2009-2010 and 2010-2011):**

	2009-2010	2010-2011
The level of parental involvement at this school concerning students' academic achievement, attendance, and/or behavior?	<input type="text"/>	<input type="text"/>
This school's level of parental involvement concerning participation in school-wide events or activities (e.g., Parents Club)?	<input type="text"/>	<input type="text"/>
The level of community involvement at this school?	<input type="text"/>	<input type="text"/>

***21. During the 2009-2010 school year, which of the following strategies used at this school involved parents or other members of the community? (Check all that apply for each school year)**

	2009-2010	2010-2011
Conducting parent workshops	<input type="checkbox"/>	<input type="checkbox"/>
Inviting parents to attend staff trainings	<input type="checkbox"/>	<input type="checkbox"/>
Using parents and community volunteers to provide special instruction	<input type="checkbox"/>	<input type="checkbox"/>
Using community sites for service learning or work-based learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Using the school as a community center	<input type="checkbox"/>	<input type="checkbox"/>
Implementing parent involvement contracts	<input type="checkbox"/>	<input type="checkbox"/>
Implementing parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>
Involving parents in discipline-related discussions	<input type="checkbox"/>	<input type="checkbox"/>
Involving parents in monitoring students' academic progress	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling school events to accommodate parents' schedules	<input type="checkbox"/>	<input type="checkbox"/>
Creating learning partnerships with community-based organizations	<input type="checkbox"/>	<input type="checkbox"/>
Using community resources (e.g., museums, parks, gyms) to enhance students learning	<input type="checkbox"/>	<input type="checkbox"/>
Establish parent and community advisory committees	<input type="checkbox"/>	<input type="checkbox"/>
Hiring a parent involvement coordinator and/or community liaison	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Arkansas Charter Schools - Administrator Survey (2009-2011)

***22. In school years 2009-2010 and 2010-2011, did your school require parents (or other adult family members of your students) to do any of the following? (Check all that apply for each school year)**

	2009-2010	2010-2011
Sign a contract with the school	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a minimum number of hours at the school	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a minimum number of activities	<input type="checkbox"/>	<input type="checkbox"/>
Participate on committees or the governance board	<input type="checkbox"/>	<input type="checkbox"/>
Attend parent meetings	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

***23. There are issues and challenges which might be encountered when implementing a charter school. For each potential problem listed below, check yes if you believe it was an issue or challenge for this school, or no if it was not an issue or challenge for this school in 2009-2010 and/or 2010-2011.**

	2009-2010	2010-2011
Charter school organization	<input type="checkbox"/>	<input type="checkbox"/>
Charter school board operations	<input type="checkbox"/>	<input type="checkbox"/>
General school administration	<input type="checkbox"/>	<input type="checkbox"/>
Fiscal and business management	<input type="checkbox"/>	<input type="checkbox"/>
Personnel (e.g., retaining teachers)	<input type="checkbox"/>	<input type="checkbox"/>
Managing public perceptions & public relations	<input type="checkbox"/>	<input type="checkbox"/>
Facility management	<input type="checkbox"/>	<input type="checkbox"/>
Selecting and implementing curricula	<input type="checkbox"/>	<input type="checkbox"/>
Increasing parent & community involvement	<input type="checkbox"/>	<input type="checkbox"/>
Designing/delivering professional development	<input type="checkbox"/>	<input type="checkbox"/>
Facility costs	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

24. Are there any additional issues or concerns you would like to add about the 2009-2010 Charter School Program that you think might help inform the evaluation?

Arkansas Charter Schools - Administrator Survey (2009-2011)

25. Are there any additional issues or concerns you would like to add about the 2010-2011 Charter School Program that you think might help inform the evaluation?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Section 1

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
- (4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (5) Making major repairs and constructing additions to existing school buildings and facilities;
- (6) Purchase of surplus buildings and equipment;
- (7) Purchase of sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (10) Purchase of equipment;
- (11) Payment of loans secured for settlement resulting from litigation against a school district;
- (12) Purchase of energy conservation measures as defined in § 6-20-401; and
- (13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.
(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING
AUGUST 13, 2012
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1	School Bus	\$	83,650.00
----------	-------------------	-----------	------------------

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
 REVOLVING LOANS
 SCHOOL BUS
 RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Gurdon	Clark	764	\$83,650.00	9.18%	\$5,690,405	Purchasing (1) 2013 71-passenger school bus.

Section 2

Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 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
AUGUST 13, 2012
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 2nd Lien	\$	2,545,000.00
<hr/>		<hr/>
2	\$	2,545,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Gravette	Benton	1,758	\$1,500,000	12.66%	\$33,015,000	Completing and equipping a new middle school and softball field (\$1,446,000) and cost of issuance and underwriter's discount allowance (\$54,000)
Malvern	Hot Spring	2.083	\$1,045,000	7.21%	\$13,425,647	Providing funds for the following non-partnership projects: stadium renovations - Project #1213-3004-701 (\$570,000) and constructing and equipping a dressing room/weight room facility at the middle school - Project #1011-3004-002 (\$430,000) and cost of issuance and underwriter's discount allowance (\$45,000) with any remaining funds to be used for other capital projects and equipment purchases.

Section 3 Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for: building and equipping school buildings; making additions and repairs to school buildings; purchasing sites for school buildings; purchasing new or used school buses; refurbishing school buses; providing 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 paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
AUGUST 13, 2012
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

4 Voted	\$ 212,580,000.00
<hr/>	<hr/>
4	\$ 212,580,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Cotter	Baxter	647	\$7,180,000	15.09%	\$8,006,617	Refunding the District's July 1, 2003 bond issue (\$2,050,000); building and equipping a performing arts facility and gymnasium as well as constructing, renovating and equipping other school facilities (\$4,900,000); and cost of issuance, underwriter's discount allowance and escrow contingency (\$230,000)
Deer/Mount Judea	Newton	336	\$1,335,000	22.08%	\$5,111,894	Constructing, refurbishing, remodeling and equipping school facilities (\$1,284,960) and cost of issuance and underwriter's discount allowance (\$50,040).
Gentry	Benton	1,383	\$3,600,000	10.34%	\$14,650,000	Refunding the District's March 1, 2002 and August 1, 2002 bonds (\$480,000), constructing and equipping new school facilities and renovating and equipping existing school facilities (\$3,000,000) and cost of issuance and underwriter's discount allowance (\$120,000).
North Little Rock	Pulaski	8,354	\$200,465,000	31.61%	\$232,722,457	Purchasing land, constructing and equipping new schools, constructing and equipping additions to existing schools (\$196,002,770) and cost of issuance and underwriter's discount allowance (\$4,462,230) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
August 13, 2012**

**Application #1: Fort Smith School District
Fort Smith, Arkansas**

Allocation Authorization: \$12,570,000

Use of QZAB Allocation: Repair and renovations of school facilities at the following schools:

Ballman ES	Kimmons JHS
Barling ES	Morrison ES
Bonneville ES	Northside HS
Beard ES	Orr ES
Carnall ES	Pike ES
Cavanaugh ES	Ramsey JHS
Cook ES	Spradling ES
Darby JHS	Sunnymede ES
Euper Lane ES	Sutton ES
Fairview ES	Tilles ES
Howard ES	Trusty ES
	Woods ES

Donation Information: Total \$1,503,530.40 (present value \$1,400,000.02)

Private volunteer hours among the schools listed above over ten years. Hours include "direct instructional service hours" (mentoring, tutoring, etc.) and "general service hours" (event volunteers, chaperones, classroom and building support). Hours do not include district staff volunteer hours.

Date of Donation: 7/1/13 - 7/1/22

Recommendation: Approve

Fiscal Agent: Stephens, Inc. –
Dennis Hunt

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
August 13, 2012**

**Application #2: Fayetteville School District
Fayetteville, Arkansas**

Allocation Authorization: \$1,290,000

Use of QZAB Allocation: Desktops, laptops, netbooks, carts, smartboards, iPads; upgrades to online library system; upgrades to network operations center.

Allocation to be used at the following schools:

Asbell ES	Leverett ES
Butterfield ES	Owl Creek E/MS
Happy Hollow ES	Washington HS
Holcomb ES	Holt MS
	Ramay JHS

Donation Information: Total \$149,900

GovConnection, Inc. is donating \$91,000 in hardware, services, training and support.

Compass Learning is donating a total of \$7,000 in professional development for software training.

Innovative Interfaces, Inc. is donating \$23,500 in technical services related to the library system upgrade.

Presidio Networked Solutions, Inc. is donating \$28,400 in services, training, and support for network infrastructure projects.

Date of Donation: GovConnection, Inc. – 9/1/2012 to 9/1/2013
Compass Learning – 7/4/2012 to 6/30/2013
Innovative Interfaces, Inc. – 9/1/2012 to 9/1/2013
Presidio Networked Solutions, Inc. – 9/1/2012 to 9/1/2013

Recommendation: Approve

Fiscal Agent: Stephens, Inc. –
Dennis Hunt



TAMMY EDWARDS, PRINCIPAL

July 6, 2012

Ms. Nancy Acre
Public Charter Schools Office
Four Capitol Mall – Room 302-B
Little Rock, AR 72201

Ms. Acre and Arkansas Department of Education State Board Members,

The administration of Oak Grove Elementary Health, Wellness and Environmental Science District Conversion Public Charter School respectfully requests an opportunity to present at the August board meeting. We are seeking to raise our enrollment cap. Our current enrollment cap is 435. We would like to have it increased to 487 (the maximum number legally allowable with our current staff, based on number of teachers and student to teacher ratios). Presently, 419 students are enrolled for the upcoming 2012-2013 school year and we anticipate that the number of students wishing to enroll will exceed 435 prior to the beginning of the year.

Administration that would be in attendance to present would include Tammy Edwards, principal of Oak Grove Elementary and Dr. Nick Jankoviak, Federal Programs Director and former principal of Oak Grove Elementary.

Thank you for your consideration in this matter.

Sincerely,

Debbie Smith, Superintendent
Paragould School District



ARKANSAS DEPARTMENT OF EDUCATION

July 19, 2012

Dr. Tom W. Kimbrell
Commissioner

State Board
Of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Ms. Debbie Smith, Superintendent
Paragould School District
1501 W. Court Street
Paragould, AR 72450

Re: **Notice of State Board Hearing: Oak Grove Elementary
Health Wellness and Environmental Science**

Dear Ms. Smith:

The State Board of Education will consider your request for an enrollment cap increase for the above-referenced district conversion public charter school at its regularly scheduled meeting on **Monday, August 13, 2012**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions the State Board of Education may have.

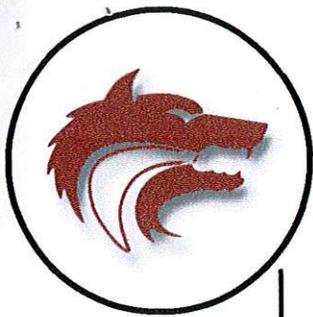
The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School Office at (501) 580-5313.

Respectfully,

J. Mark White
Staff Attorney

cc: Ms. Phyllis Stewart, State Board Office
Ms. Nancy Acre, Charter School Program Interim Coordinator



LINCOLN CONSOLIDATED SCHOOL DISTRICT

"All Belong, All Learn, All Succeed"

*Rec'd
6/28/2012
Charters Schools Office*

BOARD OF EDUCATION

- President*
Connie Meyer
- Vice President*
Dax Moreton
- Secretary*
Jim Ayers
- Member*
Earl Hunton
Kendra Moore

Nancy Acre
Public Charter School Office
4 Capitol Mall
Room 302-B
Little Rock, Arkansas 72201

Dear Mrs. Acre

I would like to go before the Arkansas State School Board to surrender the charter for the Lincoln Academic Center of Excellence (LEA 72-05-703).

Please contact me to confirm your receipt of this letter or if you have any questions or concerns regarding this matter.

Regards,

Clay Hendrix

CENTRAL ADMINISTRATION OFFICE

- 117 Boyer Street, Suite A
Post Office Box 1127
479-824-7300
FAX 479-824-3045
- Superintendent*
Clay Hendrix
- Federal Programs Coordinator*
James Gregory
- Registrar*
Michelle Flickinger
- Special Education Supervisor*
Felicia Pasley
- Child Nutrition Supervisor*
Pam Caldwell
- Director of Maintenance, Janitorial, and Transportation*
Steve Flickinger

LINCOLN ELEMENTARY SCHOOL

613 County Avenue
479-824-3010 ext. 3014
Fax: 479-824-3012
Marsha Hash, *Principal*
Mary Freeman, *Counselor*

LINCOLN MIDDLE SCHOOL

107 East School Street
479-824-3010 ext. 3019
Fax: 479-824-5566
Michele Price, *Principal*
Deann Dunn, *Counselor*

LINCOLN HIGH SCHOOL

201 East School Street
479-824-3010 ext. 3012
Fax: 479-824-3042
Mary Ann Spears, *Principal*
Farle Steele, *Counselor*

WELLNESS CENTER

Wellness Center Director
Marti Cousar
School Health Coordinator
Rebecca Pugh



ARKANSAS DEPARTMENT OF EDUCATION

July 19, 2012

Dr. Tom W. Kimbrell
Commissioner

State Board
Of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Clay Hendrix, Superintendent
Lincoln Consolidated School District
117 Boyer Street, Suite A
Post Office Box 1127
Lincoln, AR 72744

Dear Mr. Hendrix:

Re: Notice of State Board Hearing: Lincoln Academic Center of
Excellence

Dear Mr. Hendrix:

The State Board of Education will consider your request to surrender the charter of the above referenced district conversion public charter school at its regularly scheduled meeting on **Monday, August 13, 2012**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School Office at (501) 580-5313.

Respectfully,

A handwritten signature in black ink, appearing to read "J. Mark White".

J. Mark White
Staff Attorney

cc: Ms. Phyllis Stewart, State Board Office
Ms. Nancy Acre, Charter School Program Interim Coordinator

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY12**

	FY12 APPROVED BUDGET 8/8/11	FY12 PROPOSED BUDGET 6/30/12	FY12 BUDGET CHANGE FROM FY12 APPR 8/8/11
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	\$ 15,000,000	\$ 15,000,000	-
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	21,149,603	22,411,099	1,261,496
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	23,474,744	23,474,744	-
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	100,000	100,000	-
ASSESSMENT/END OF COURSE TESTING	24,409,349	24,409,349	-
AT RISK	1,688,530	1,688,530	-
AT- RISK CHILDREN AND YOUTH SERVICES		500,000	500,000
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
BONDED DEBT ASSISTANCE	28,455,384	28,455,384	-
CONSOLIDATION INCENTIVE	4,358,183	4,358,183	-
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP TECH CENTERS OPERATIONS	1,200,000	1,200,000	-
COORDINATED SCHOOL HEALTH	2,000,000	2,000,000	-
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	25,000	25,000	-
DECLINING ENROLLMENT DISTRICTS	14,418,569	13,963,389	(455,180)
DEPT OF CORRECTION	5,881,973	5,881,973	-
DISTANCE LEARNING DEMONSTRATION PROJECT	4,760,000	4,760,000	-
DISTANCE LEARNING OPERATING GRANTS	7,575,000	7,575,000	-
DISTRESSED SCHOOL DISTRICT SUPPORT	50,000	50,000	-
EARLY CHILDHOOD SPECIAL EDUC	16,248,000	16,248,000	-
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	11,115,341	11,115,341	-
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,085,381	1,085,381	-
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTERVENTION BLOCK GRANTS	302,000	302,000	-
ISOLATED FUNDING	7,896,000	7,896,000	-
MASTER PRINCIPAL BONUS	90,000	161,000	71,000
NAT BD PROF TEACHING STANDARDS	10,516,160	10,516,160	-
NATIONAL SCHOOL LUNCH STUDENT FUNDING	183,114,749	183,890,391	775,642
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	1,451,135	1,451,135	-
PROFESSIONAL DEVELOPMENT FUNDING	23,682,762	23,682,762	-
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
RES CENTERS/JUVENILE DET	16,115,234	16,115,234	-
SCHOOL FACILITY JOINT USE SUPPORT	500,000	500,000	-
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	390,000	-
SERIOUS OFFENDER PROGRAM	1,683,067	1,683,067	-
SMART START/SMART STEP	10,666,303	10,666,303	-
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	2,802,527	2,802,527	-
SPECIAL NEEDS ISOLATED	3,000,000	3,000,000	-
STATE FOUNDATION FUNDING AID	1,854,760,060	1,854,760,060	-
STUDENT GROWTH	28,500,000	31,728,269	3,228,269
STUDENT SUCCESS RESEARCH DATA PILOT PROGRAM	150,000	150,000	-
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SUPPLEMENTAL TRANSPORTATION	500,000	500,000	-
SURPLUS COMMODITIES	1,125,065	1,125,065	-
TEACHER LICENSURE / MENTORING	5,008,758	5,008,758	-
TEACHER RETIREMENT MATCHING	8,745,151	8,745,151	-
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	500,000	500,000	-
URT ACTUAL COLLECTION ADJUSTMENT	34,500,000	34,500,000	-
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,654,442,067	\$ 2,659,823,294	\$ 5,381,227
PROJECTED FUNDING			
GENERAL REVENUE	1,904,970,389	1,904,970,389	-
MERIT ADJUSTMENT	184,135	-	(184,135)
EDUCATIONAL EXCELLENCE TRUST FUND	189,591,925	189,591,925	-
EDUCATIONAL ADEQUACY FUND	434,031,542	434,031,542	-
ERATE CREDIT	8,000,000	5,700,293	(2,299,707)
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS/DWS AFTER 2009	7,500,000	7,500,000	-
COURT ORDERED DESEGREGATION	69,814,372	68,037,000	(1,777,372)
FUND BALANCE - BETTER CHANCE	3,194,024	3,194,024	-
PSF FUND BALANCE	36,245,680	45,888,121	9,642,441
TOTAL PROJECTED FUNDING	\$ 2,654,442,067	\$ 2,659,823,294	\$ 5,381,227

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY13**

	FY12 PROPOSED BUDGET 6/30/12	FY13 PROPOSED BUDGET 8/13/12	FY13 BUDGET CHANGE FROM FY12 6/30/12
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	\$ 15,000,000	15,000,000	-
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	22,411,099	21,775,797	(635,302)
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	23,474,744	22,769,603	(705,141)
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	100,000	100,000	-
ASSESSMENT/END OF COURSE TESTING	24,409,349	24,223,861	(185,488)
AT RISK	1,688,530	1,688,530	-
AT-RISK CHILDREN AND YOUTH SERVICES	500,000	-	(500,000)
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
BONDED DEBT ASSISTANCE	28,455,384	28,455,384	-
CONSOLIDATION INCENTIVE	4,358,183	-	(4,358,183)
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	1,200,000	1,200,000	-
COORDINATED SCHOOL HEALTH	2,000,000	2,000,000	-
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	25,000	25,000	-
DECLINING ENROLLMENT DISTRICTS	13,963,389	14,342,035	378,646
DEPT OF CORRECTION	5,881,973	6,024,799	142,826
DISTANCE LEARNING DEMONSTRATION PROJECT	4,760,000	4,760,000	-
DISTANCE LEARNING OPERATING GRANTS	7,575,000	7,575,000	-
DISTRESSED SCHOOL DISTRICT SUPPORT	50,000	50,000	-
EARLY CHILDHOOD SPECIAL EDUC	16,248,000	16,897,920	649,920
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	11,115,341	12,162,924	1,047,583
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,085,381	1,335,381	250,000
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTERVENTION BLOCK GRANTS	302,000	302,000	-
ISOLATED FUNDING	7,896,000	7,896,000	-
MASTER PRINCIPAL BONUS	161,000	200,000	39,000
NAT BD PROF TEACHING STANDARDS	10,516,160	12,016,160	1,500,000
NATIONAL SCHOOL LUNCH STUDENT FUNDING	183,890,391	197,020,038	13,129,647
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	1,451,135	1,452,985	1,850
PROFESSIONAL DEVELOPMENT FUNDING	23,682,762	24,170,187	487,425
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
RES CENTERS/JUVENILE DET	16,115,234	16,345,087	229,853
SCHOOL FACILITY JOINT USE SUPPORT	500,000	500,000	-
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	390,000	-
SERIOUS OFFENDER PROGRAM	1,683,067	1,716,859	33,792
SMART START/SMART STEP	10,666,303	11,166,303	500,000
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	2,802,527	2,802,527	-
SPECIAL NEEDS ISOLATED	3,000,000	3,000,000	-
STATE FOUNDATION FUNDING AID	1,854,760,060	1,891,315,753	36,555,693
STUDENT SUCCESS RESEARCH DATA PILOT PROGRAM	150,000	-	(150,000)
STUDENT GROWTH	31,728,269	30,756,966	(971,303)
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SUPPLEMENTAL TRANSPORTATION	500,000	-	(500,000)
SURPLUS COMMODITIES	1,125,065	1,215,851	90,786
TEACHER LICENSURE / MENTORING	5,008,758	5,008,758	-
TEACHER RETIREMENT MATCHING	8,745,151	9,183,809	438,658
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	500,000	500,000	-
URT ACTUAL COLLECTION ADJUSTMENT	34,500,000	34,500,000	-
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,659,823,294	\$ 2,707,293,556	\$ 47,470,262
PROJECTED FUNDING			
GENERAL REVENUE	1,904,970,389	1,961,576,841	56,606,452
EDUCATIONAL EXCELLENCE TRUST FUND	189,591,925	191,942,515	2,350,590
EDUCATIONAL ADEQUACY FUND	434,031,542	434,031,542	0
MERIT ADJUSTMENT FUND		70,167	70,167
ERATE CREDIT - APSCN	5,673,759	6,500,000	826,241
ERATE CREDIT - DISTANCE LEARNING OPERATING GRANTS	26,534	1,500,000	1,473,466
TRANSIT TAX 949 OF 2001	910,000	910,000	0
TANF TRANSFER FROM DHS/DWS AFTER 2009	7,500,000	7,500,000	0
COURT ORDERED DESEGREGATION	68,037,000	69,814,372	1,777,372
TRANSFER FROM PRPTY TAX RELIEF TRUST FUND (STEM)	0	350,000	350,000
FUND BALANCE - BETTER CHANCE	3,194,024	415,208	(2,778,816)
FUND BALANCE	45,888,121	32,682,911	(13,205,210)
TOTAL PROJECTED FUNDING	2,659,823,294	2,707,293,556	47,470,262



Listening. Learning. Leading.

Standard-setting Technical Report

PRAXIS™ ENGLISH TO SPEAKERS OF OTHER LANGUAGES (0361)

Prepared for the Arkansas Department of Education

Licensure and Credentialing Research

Educational Testing Service

Princeton, New Jersey

June 2012

EXECUTIVE SUMMARY

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ English to Speakers of Other Languages (0361) test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on May 22, 2012. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level teachers of English to Speakers of Other Languages (ESOL).

RECOMMENDED PASSING SCORE

The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis English to Speakers of Other Languages test, the recommended passing score is 70 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 70 is 142 (on a 100 - 200 scale).

SUMMARY OF CONTENT SPECIFICATION JUDGMENTS

Panelists judged the extent to which the knowledge reflected by the content specifications were important for entry-level ESOL teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ English to Speakers of Other Languages (0361) test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level ESOL teachers.

The study involved an expert panel of educators. Panelists were recommended by the ADE to participate. The ADE recommended panelists with (a) experience, either as ESOL teachers or college faculty who prepare ESOL teachers and (b) familiarity with the knowledge and skills required of beginning ESOL teachers. (See Appendix A for the names and affiliations of the panelists.)

The panel was convened on May 22, 2012, in Little Rock, Arkansas. The following technical report is divided into three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

The passing-score recommendation for the Praxis English to Speakers of Other Languages test is provided to the ADE. The ADE is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represent the combined judgments of a group of experienced educators. The full range of a state's needs and expectations cannot likely be represented during the standard-setting study. Therefore, the ADE may want to consider the recommended passing score and other sources of information when setting the final Praxis English to Speakers of Other Languages passing score (see Geisinger & McCormick, 2010). The ADE may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of Praxis English to Speakers of Other Languages test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that a Praxis English to Speakers of Other Languages test score—any test score on any test—is less than perfectly reliable. A test score

only approximates what a candidate *truly* knows or *truly* can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state to consider the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), the state should consider the likelihood of classification error. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error may be more important to minimize.

OVERVIEW OF THE PRAXIS ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST

The Praxis English to Speakers of Other Languages *Test at a Glance* document (ETS, 2011) describes the purpose and structure of the test. In brief, the test measures whether entry-level ESOL teachers have the knowledge believed necessary for competent professional practice.

The two hour assessment contains 120 multiple-choice questions¹ covering four content areas: *Foundations of Linguistics and Language Learning* (approximately 48 questions); *Planning, Implementing, and Managing Instruction* (approximately 36 questions); *Assessment* (approximately 18 questions); and *Cultural and Professional Aspects of the Job* (approximately 18 questions)². The reporting scale for the Praxis English to Speakers of Other Languages test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The following section describes the standard-setting processes and methods. (The agenda for the panel meeting is presented in the Appendix B)

The design of the standard-setting study included an expert panel. The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test (included in the *Test at a Glance* document, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator explained how the test was developed, provided an overview of standard setting, and presented the agenda for the study.

¹ Ten of the 120 multiple-choice questions are pretest questions and do not contribute to a candidate's score.

² The number of questions for each content area may vary slightly from form to form of the test.

REVIEWING THE TEST

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the multiple-choice questions. (Panelists were instructed not to refer to the answer key while taking the test.) The purpose of “taking the test” was for the panelists to become familiar with the test format, content, and difficulty. After “taking the test,” the panelists checked their responses against the answer key.

The panelists then engaged in a discussion of the major content areas being addressed by the test; they also were asked to remark on any content areas that they thought would be particularly challenging for entering ESOL teachers, and areas that addressed content that would be particularly important for entering ESOL teachers.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge believed necessary to be a qualified ESOL teacher. The JQC definition is the operational definition of the passing score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

The panel developed the JQC definition. The panelists were split into smaller groups, and each group was asked to write down its definition of a JQC. Each group referred to the Praxis English to Speakers of Other Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach a consensus on a definition (see Appendix C for the definition).

PANELISTS’ JUDGMENTS

The standard-setting process for the Praxis English to Speakers of Other Languages test was a probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question

correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

The panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on several questions on the test.

JUDGMENT OF CONTENT SPECIFICATIONS

In addition to the standard-setting process, the panel judged the importance of the knowledge stated or implied in the content specifications for the job of an entry-level ESOL teacher. These judgments addressed the perceived content-based validity of the test. Judgments were made using a four-point scale — *Very Important*, *Important*, *Slightly Important*, and *Not Important*. Each panelist independently judged the content categories and supporting statements.

RESULTS

EXPERT PANEL

A summary of the panelists' demographic information are presented in Table 1. The panel included 14 educators. (See Appendix A for a listing of panelists.) In brief, three panelists were teachers, three were college faculty, and eight were administrators or department heads. All of the panelists who were college faculty were currently involved in the training or preparation of ESOL teachers. Twelve panelists were White and two were Black or African American. Thirteen panelists were female. Less than half of the panelists (6 of the 14 panelists) had 11 or fewer years of experience as a teacher.

Table 1
Panel Member Demographics

	<i>N</i>	%
Current Position		
Teacher	3	21%
Administrator/Department Head	8	57%
College Faculty	3	21%
Race		
White	12	86%
Black or African American	2	14%
Gender		
Female	13	93%
Male	1	7%
Are you currently certified to teach this subject in your state?		
Yes	12	86%
No	2	14%

Table 2 (continued)
Panel Member Demographics

	<i>N</i>	<i>%</i>
Are you currently teaching this subject in your state?		
Yes	8	57%
No	6	43%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	10	71%
No	4	29%
At what K-12 grade level are you currently teaching this subject?		
Elementary (K-5 or K-6)	1	7%
High School (9-12 or 10-13)	2	14%
All Grades	5	36%
Not currently teaching at the K-12 level	6	43%
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	1	7%
4 - 7 years	3	21%
8 - 11 years	2	14%
12 - 15 years	2	14%
16 years or more	6	43%
Which best describes the location of your K-12 school?		
Urban	3	21%
Suburban	5	36%
Rural	3	21%
Not currently working at the K-12 level	3	21%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	3	21%
No	0	0%
Not college faculty	11	79%

INITIAL EVALUATION

The panelists completed an initial evaluation after receiving training on how to make standard-setting judgments. The primary information collected was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. All panelists indicated that they were prepared to make their judgments.

SUMMARY OF STANDARD-SETTING JUDGMENTS

The standard-setting judgments are summarized in Table 2. The numbers in the table are the recommended passing scores—the number of raw points needed to “pass” the test—for each panelist. The panel’s average recommended passing score and highest and lowest passing scores are reported, as are the standard deviation (SD) of panelists’ passing scores and the standard error of judgment (SEJ).

The SEJ is one way of estimating the reliability or consistency of a panel’s standard-setting judgments³. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

The panel’s passing score recommendation for the Praxis English to Speakers of Other Languages test is 69.54 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 70, to determine the functional recommended passing. The scaled score associated with 70 raw points is 142.

³ An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, in press).

Table 2
Passing Score Summary

Panelist	Passing Score
1	81.30
2	87.35
3	70.90
4	64.80
5	61.70
6	53.55
7	74.90
8	63.95
9	73.35
10	73.85
11	66.20
12	60.20
13	77.70
14	63.75
Average	69.54
Lowest	53.55
Highest	87.35
SD	9.15
SEJ	2.45

Table 3 presents the standard error of measurement (SEM) for the Praxis English to Speakers of Other Languages test⁴. A standard error represents the uncertainty associated with a test score. The raw and scaled scores associated with 1 and 2 SEMs above and below the recommended passing score are provided

Table 3

Passing Scores Within 1 and 2 SEMs of the Recommended Passing Score⁵

Recommended passing score (SEM)		Scale score equivalent
	70 (4.15)	142
- 2 SEMs	62	134
-1 SEM	66	138
+1 SEM	74	146
+ 2 SEMs	78	151

SUMMARY OF CONTENT-SPECIFICATION JUDGMENTS

Panelists judged the extent to which the knowledge reflected by the content specifications was important for entry-level ESOL teachers. Panelists rated the knowledge statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Appendix D (see Table D1). All but one of the 15 knowledge statements were judged to be *Very Important* or *Important* by at least two-thirds (or 10) of the 14 panelists.

⁴ The *raw* score SEM value included in this report are updated as data become available. The SEM values listed in each edition of *Understanding Your Praxis Scores* (http://www.ets.org/Media/Tests/PRAXIS/pdf/uyps_web.pdf) are *scaled* score SEM values based on candidate scores on one or more test forms.

⁵ The unrounded SEM value is added to or subtracted from the unrounded passing score recommendation. The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

SUMMARY OF FINAL EVALUATIONS

The panelists completed a final evaluation at the conclusion of their standard-setting study. The final evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation. A summary of the final evaluation results is presented in Appendix D (see Table D2).

All panelists *strongly agreed* that they understood the purpose of the study. All panelists *strongly agreed* or *agreed* that the facilitator's instructions and explanations were clear, and they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

SUMMARY

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ English to Speakers of Other Languages (0361) test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on May 22, 2012. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level ESOL teachers.

The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis English to Speakers of Other Languages test, the recommended passing score is 70 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 70 is 142 (on a 100 - 200 scale).

Panelists judged the extent to which the knowledge reflected by the content specifications were important for entry-level ESOL teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

REFERENCES

- Brandon, P.R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education, 17*, 59-88.
- ETS. (2011). *The Praxis Series: English to Speakers of Other Languages (0361)*. Princeton, NJ: Author. Retrieved from <http://www.ets.org/s/praxis/pdf/0361.pdf>.
- Geisinger, K. F. & McCormick, C. M. (2010), Adopting Cut Scores: Post-Standard-Setting Panel Considerations for Decision Makers. *Educational Measurement: Issues and Practice, 29*. 38–44.
- Hambleton, R. K., & Pitoniak, M.J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 433-470). Westport, CT: American Council on Education/Praeger.
- Tannenbaum, R.J., & Katz, I.R. (in press). Standard setting. In K.F. Geisinger (Ed.), *APA Handbook of Testing and Assessment in Psychology*. Washington, DC: American Psychological Association.

APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Praxis English to Speakers of Other Languages

<u>Panelist</u>	<u>Affiliation</u>
LaDonna Brewer	Van Buren School District
Karen Broadnax	Little Rock School District
Julia A. Correia	Henderson State University
Cleytus Dixon Coulter	Hope Public Schools
Grace Youmans Davis	John Brown University
Lynn Faught	Farmington Schools
Rodney D. Fulton	Rogers Public Schools
Renee Hill	Little Rock School District
Judy Hobson	ESOL Consultant, Retired
Patricia Holliday	Rogers Public Schools
Andrea Martin	Green Forest Schools
Sarah Merayo	Bryant School District
Leslie Moore	Siloam Springs School District
Joyce R. Richey	Batesville School District

APPENDIX B
STUDY AGENDA

AGENDA

Praxis English to Speakers of Other Languages (0361) Standard-setting Study

Registration and Breakfast

Welcome and Introduction

Overview of Study

Take the Test and Self-Score

BREAK

Discuss the Test Content

Discuss the Just Qualified Candidate (JQC)

LUNCH

Define the Just Qualified Candidate (JQC) - Continued

Training for Standard Setting Judgments

Complete Standard Setting Judgments

BREAK

Specification Judgment

Complete Final Evaluation

Collect Materials and Adjourn

APPENDIX C

JUST QUALIFIED CANDIDATE (JQC) DEFINITION

DESCRIPTION OF A JUST QUALIFIED CANDIDATE
PRAXIS™ ENGLISH TO SPEAKERS OF OTHER LANGUAGES (0361)
(Developed for the ADE)

A JQC ...

- Recognize the differences among languages in terms of syntax, semantics and how combinations of words convey meaning.
- Applies concepts of pragmatics and sociolinguistics to social and academic language functions.
- Apply the principles of L1 and L2 acquisition and literacy development through research-based models (cognitive, behaviorist, constructivist).
- Apply stages of second language learning through language modeling, comprehensible input and scaffolding in language learning.
- Apply characteristics and theoretical foundation of second language learning by identifying appropriate strategies to organize learning around content and language objectives aligned to standards.
- Identify culturally responsive age appropriate and linguistically accessible materials and resources that support ESL and content instruction.
- Identify and use information from appropriate assessments to inform a variety of decisions (placement) content/literacy lesson planning and differentiation.
- Apply appropriate accommodations to both classroom and standardized assessments of ELL's.
- Understands the role cultural variables have in language and content learning.
- Know the importance of pursuing opportunities to grow in the field of ESL by indentifying relevant research practices, issues and organization pertaining to the education ELL's.

APPENDIX D

RESULTS FOR PRAXIS ENGLISH TO SPEAKERS OF OTHER
LANGUAGES

Table D1
Specification Judgments— English to Speakers of Other Languages

	Very Important		Important		Slightly Important		Not Important	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
I. Foundations of Linguistics and Language Learning	6	43%	7	50%	1	7%	0	0%
• Linguistic Theory	3	21%	4	29%	6	43%	1	7%
• Language in Culture	8	57%	5	36%	1	7%	0	0%
• Second-Language Learning	13	93%	1	7%	0	0%	0	0%
• Literacy	8	57%	5	36%	1	7%	0	0%
II. Planning, Implementing, and Managing Instruction	12	86%	2	14%	0	0%	0	0%
• Instructional Theory	5	36%	9	64%	0	0%	0	0%
• Teaching Techniques	11	79%	3	21%	0	0%	0	0%
• Materials	4	29%	9	64%	1	7%	0	0%
• Managing the Classroom and Students	6	43%	7	50%	1	7%	0	0%
III. Assessment	7	50%	7	50%	0	0%	0	0%
• Knowledge of Tests and Standards	5	36%	9	64%	0	0%	0	0%
• Appropriate Use of Tests	9	64%	4	29%	1	7%	0	0%
• Interpreting and Applying Assessment Results	9	64%	4	29%	1	7%	0	0%
IV. Cultural and Professional Aspects of the Job	10	71%	3	21%	1	7%	0	0%
• Cultural Understanding	13	93%	1	7%	0	0%	0	0%
• Legal and Ethical Issues	7	50%	7	50%	0	0%	0	0%
• Role of the ESL Teacher	8	57%	6	43%	0	0%	0	0%
• Professional Development	7	50%	7	50%	0	0%	0	0%

Table D2
Final Evaluation

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• I understood the purpose of this study.	14	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	13	93%	1	7%	0	0%	0	0%
• The opportunity to “take the test” and to discuss the test content was useful.	14	100%	0	0%	0	0%	0	0%
• The opportunity to practice making standard setting judgments was useful.	13	93%	1	7%	0	0%	0	0%
• The training for the standard setting judgments was adequate to give me the information I needed to complete my assignment.	13	93%	1	7%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	13	93%	1	7%	0	0%	0	0%

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING PUBLIC SCHOOL STUDENT SERVICES
~~Revised September 1999~~**

1.00 REGULATORY AUTHORITY

- 1.01 These ~~regulations~~ rules shall be known as Arkansas Department of Education ~~Regulations~~ Rules Governing Public School Student Services.
- 1.02 These ~~regulations~~ rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-18-1001 et seq. and Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and Ark. Code Ann. § 6-11-105 (Repl. 1993).

2.00 LEGISLATIVE INTENT AND PURPOSE

2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:

2.01.1 To articulate the functions served by each of the components of a program of student services;

2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and

2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.

2.01.4 The purpose of these ~~regulations~~ rules is to provide guidance to local school Districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq. ~~through § 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended],~~ the Public School Student Services Act.

2.02 The further purposes of these ~~regulations~~ rules are to:

2.02.1 Describe the student services program at all educational levels for which the school board of directors is responsible;

2.02.2 Establish criteria for the development by each school of a building-based ~~of~~ student services plans which reflects input from parents, teachers, principals, students, and other agencies.

~~2.023.23~~ Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and to provide student services.

~~2.023.34~~ Establish minimum standards for all areas of student services personnel.

3.00 DEFINITIONS

~~Student Services Plan as used in these regulations is defined by Ark. Code Ann. §6-18-1005 (Supp. 1997), as amended by Act 1565 of 1999.~~

3.01 “Student services program” means a coordinated effort, which shall include, without limitation:

3.01.1 Guidance and counseling services, which shall include, without limitation:

3.01.1.1 The availability of individual and group counseling to all students;

3.01.1.2 Orientation programs for new students at each level of education and for transferring students;

3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;

3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

3.01.1.5 Utilization of student records and files;

3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;

3.01.1.7 The following up of early school dropouts and graduates;

3.01.1.8 A school-initiated system of parental involvement;

3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;

3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college

assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;

3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;

3.01.2 Psychological services, which shall include, without limitation:

3.01.2.1 Evaluation of students with learning or adjustment problems;

3.01.2.2 Evaluation of students in exceptional child education programs;

3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;

3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;

3.01.2.5 A system of liaison and referrals, with resources available outside the school; and

3.01.2.6 Written policies that assure ethical procedures in psychological activities;

3.01.3 Visiting teacher and school social work services, which shall include, without limitation:

3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

3.01.5 Group conflict resolution services, which shall include, without limitation:

3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

3.01.5.3 Programs designed to prevent bullying;

3.01.6 Health services, which shall include, without limitation:

3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized health care plans;

3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11).The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and

3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.

4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:

4.02.1 Behavioral contracting;

4.02.2 Dispute resolution;

4.02.3 Classroom meetings;

4.02.4 Logistical consequences;

4.02.5 Assertive discipline;

4.02.6 Behavior modification; and

4.02.7 Career and academic counseling.

4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.

4.04. The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

- 4.01—~~The Public School Student Services Act requires local school districts to develop a Student Services Plan for each school building.~~
- 4.02—~~Development of the Student Services Plan shall meet the following criteria which are also set forth in Ark. Code Ann. § 6-18-1003 (Repl. 1993) and § 6-18-1004 (Supp. 1997).~~
- 4.02.1—~~The plan shall be building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Human Services or Health Department personnel).~~
- 4.02.2—~~The plan shall ensure coordination of the various student services.~~
- 4.02.3—~~The plan shall utilize such techniques as differentiated staffing.~~
- 4.02.4—~~The plan shall reflect the use of alternative methods of classroom management such as those set forth in Ark. Code Ann. § 6-18-1004 (b) (1) through (6) (Supp. 1997).~~
- 4.02.5—~~The plan shall include a system for tracking the district's drop outs, including an exit interview, and follow-up when possible.~~
- 4.03—~~Specific requirements of the Student Services Plan required by each district are set forth in Ark. Code Ann. § 6-18-1005 (Supp. 1997) [as amended].~~

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a school district ~~must~~ shall develop its own building-based student services plan by a process which includes identification of student services needs; by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, etc. and others.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:-

- 6.01.1 professionals or paraprofessionals in the social work or mental health fields;

6.01.2 volunteers under the supervision of certified personnel; and

6.01.3 Medicaid licensed targeted case managers.

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-~~certified~~ licensed students services personnel shall have: ~~a) in-service training regarding the district's Student Services Plan, along with, b) appropriate training by certified personnel to perform the tasks assigned.~~

7.01.1 In-service training regarding the district's Students Services Plan; and

7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.

7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2 (b).

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or *local education agency (LEA)* on forms provided by the Department of Education.

8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each ~~week~~ month during the school year providing direct ~~guidance and~~ counseling services related to students; and shall devote no more than twenty-five percent (25%) of work time each ~~week~~ month during the school year to administrative activities, provided that ~~the such~~ activities relate to the provision of guidance services.

8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

8.034 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used

district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.

8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site ~~shall~~ may occur ~~annually~~ when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitors individual schools on an as-needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts ~~*Standards for Accreditation of Arkansas Public Schools*~~ and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 et seq. through 6-18-1008 (Repl. 1993) (Supp. 1997) ~~[as amended]~~.

9.03 Pursuant to the ~~Arkansas Department of Education's Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools~~, Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.

10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.

10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.

10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.

11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

Public Comment Matrix – ADE Rules Governing Public School Student Services

Date	Respondent	Comment	ADE Response
6/20/2012	Mr. Doug Langston, Searcy Public Schools	It has been suggested by some of our folks that the wording of Student Services 3.01.1.12 can be confusing. It almost sounds like there is a choice between not exceeding three classes per day OR not exceeding 10 classes a week. It has been discussed that one could conceivably choose no more than 3 per day (for a total of 15 classes per week) OR, not more than 10 classes per week, but possible more than 3 classes in a day. Is that the intent? If so, I would withdraw any request for revision. If not, would it be possible to word this statement in such a way as to avoid this potential confusion?	Comment considered. The language in Section 3.01.1.12 comes directly from a statute passed by the Arkansas General Assembly. The statute can be found at Ark. Code Ann. § 6-18-1005(a)(1)(L). It appears that the statute sets forth maximum sessions per day (3) and maximum sessions per week (10). Therefore, the maximum number of sessions that can be held in a week is ten (10). The maximum number of sessions that can be held in any given day is three (3).
7/9/2012	Ms. Mary Cameron, Bureau of Legislative Research	Under Rule 8.01, the acronym “LEA” is used but not defined.	Comment accepted. The acronym “LEA” will be spelled out to reflect “local education agency.”
		In Rule 10.04, it states that the school district will submit an annual report to the Assistant Commissioner for Learning Services. However, the law (6-18-1007(b)(2)) says the annual report will be submitted to the Assistant Director for School Improvement and Instructional Support. Please explain the difference.	Comment considered. The position of Assistant Director for School Improvement and Instructional Support no longer exists. The report is now submitted by the Assistant Commissioner of Learning Services.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
TECHNOLOGY TRAINING CENTERS IN EDUCATION SERVICE COOPERATIVES**

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Technology Training Centers in Education Service Cooperatives.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-13-1013, 6-13-1023 and 25-15-201 et seq.

2.00 GENERAL PROVISIONS

2.01 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under this subchapter is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.

2.02 The duties of the technology coordinator at such technology training center shall include, but not be limited to, the following:

2.02.1 To provide staff development for personnel of member schools.

2.02.2 To assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs;

2.02.3 To assist with technology system analysis and local network design;

2.02.4 To provide member schools with information on technology standards and specifications;

2.02.5 To develop and coordinate a technology training center located at the education service cooperative;

2.02.6 To coordinate information with the Arkansas Public School Computer Network, *the Instructional Microcomputer Project for Arkansas Classrooms*, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state; and

2.02.7 To assist with requests for proposal development and bid analysis so that member schools will be better able to spend funds for technology.

3.00 PREFERRED QUALIFICATIONS FOR TECHNOLOGY COORDINATORS

3.01 Individuals employed in the position of Technology Coordinator should have the following expertise:

3.01.1 Demonstrated expertise in providing staff development in instructional technologies; and

3.01.2 Demonstrated expertise in school district technology planning.

3.02 Individuals employed in the position of Technology Coordinator should possess relevant training in network operating systems and management information systems.

3.03 Individuals employed in the position of Technology Coordinator should possess positive leadership and interpersonal skills.

4.00 CONTRACTS FOR TECHNOLOGY COORDINATORS

4.01 The Technology Coordinator shall be employed by an Education Service Cooperative.

4.02 The Technology Coordinator shall be employed on a twelve-month contract.

5.00 FUNDING

5.01 The maximum amount of funds to be distributed to each Education Service Cooperative will be established annually by the State Board of Education.

5.02 To receive funds under this program, the Technology Coordinator shall meet the requirements outlined in Section 7.00 of these rules.

5.03 The Arkansas Department of Education will monitor funds provided under Ark. Code Ann. § 6-13-1023 to ensure that procedures are implemented as outlined in these rules.

5.04 Education Service Cooperatives seeking funding for Technology Coordinator positions shall apply to the Arkansas Department of Education through a grant process and shall adhere to any Grant Assurances required by the Arkansas Department of Education.

5.05 Funds distributed under these rules are to be used solely for the purposes outlined in these rules and Ark. Code Ann. § 6-13-1023. Education Service Cooperatives shall maintain documentation of expenditures as necessary to meet applicable audit requirements.

5.06 The control of funds provided for Technology Coordinators and the title to any property derived therefrom shall be in a public agency for the uses and purposes provided by the grant. The public agency shall administer such property and funds and use them only for the purposes for which they are granted.

6.00 APPLICATION PROCESS

6.01 Notification to the Education Service Cooperatives concerning the Technology Training Center grant opportunity will be distributed by the Arkansas Department of Education after approval of the release of funds by the State Board of Education.

6.02 The Arkansas Department of Education shall process, review and approve or disapprove all grant applications.

7.00 TECHNOLOGY COORDINATOR DUTIES AND RESPONSIBILITIES

7.01 The Technology Coordinator shall provide staff development for the personnel of Education Service Cooperative member schools.

7.02 The Technology Coordinator shall assist Education Service Cooperative member schools with determining technology needs and types of computer hardware and software necessary to meet those needs.

7.03 The Technology Coordinator shall assist Education Service Cooperative member schools with technology system analysis and local network design.

7.04 The Technology Coordinator shall assist Education Service Cooperative member schools with information on technology standards and specifications.

7.05 The Technology Coordinator shall develop and coordinate a Technology Training Center located at the Education Service Cooperative.

7.06 The Technology Coordinator shall work with the Arkansas Department of Education to insure that the statewide computer network system is established and maintained.

7.07 The Technology Coordinator shall assist Education Service Cooperative member schools with proposal development and bid analysis so that the member schools will be better able to utilize available technology funds.

7.08 The Technology Coordinator shall collaborate with the Arkansas Department of Education to implement technology initiatives.

7.09 The Technology Coordinator shall maintain, summarize, and provide records and research data as required by the Arkansas Department of Education.

Rules and Regulations Governing the Establishment of Technology Training Centers in Education Service Cooperatives

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education's regulations implementing A.C.A. 6-13-1023 (Supp. 1995).

1.02 These regulations are enacted pursuant to the State Board's authority under Arkansas Code Annotated 6-11-105 and 6-13-1013 (Repl. 1993).

2.00 Purpose

2.01 The purpose of these regulations is to describe how the Arkansas Department of Education (ADE) will implement A.C.A. 6-13-1023 (Supp. 1995).

2.02 These regulations shall establish the general guidelines for the establishment of technology training centers in Education Service Cooperatives to assist local school districts.

2.03 These regulations establish criteria for the operation of a network of Technology Coordinators in Education Service Cooperatives in coordination with the Arkansas Department of Education.

2.04 These regulations shall outline the duties of the Technology Coordinators to be employed by the Education Service Cooperatives.

3.00 Definitions

3.01 ADE: Arkansas Department of Education

3.02 APSCN: Arkansas Public School Computer Network

3.03 ESC: Education Service Cooperative

3.04 Governor's Technology Task Force: Seventeen member advisory board appointed by Governor to provide input regarding telecommunications and informational technology

3.05 IMPAC: Instructional Microcomputer Project for Arkansas Classrooms.

3.06 LEA: Local Education Agency

3.07 Shall: The use of the word "shall" indicates that a provision is mandatory.

3.08 Technology Coordinator: This term refers to a specialist employed under these proposed rules and regulations to promote the coordination of technology services to local school districts.

4.00 Qualifications

4.01 Individuals employed for the position of Technology Coordinator should have the following training and experience:

~~* demonstrated expertise in providing staff development in instructional technologies ; and~~

~~* demonstrated expertise in school district technology planning~~

~~4.02 Individuals employed should have relevant training in network operating systems and management information systems~~

~~4.03 Individuals employed should have evidence of positive leadership and interpersonal skills.~~

5.00 Contract

~~5.01 The Technology Coordinator shall be employed by an Education Service Cooperative.~~

~~5.02 The Technology Coordinator shall be employed for twelve months.~~

6.00 Requirements for Funding

~~6.01 The maximum amount of funds to be distributed to each ESC will be set annually by the State Board.~~

~~6.02 To receive funds under this program, the Technology Coordinator shall meet the requirements outlined in Section eight (8), Duties and Responsibilities.~~

~~6.03 The ADE will monitor funds provided under A.C.A. 6-13-1023 (Supp. 1995) to ensure that procedures are implemented as outlined in these regulations.~~

~~6.04 ESCs seeking funding for the Technology Coordinator positions shall apply through a grant process and shall adhere to grant assurances established by the ADE.~~

~~6.05 Funds distributed under these regulations are to be used solely for the purposes outlined in these regulations. Cooperatives shall maintain documentation of expenditures as necessary to meet audit requirements.~~

~~6.06 The control of funds provided for the Technology Coordinators and the title to any property derived therefrom shall be in a public agency for the uses and purposes provided by the grant. The public agency shall administer such property and funds and utilize them only for the purposes for which they are granted.~~

7.00 Application Process

~~7.01 Notification to the fifteen ESCs concerning the Technology Training Center grant opportunity will be mailed from the ADE after approval of the release of funds by the State Board.~~

~~7.02 Grant Applications will be processed, reviewed, and approved by the ADE.~~

8.00 Duties and Responsibilities

~~8.01 The Technology Coordinator shall provide staff development for the personnel of member schools.~~

~~8.02 The Technology Coordinator shall assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs.~~

~~8.03 The Technology Coordinator shall assist with technology system analysis and local network design.~~

~~8.04 The Technology Coordinator will provide member schools with information on technology standards and specifications.~~

~~8.05 The Technology Coordinator shall develop and coordinate a Technology Training Center located at the ESC.~~

~~8.06 The Technology Coordinator shall coordinate information with ADE, APSCN, IMPAC, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state.~~

~~8.07 The Technology Coordinator shall work with the ADE to insure that the statewide computer network system is established and maintained.~~

~~8.08 The Technology Coordinator shall assist with proposal development and bid analysis so that member schools will be better able to utilize available technology funds.~~

~~8.09 The Technology Coordinator shall share responsibilities with other Technology Coordinators in other ESCs to assure an effective and efficient statewide network.~~

~~8.10 The Technology Coordinator shall collaborate with the ADE to implement technology initiatives.~~

~~8.11 The Technology Coordinator shall maintain, summarize, and provide records and research data as required by the ADE.~~

Public Comment Matrix – ADE Rules Governing Technology Training Centers in Education Service Cooperatives

Date	Respondent	Comment	ADE Response
6/26/2012	Mr. Jim Boardman, ADE	I don't believe IMPAC exists any longer and has been gone for several years. I would suggest striking the references to IMPAC.	Comment accepted. The reference will be removed from Rule 2.02.6.
7/10/2012	Ms. Mary Cameron, Bureau of Legislative Research	A.C.A. 6-13-1023(a) and Rule 2.01 state that the technology coordinator must demonstrate expertise in computer technology and staff development but under Rule 3.00 (Preferred Qualifications for Technology Coordinators) this isn't explicitly stated. It does restate that the Technology Coordinator must have expertise in "staff development" and "school district technology planning" and later in the Rule it states that the Technology Coordinator should possess "relevant training" in network operating systems and management information systems but does not state that the Technology Coordinator must have "expertise in computer technology". Please explain.	Comment considered. The precise language you mention is found in Rule 2.01, which includes the statutorily required qualifications for technology coordinators. Rule 3.00 outlines "preferred qualifications," beyond the required qualifications set forth in Rule 2.01. Rule 2.01 requires technology coordinators to demonstrate expertise in computer technology and staff development.
		Please explain why old Rule 6.06 concerning funds and title to property was omitted from the new rules.	Comment accepted. The language will be restored in Rule 5.06.
		Please explain why old Rule 8.06 concerning the coordination of information with ADE, APSCN, IMPAC, and the Governors Technology Task Force was omitted from the new rules.	Comment considered. The provisions of the former Rule 8.06 are now included in Rule 2.02.6.
		Please explain why old Rule 8.09 concerning the collaboration with the ADE to implement technology initiatives was omitted from the new rules.	Comment considered. The comment appears to reference former Rule 8.10 rather than former Rule 8.09. However, the substance of old Rule 8.10 is included in new Rule 7.08.

Public Comment Matrix – ADE Rules Governing Technology Training Centers in Education Service Cooperatives

7/20/2012	Mr. Tripp Walter, Arkansas Public School Resource Center	Section 4.01 - Amend language after first asterisk to read: “demonstrated expertise in providing <u>and</u> coordinating staff development in instructional technologies;”.	Comment considered. The comment appears to reference former Rule 4.01. That portion of the rule has been stricken. The new Rule 2.01 and Rule 3.01 encompass the language suggested in the comment.
		Section 4.02 - Amend language to read: “Individuals employed should have relevant training in network operating systems, <u>instructional strategies</u> and management information systems.”	Comment considered. The comment appears to reference former Rule 4.02. That portion of the rule has been stricken. The new Rule 3.00 encompasses the language suggested in the comment.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1209 of 2011.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

- 3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.
- 3.02 The purposes of these rules are, without limitation, to:
- 3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;
 - 3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;
 - 3.02.3 Reflect evidence-based or proven practices that improve student learning. *Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;*
 - 3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;
 - 3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;
 - 3.02.6 Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness. *The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;*
 - 3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;
 - 3.02.8 Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;
 - 3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and
 - 3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 “Artifact” means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.01.1 Relates to the evaluation rubric; and

4.01.2 Represents output from one (1) or more of the following, without limitation:

4.01.2.1 Lesson plans or pacing guides aligned with the state standards;

4.01.2.2 Self-directed or collaborative research approved by an evaluator;

4.01.2.3 Participation in professional development;

4.01.2.4 Contributions to parent, community, or professional meetings;

4.01.2.5 Classroom assessments including:

4.01.2.5.1 Unit tests;

4.01.2.5.2 Samples of student work, portfolios, writing, and projects;

4.01.2.5.3 Pre-assessments and post-assessments; and

4.01.2.5.4 Classroom-based formative assessments;

4.01.2.6 District-level assessments including:

4.01.2.6.1 Formative assessments;

4.01.2.6.2 Grade or subject level assessments;

4.01.2.6.3 Department-level assessments; and

4.01.2.6.4 Common assessments;

4.01.2.7 State-level assessments including:

4.01.2.7.1 End-of-course assessments;

- 4.01.2.7.2 Statewide assessments of student achievement; and
- 4.01.2.7.3 Career and technical assessments; and
- 4.01.2.8 National assessments including:
 - 4.01.2.8.1 Advanced placement assessments;
 - 4.01.2.8.2 Norm-referenced assessments; and
 - 4.01.2.8.3 Career and technical assessments.
- 4.02 “Evaluation” means the process under these rules used to:
 - 4.02.1 Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and
 - 4.02.2 Promote teacher growth through professional learning.
 - 4.02.3 “Evaluation” does not include a teacher’s performance relating to competitive athletics and competitive extracurricular activities.
- 4.03 “Evaluation framework” means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation.
- 4.04 “Evaluation rubric” means a set of performance descriptors for each teacher evaluation category in the evaluation framework.
- 4.05 “Evaluator” means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers. “Evaluator” also includes public charter school administrators who are designated by their public charter schools as evaluators, ~~regardless of whether~~ *even if* the public charter school administrators *do not* hold an administrator’s license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers. Before conducting summative evaluations of teachers pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, ~~regardless of whether~~ *even if* the public charter school administrators *do not* hold an administrator’s license. *Public charter schools are nevertheless encouraged to*

employ or contract with licensed administrators who serve as evaluators under the Teacher Excellence and Support System.

- 4.06 “External assessment measure” means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.
- 4.07 “Formal classroom observation” means an announced visit to a classroom by an evaluator that:
- 4.07.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;
 - 4.07.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher’s class period;
 - 4.07.3 Facilitates a professional dialogue for the teacher and evaluator; and
 - 4.07.4 Provides essential evidence of the teacher’s classroom practices.
- 4.08 “Formative assessment” means an evaluation of a student’s learning that is given before the student completes a course of instruction to foster the student’s development and improvement on a specific strand within the course of instruction.
- 4.09 “Informal classroom observation” means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:
- 4.09.1 Unannounced; or
 - 4.09.2 For a shorter period of time than a formal classroom observation.
- 4.10 “Intensive support status” means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 7.0 of these rules.

- 4.11 “Interim teacher appraisal” means a form of evaluation, other than a summative evaluation, that:
- 4.11.1 Provides support for teaching practices; and
 - 4.11.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation.
- 4.12 “Novice teacher” means a teacher having less than one (1) school year of public school classroom teaching experience.
- 4.13 “Post-observation conference” means a conference between the teacher and evaluator following a formal classroom observation to discuss:
- 4.13.1 The evaluator’s observations; and
 - 4.13.2 Artifacts presented by the teacher after the formal classroom observation.
- 4.14 “Pre-observation conference” means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.
- 4.15 “Probationary teacher” means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.
- 4.16 “Statewide assessment of student achievement” means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:
- 4.16.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or
 - 4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.
- 4.17 “Summative assessment” means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.
- 4.18 “Summative evaluation” means an evaluation of a teacher’s performance that evaluates all categories of the evaluation framework that supports:
- 4.18.1 Improvement in the teacher’s teaching practices and student achievement; and

4.18.2 A school district's employment decision concerning the teacher.

4.19 "Teacher" means a person who is:

4.19.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.19.2 Employed in a public school as a:

4.19.2.1 Classroom teacher engaged directly in instruction with students in a classroom setting;

4.19.2.2 Guidance counselor;

4.19.2.3 Library media specialist;

4.19.2.4 Special education teacher; or

4.19.2.5 The following teachers who instruct public school students:

4.19.2.5.1 Distance learning teachers;

4.19.2.5.2 Virtual charter school teachers;

4.19.2.5.3 Teachers at the Arkansas School for the Blind;

4.19.2.5.4 Teachers at the Arkansas School for the Deaf;

4.19.2.5.5 Teachers at the Arkansas Correctional School;

4.19.2.5.6 Instructional facilitators and instructional coaches; and

4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.

4.19.3 "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

- 4.19.4 “Teacher” does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.
- 4.20 “Teacher Excellence and Support System” means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.
- 4.21 “Tested content area” means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 SUMMATIVE EVALUATIONS

5.01 The evaluation framework for a summative evaluation for a classroom teacher shall include:

5.01.1 The following teacher evaluation categories (or domains):

5.01.1.1 Planning and preparation;

5.01.1.2 Classroom environment;

5.01.1.3 Instruction; and

5.01.1.4 Professional responsibilities; and

5.01.2 An evaluation rubric using nationally accepted descriptors (or components) that consists of the following four (4) performance levels:

5.01.2.1 Distinguished;

5.01.2.2 Proficient;

5.01.2.3 Basic; and

5.01.2.4 Unsatisfactory.

5.02 A summative evaluation shall result in a written:

5.02.1 Evaluation determination for the teacher’s performance level on each teacher evaluation category; and

5.02.2 Summative evaluation determination of the teacher’s performance level on all teacher evaluation categories as a whole.

5.03 A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

5.03.1 A guidance counselor;

5.03.2 A library media specialist;

5.03.3 A special education teacher; or

5.03.4 The following teachers ~~who instruct public school students~~:

5.03.4.1 Distance learning teachers;

5.03.4.2 Virtual charter school teachers;

5.03.4.3 Teachers at the Arkansas School for the Blind;

5.03.4.4 Teachers at the Arkansas School for the Deaf;

5.03.4.5 Teachers at the Arkansas Correctional School;

5.03.4.6 Instructional facilitators and instructional coaches; and

5.03.4.7 Teachers employed by education service cooperatives who instruct public school students.

5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.

5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.

5.04.2.1 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

- 5.04.2.2 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;
 - 5.04.2.3 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;
 - 5.04.2.4 Student performance in group projects or project-based learning activities; and
 - 5.04.2.5 Schoolwide measures, including without limitation:
 - 5.04.2.5.1 Attendance rate;
 - 5.04.2.5.2 Graduation rate; and
 - 5.04.2.5.3 Literacy scores.
- 5.05 A summative evaluation process shall include:
- 5.05.1 A pre-observation conference and post-observation conference;
 - 5.05.2 A formal classroom observation and informal classroom observation;
 - 5.05.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;
 - 5.05.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;
 - 5.05.5 A written evaluation determination for each teacher evaluation category and a written summative evaluation determination.
 - 5.05.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and
 - 5.05.7 Feedback from the teacher concerning the evaluation process and evaluator.
- 5.06 Student growth measures will be included in the summative evaluation process as set forth in Section 14.00 of these Rules.

Source: Ark. Code Ann. § 6-17-2805

6.0 TEACHER SUPPORT COMPONENTS

- 6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:
 - 6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and
 - 6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.
- 6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:
 - 6.02.1 The teacher's content area;
 - 6.02.2 Instructional strategies applicable to the teacher's content area; or
 - 6.02.3 The teacher's identified needs.
- 6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.
- 6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.
- 6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.
- 6.06 Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:
 - 6.06.1 Provide a teacher with immediate feedback about the teacher's teaching practices;
 - 6.06.2 Engage the teacher in a collaborative, supportive learning process; and

- 6.06.3 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.
- 6.07 The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:
 - 6.07.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;
 - 6.07.2 An instructional facilitator;
 - 6.07.3 A curriculum specialist; or
 - 6.07.4 An academic coach for the teacher's content area.
 - 6.07.5 As noted in Section 4.05 of these Rules, while other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers.
- 6.08 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:
 - 6.08.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;
 - 6.08.2 Establishes norms of professionalism; and
 - 6.08.3 Leads to improved student achievement by increasing effective teacher performance.
 - 6.08.4 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law or rules of the State Board of Education.

Source: Ark. Code Ann. § 6-17-2806

7.0 INTENSIVE SUPPORT STATUS

- 7.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

- 7.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of “Unsatisfactory” or “Basic” in a majority of descriptors in a teacher evaluation category.
- 7.03 If a teacher is placed in intensive support status, the evaluator shall:
- 7.03.1 Establish the time period for the intensive support status; and
 - 7.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher’s contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher’s accomplishment of the goals established and completion of the tasks assigned in the intensive support status.
- 7.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.
- 7.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.
- 7.06 The evaluator shall work with the teacher to:
- 7.06.1 Develop a clear set of goals and tasks that correlate to:
 - 7.06.1.1 The professional learning plan; and
 - 7.06.1.2 Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and
 - 7.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.
- 7.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.
- 7.08 At the end of the specified period of time for intensive support status, the evaluator shall:

- 7.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and
- 7.08.2 Provide written notice to the teacher that the teacher either:
 - 7.08.2.1 Is removed from intensive support status; or
 - 7.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.
- 7.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.
- 7.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.
 - 7.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.
 - 7.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 7.10 of these rules, the public school:
 - 7.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and
 - 7.10.2.2 If the public school has substantially complied with the requirements of Section 7.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

- 7.11 These rules do not preclude a public school superintendent from:
- 7.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or
 - 7.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

- 8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.
- 8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:
- 8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and
 - 8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.
- 8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:
- 8.03.1 Novice teacher;
 - 8.03.2 Probationary teacher; or
 - 8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.
- 8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school

from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of

these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

- 8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and
- 8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.
- 8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

9.0 ADMINISTRATOR EVALUATIONS

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2809

10.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

- 10.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.
- 10.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING

- 11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:

- 11.01.1 Based on the teacher’s evaluation and professional learning plan under the Teacher Excellence and Support System;
 - 11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and
 - 11.01.3 As required by the State Board of Education.
- 11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. § 6-17-405 through online professional development credit approved by the Department of Education and related to the:
- 11.02.1 School district’s Arkansas Comprehensive School Improvement Plan; or
 - 11.02.2 Teacher’s professional learning plan under the Teacher Excellence and Support System.
- 11.03 A teacher shall complete any missed hours of professional development through professional development that is:
- 11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher’s summative evaluation under the Teacher Excellence and Support System; and
 - 11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.
- 11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:
- 11.04.1 Improve the knowledge, skills, and effectiveness of teachers;
 - 11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
 - 11.04.3 Lead to improved student academic achievement; and
 - 11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305

12.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

- 12.01 The total number of teachers who are employed in the public school; and
- 12.02 Of that total, the number who meet each of the following criteria:
 - 12.02.1 Highly qualified teacher;
 - 12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and
 - 12.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

13.0 EFFECTIVE DATE

Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.

Source: Ark. Code Ann. § 6-17-2808

14.0 APPLICABLE STUDENT GROWTH MODELS MEASURES

14.01 The following student growth measures will be incorporated into the summative evaluation process prior to the implementation of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment system:

- 14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support reliable inferences, *the Arkansas Comprehensive Testing, Assessment and Accountability Program* (ACTAAP) assessments will be used as external assessments in the determination of teacher's ratings.
- 14.01.2 No teacher will be designated as Distinguished unless that teacher's summary growth statistics meet or exceed a threshold of growth among all teachers in the state.
- 14.01.3 If a teacher's summary growth statistics do not meet the applicable threshold of growth for the two consecutive years immediately preceding the teacher's evaluation, the teacher's summative evaluation determination

set forth in Section 5.02.2 of these rules shall be lowered by one performance level.

14.01.4 ~~Prior to the start of~~ *For* the 2012-2013 school year, the Department of Education shall establish the applicable growth threshold(s) and will disseminate ~~that the~~ threshold(s) to all public school districts and open-enrollment charter schools.

14.01.5 *The applicable growth thresholds shall be initially based upon one or more of the following growth models:*

14.01.5.1 *The federally-approved Growth-to-Standard Model;*

14.01.5.2 *The Student Growth Percentile Model;*

14.01.5.3 *The Gains Index Model.*

14.012 In order to allow for further review of the proposed ~~Partnership for Assessment of Readiness for College and Careers (PARCC)~~ assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system. Beginning with the 2015-2016 school year, the PARCC assessment will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

14.023 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.

Public Comment Matrix – Teacher Excellence and Support System – Version Two

Date	Respondent	Comment	ADE Response
7/9/2012	Ms. Mary Cameron, Bureau of Legislative Research	In Rule 14.01 the acronym “PARCC” is used but has not been defined at this point (later defined in 14.02).	Comment accepted. The references will be modified accordingly.
		In Rule 14.01.1, the acronym ACTAAP is used but not defined.	Comment accepted. The acronym “ACTAAP” will be spelled out in the rules.
		What is meant by “student growth measures” in 14.01?	Comment considered. “Student growth measures” means how student growth will be measured, as further set forth in 14.01, for the purposes of the Teacher Excellence and Support System.
		What is “growth model data” in 14.01.1?	Comment considered. “Growth model data” pertains to data obtained from the state’s ACTAAP exams.
		What is “summary growth statistics” in 14.01.2 and 14.01.3?	Comment considered. “Summary growth statistics” refers to individual student growth performance summarized according to a teacher for record.
		What is “applicable growth threshold” in 14.01.4?	Comment considered. The “applicable growth threshold” is measure to be determined by the ADE based upon summary growth statistics.
		From which law is the new language in Rule 14.0 being derived? (A.C.A. 6-17-2804(b)??)	Comment considered. Ark. Code Ann. 6-17-2804(b) requires student growth to be considered during the teacher evaluation process. Moreover, the United States Department of Education required, as a condition of approving Arkansas’s ESEA flexibility proposal, that the state specifically articulate how student growth will be taken into account for teacher evaluations.

Public Comment Matrix – Teacher Excellence and Support System – Version Two

7/13/2012	Ms. Cheryl Reinhart, Bureau of Legislative Research (On behalf of Senator Joyce Elliott, Senator Mary Anne Salmon and Representative Johnnie Roebuck), Bureau of Legislative Research	3.02 - change foundation to foundational outcome or some such wording.	Comment considered. The referenced language comes directly from Ark. Code Ann. § 6-17-2804(b).
		3.02.3 - In addition to evidenced-based and proven practices, there should be some room in the process that promotes/supports innovation or teachers are forever tied to what others have done.	Comment considered and accepted. The referenced language comes directly form Ark. Code Ann. § 6-17-2804(b). It is believed that even with the current language in the statute and rules, teachers may use innovative approaches in the classroom.
		3.02.6 - What is every level?	Comment accepted. The referenced language comes directly from Ark. Code Ann. § 6-17-2804(b). “Every level” appears to pertain to the teacher evaluation system. It appears that the drafters of the legislation wanted to ensure that student growth was taken into account during all phases of the teacher evaluation system. The rule will be modified to include clarification in this regard.
		4.05 – Definition of “evaluator.” The statute did not mention charter school administrators, yet they are included in the rule. Why are charter school administrators who serve as evaluators not required to be licensed? Can the rule encourage charter schools to hire or contract with licensed administrators to conduct the evaluations?	<p>Comment considered and accepted in part. The statute did not mention charter school administrators. However, the statutory definition of “teacher” contained in Ark. Code Ann. § 6-17-2803(19)(B) includes nonlicensed classroom teachers who are employed at public charter schools. Accordingly, nonlicensed classroom teachers must participate in the Teacher Excellence and Support System.</p> <p>Some charter schools employ nonlicensed administrators who supervise the instructional staff. Charter schools are permitted to employ nonlicensed</p>

Public Comment Matrix – Teacher Excellence and Support System – Version Two

			<p>administrators and instructional staff pursuant to the Arkansas Charter Schools Act. It became necessary, therefore, to set forth in the rules how charter school administrators may become qualified to serve as evaluators under the Teacher Excellence and Support System. That is the reason for the wording in Section 4.05.</p> <p>We do not believe that we can use this rule to require charter school administrators to be licensed. As noted above, the Arkansas Charter Schools Act allows charter schools to employ nonlicensed administrators. However, we will amend the rule to encourage charter schools to hire or contract with licensed administrators who may conduct evaluations under the Teacher Excellence and Support System.</p>
		4.09 – Should there be a specific timeframe for when the rule says (at 4.09.2) “for a shorter period of time than a formal classroom observation?”	<p>Comment considered. The language from Section 4.09.2 is taken verbatim from Ark. Code Ann. § 6-17-2803(9). When read in concert with the definition of “formal classroom evaluation,” (Section 4.07 of the Rules and Ark. Code Ann. § 6-17-2803(7)) it may be preferable to permit the flexibility allowed for informal classroom evaluations.</p>
		4.19.4 – Does “teacher” exclude principals?	<p>Comment considered. Yes. As administrators, the law specifically excludes principals. (See Ark. Code Ann. § 6-17-2803(19)(C).</p>
		5.01.1.2 - Unless classroom environment includes "knowledge of students" (e.g., background, culture, interests), it should be reflected in the process.	<p>Comment considered. The rubric on which the ADE will use to train evaluators and teachers includes “knowledge of students” as part of the evaluation for the “classroom environment” category. (Component 2.b. of the Danielson Framework – “Demonstrating Knowledge of Students).</p>

Public Comment Matrix – Teacher Excellence and Support System – Version Two

		5.03.4.7 - Do facilitators and coaches teach students? Thought they worked with teachers.	Comment accepted. Facilitators and coaches do not teach students. However, Ark. Code Ann. 6-17-2805(c) requires that a summative evaluation be used for teachers who are not classroom teachers. 5.03.4 will be modified to remove the phrase “who instruct public school students.”
		5.04.2.3 - How? And how reliable can this be?	Comment considered. Ark. Code Ann. 6-17-2805 directs the ADE to determine the types of artifacts to be used for instances in which an external assessment measure does not exist for the nontested area. The items listed in 5.04.2 are intended to provide evaluators and teachers with some flexibility in using various artifacts to measure teacher effectiveness. The use of the artifacts listed in 5.04.2.3 is not mandatory. Moreover, there are nationally-accepted surveys that may be used by districts under this option.
		7.06.2 – The words “in the professional learning plan” should be included.	Comment considered. This section of the rules applies to intensive support status. Under the Teacher Excellence and Support System, the concepts of “intensive support status” and “professional learning plan” are separate. There may be requirements under intensive support status that do not fall solely within the professional learning plan.
		7.08 – Would the teacher be notified of termination or nonrenewal by May 1?	Comment considered. Yes. Termination and nonrenewal procedures under the Teacher Excellence and Support System flow directly into the requirements of the Teacher Fair Dismissal Act.
		8.07.2 – What does it mean to collaborate in good faith?	Comment considered. This language is taken directly from Ark. Code Ann. § 6-17-2808. Apparently, the drafters of the law wanted honest,

Public Comment Matrix – Teacher Excellence and Support System – Version Two

			faithful collaboration between teachers and evaluators concerning the establishment of the professional learning plan.
		9.0 – Are principals included in teacher evaluations?	Comment considered. As administrators, the law specifically excludes principals. (See Ark. Code Ann. § 6-17-2803(19)(C)).
		11.03.2 – Make-up professional development should be rigorous.	Comment considered. Agreed. The ADE requires rigor in the professional development programs it approves.
		11.04 – Who approves professional development?	Comment considered. The ADE sets professional development standards based on the criteria set forth in Section 11.04 of the rules and Ark. Code Ann. § 6-20-2305.
		11.04.4 – What kind of training exists for bus drivers?	Comment considered. This language is taken from the requirements for professional development funding contained in Ark. Code Ann. § 6-20-2305. Professional development for bus drivers does not fall within the scope of the Teacher Excellence and Support System. However, as this subsection was taken directly from the law, the drafters of the rule did not want to remove the language from its statutory context.
7/16/2012	Mr. Rich Nagel, Arkansas Education Association	The Arkansas Education Association (AEA) has worked for over two years with other stake holder groups before and throughout the 88 th Session of the Arkansas General Assembly to develop and formulate a new teacher evaluation system for the state’s public school teachers. This work culminated in the adoption of Act 1209 of 2011 commonly called the Teacher Excellence and Support System (TESS).	Comment considered and accepted in part. Additional clarification is necessary. Therefore, department staff added a new Section 14.01.5 to the rules to detail the growth models that may initially be used for the purposes of the Teacher Excellence and Support System. The ADE will initially use those growth models to determine fair, valid and reliable growth thresholds. Future amendments to the growth models and growth thresholds may be made in rule.

		<p>Throughout all of AEA’s work, the Association’s representatives, leaders and staff have envisioned a uniform teacher evaluation system that is grounded in research based instructional practices to improve student learning and reflects a teacher evaluation system that is fair, valid and reliable.</p> <p>At its last regular meeting the State Board of Education approved several amendments to the Rules and Regulations Governing TESS for public comment, and the amendments are contained in sections 5.06 and 14.0. Both amendments concern the student growth measures that will be considered in arriving at a teacher’s summative evaluation performance rating.</p> <p>The Arkansas Education Association is very concerned about the selection of an appropriate growth model for use in the evaluation system. Moreover, the AEA finds it particularly difficult to comment on the proposed amendments when the growth model that will establish the threshold has not been developed, discussed and tested for fairness, validity and reliability.</p> <p>The AEA is very concerned how the growth model will be developed that will measure growth in a manner that is sensitive to the variations in demographics and prior achievement in classroom composition.</p> <p>The AEA is also concerned that a teacher’s summary growth statistics must meet or exceed a particular threshold of growth. For example, let’s say that 1.0 represents a year’s growth in student learning and the threshold for growth used in TESS</p>	<p>We will take note of and be aware of your concerns as we develop future growth models and summary growth statistics.</p> <p>With regard to your suggested revisions:</p> <p>14.01.1 – Through the modeling process, the ADE will ensure that measurements can be used to support fair, valid and reliable inferences.</p> <p>14.01.2 – 14.01.3 - The phrase “substantially meets or exceeds” does not add clarity to the evaluation process. We are unclear about what precisely the comment means by “factors not under the control of the teacher or the school that are impacting the learning of a significant number of students.” The Teacher Excellence and Support System statutes do not appear to support inclusion of the suggested language. However, we will take note of your concerns during the modeling process. Under the flexibility request approved by the United States Department of Education, the rules must include a two consecutive-year measurement rather than the suggested four consecutive-year measurement.</p>
--	--	---	--

		<p>is set at 1.1 for a given year. A teacher with summary growth statistics is .9 and 1.0 will be lowered by one performance level.</p> <p>In light of the above, the AEA suggests the following changes noted in italic type.</p> <p><u>14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support <i>fair, valid and reliable</i> inferences, ACTAAP assessments will be used as external assessments in the determination of teacher’s ratings.</u></p> <p><u>14.01.2 No teacher will be designated as Distinguished unless that teacher’s summary growth statistics <i>substantially</i> meets or exceeds a threshold of growth among all teachers in the state <i>unless there are factors not under the control of the teacher or the school that are impacting the learning of a significant number of students.</i></u></p> <p><u>14.01.3 If a teacher’s summary growth statistics do not <i>substantially</i> meet or <i>exceed</i> the applicable threshold of growth for the two <i>four</i> consecutive years immediately preceding the teacher’s evaluation, the teacher’s summative evaluation determination set forth in Section 5.02.2 of these rules shall be lowered by one performance level, <i>unless there are factors not under the control of the teacher or the school that are impacting the learning of a significant number of students.</i></u></p> <p>Finally, the AEA recommends that the Arkansas State Board of Education either wait on the development of the growth model and the established threshold to adopt these amendments to</p>	
--	--	--	--

Public Comment Matrix – Teacher Excellence and Support System – Version Two

		the rules or agree to revisit and possibly amend these rules when the growth model has been developed, discussed and thoroughly tested.	
7/16/2012	Ms. Sandra Powell	My husband and I strongly support passage of revisions to ADE rules governing licensure, rules governing the teacher excellence and support system, and rules governing the code of ethics rules for Arkansas educators.	Comment considered.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
~~October 2009~~**

1.00 AUTHORITY

- 1.01 The Arkansas State Board of Education's enacted authority for promulgating these rules is pursuant to Ark. Code Ann. § 6-11-105, ~~Ark. Code Ann. § 25-15-201 et seq.~~, Ark. Code Ann. § 6-20-1901 et seq., and Ark. Code Ann. § 25-15-201 et seq. ~~Act 1467 of 2003, Act 741 of 2007, Act 1469, Section 11 of 2009, Act 798 of 2009, and Act 1289 of 2009.~~
- 1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.
- ~~1.03 These rules will replace any former Arkansas Department of Education Rules Identifying and Governing School Districts and Education Service Cooperatives in Fiscal Distress previously adopted.~~

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address ~~those~~ school districts ~~and~~ education service cooperatives in fiscal distress.

3.00 DEFINITIONS ~~For purposes of these rules, the following terms mean:~~

- 3.01 “Annexation” – the joining of an affected school district or part of an affected school district ~~districts or parts thereof~~ with a receiving district pursuant to Ark. Code Ann. § 6-13-1401 et seq.
- 3.02 “Capital Outlay Expenditures” – ~~L~~land, land improvements, buildings, infrastructure and equipment having a unit value of \$1,000 or more and a life expectancy of more than one year.
- 3.03 “Consolidation” - the joining of two (2) or more school districts or parts of the districts thereof to create a new resulting single school district pursuant to Ark. Code Ann. § 6-13-1401 et seq.
- 3.04 “Current Year Expenditures” - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- 3.05 “Current Year Revenues” - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.

- 3.06 “Day” – unless otherwise set forth in these rules, a calendar day, regardless of whether it is a day the Department is ~~conducting~~ official governmental business.
- 3.07 “Debt” – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district ~~or cooperative~~.
- 3.08 “Declining Balance” – balance resulting when~~the~~ current year expenditures exceeding current year revenues.
- 3.09 “Department” - the Arkansas Department of Education.
- ~~3.10 “Education Service Cooperative” – The intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to A.C.A. §6-13-1001 et seq.~~
- 3.110 “The Fiscal Distress Financial Improvement Plan (Plan)” - the written plan submitted by a district ~~or cooperative~~ classified in fiscal distress and approved by the Department to be implemented by the district ~~or cooperative~~ addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.
- 3.121 “Fiscal Distress Status” – the status of a public school district determined (identified) by the Arkansas Department of Education and classified by the State Board as being placed in fiscal distress status pursuant to Ark. Code Ann. § 6-20-1901 et seq. and these rules. ~~to be identified by the Department and classified by the State Board as being in fiscal distress.~~
- 3.132 “Fiscal Integrity” - to comply ~~completely and accurately~~ with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state ~~or~~ and federal laws and regulations in a forthright and timely manner.
- 3.143 “Jeopardize” -to expose to loss or injury or peril.
- 3.154 “Material Failure, Violation, Default, or Discrepancies” – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district, ~~or education service cooperative. In other words, but for the material failure, violation, default, or discrepancy, the district’s or cooperative’s fiscal integrity would not be jeopardized.~~

- 3.165 “Non-Material Failure, Violation, Default, or Discrepancies” – ~~An act, omission, event, circumstance, or combination thereof, that does not directly jeopardize the fiscal integrity of a school district or education service cooperative, but if not corrected could become material without intervention could place the school district in fiscal distress.~~
- 3.176 “Public School or School District” - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to ~~A.C.A. Ark. Code Ann. § 6-15-501; A.C.A. Ark. Code Ann. § 9-28-205 and A.C.A. Ark. Code Ann. § 12-29-301-310 et seq.~~, or other provisions of Arkansas law.
- 3.17 “Reconstitution” – the reorganization of the administrative unit or the governing school board of directors of a school district, including, but not limited to, the replacement or removal of a current superintendent or the removal or replacement of a current school board of directors or both;
- 3.218 “Restricted Funds” – Funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).
- 3.189 “School Year” - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.
- 3.1920 “State Board” - the Arkansas State Board of Education.
- 3.20 ~~“Reconstitution” – the reorganization of the administrative unit or board of a school district or education service cooperative; including, but not limited to, the replacement or removal of a current superintendent or director, or the removal or replacement of a board or both.~~

4.00 INDICATORS OF FISCAL DISTRESS ~~SCHOOL DISTRICT INDICATORS OF FISCAL DISTRESS PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM~~

- 4.01 A school district ~~or education service cooperative~~ meeting any of the following criteria may be identified by the Department to be a school district in fiscal distress upon final approval by the State Board:
- 4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district ~~or education service cooperative~~. However, capital outlay expenditures for academic facilities from a school district balance shall not be used to put the school district in fiscal distress.

4.01.2 An act or violation determined to jeopardize the fiscal integrity of a school district ~~or education service cooperative~~, including without limitation:

- 4.01.2.1 Material failure to properly maintain school facilities;
- 4.01.2.2 Material violation of local, state, or federal fire, health, or safety code provisions or law;
- 4.01.2.3 Material violation of local, state, or federal construction code provisions or law;
- 4.01.2.4 Material state or federal audit exceptions or violations;
- 4.01.2.5 Material failure to provide timely and accurate legally required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
- 4.01.2.6 Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
- 4.01.2.7 Material failure to meet legally binding minimum teacher salary schedule obligations;
- 4.01.2.8 Material failure to comply with state law governing purchasing or bid requirements;
- 4.01.2.9 Material default on any school district debt obligation;
- 4.01.2.10 Material discrepancies between budgeted and actual school district expenditures;
- 4.01.2.11 Material failure to comply with audit requirements; or
- 4.01.2.12 Material failure to comply with any provision of the Arkansas Code that specifically places a school district in fiscal distress based on noncompliance; or

- ~~a. Material failure to properly maintain facilities;~~
- ~~b. Material violation of local, state, or federal fire, health, or safety code provisions or law;~~
- ~~c. Material violation of local, state, or federal construction code provisions or law;~~
- ~~d. Material state or federal audit exceptions or violations;~~
- ~~e. Material failure to provide timely and accurate legally required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;~~

- ~~f. Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;~~
- ~~g. Material failure to meet legally binding minimum teacher salary schedule obligations;~~
- ~~h. Material failure to comply with state law governing purchasing or bid requirements;~~
- ~~i. Material default on any debt obligation;~~
- ~~j. Material discrepancies between budgeted and actual expenditures;~~
- ~~k. Material failure to comply with audit requirements; or~~
- ~~l. Material failure to comply with any provision of the Arkansas Code that specifically places a school district or education service cooperative in fiscal distress based on noncompliance;~~

4.01.3 Any other fiscal condition of a school district ~~or education service cooperative~~ deemed to have a material detrimental negative impact on the continuation of educational services by that school district ~~or education service cooperative~~.

5.00 PROCESS AND PROCEDURE FOR CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 ~~Those school districts~~ A school district ~~or education service cooperative~~ identified by the Department as being in fiscal distress shall be classified as school districts in fiscal distress upon final determination (classification) by the State Board.

5.02 Any school district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 ~~calendar~~ days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

~~5.03 An education service cooperative, within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of fiscal distress shall:~~

~~503.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress.~~

~~503.2 File with the Department a fiscal distress plan~~

~~5.043~~ The provisions of ~~subdivisions~~ subsections 5.01 ~~through 5.03~~ and 5.02 of ~~this section~~ these rules are effective after the school district's ~~or education service cooperative's~~ appeal rights in Ark. Code Ann. § 6-20-1905 and section 6.00 of these rules have been exhausted.

~~5.05~~ The decision of the State Board shall be a final order and there is no further right of appeal except the school district or education service cooperative may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201, et seq.

6.00 NOTIFICATION AND APPEAL PROCESS AND PROCEDURE FOR NOTIFICATION OF FISCAL DISTRESS STATUS AND APPEAL

6.01 The Department shall provide written notice, via certified mail, return receipt requested, to the president of the school board of directors and the superintendent ~~or director~~ of each school district ~~or education service cooperative~~ identified as being in fiscal distress.

6.01.1 The Department shall provide the notice ~~to school districts~~ on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the ~~d~~Department shall immediately provide the same notice described in section 6.01 of these rules.

~~6.01.03~~ The Department shall provide the notice ~~to education service cooperatives within ten (10) calendar days of identification.~~

6.02 Any school district ~~or education service cooperative~~ identified in fiscal distress status may appeal to the State Board by filing a written appeal, with the Office of the Commissioner of Education, by certified mail, return receipt requested, within thirty (30) ~~calendar~~ days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) ~~calendar~~ days of receipt of the written notice of appeal from the school district ~~or education service cooperative~~.

6.04 The written appeal shall state, in clear terms, the reason why the school district ~~or education service cooperative~~ should not be classified as in fiscal distress.

- 6.05 Notwithstanding any appeal rights in Ark. Code Ann. § 6-20-1901 et seq. and these rules, this subchapter, no appeal shall stay the Department’s authority to take action to protect the fiscal integrity of any school district ~~or education service cooperative~~ identified as in fiscal distress.
- 6.06 The following procedures shall apply to State Board hearings involving school districts that appeal a fiscal distress identification by the Department:
- 6.06.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 6.06.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district identified as a district in fiscal distress should be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.
- 6.06.3 The appealing school district shall have up to thirty (30) minutes to present its case to the State Board as to why the school district should not be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.
- 6.06.4 The State Board may pose questions to any party at any time during the hearing.
- 6.06.5 The State Board shall then discuss, deliberate and vote upon the matter of the classification of fiscal distress.
- 6.06.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 6.06.7 The State Board shall issue a written order concerning the matter.
- 6.07 The decision of the State Board shall be a final order, and there is no further right of appeal except that the school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

7.00 FISCAL DISTRESS IMPROVEMENT PLAN PURSUANT TO FISCAL-ASSESSMENT AND ACCOUNTABILITY PROGRAM

- 7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) ~~calendar~~ days after the final

classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department. ~~Education service cooperatives shall file such plan within two (2) weeks following final classification.~~

7.01.1 The plan shall contain, at a minimum, the following elements:

7.01.1.1 Identification of each indicator of fiscal distress;

7.01.1.2 Specific corrective action steps for each indicator of fiscal distress;

7.01.1.3 A timeline for the completion of each corrective action step;

7.01.1.4 Additional corrective action steps the school district proposes to take; and

7.01.1.5 A timeline for each additional corrective action step proposed by the school district.

~~a. Identification of each indicator~~

~~b. Specific corrective action steps for each indicator~~

~~c. Timeline for each corrective action step~~

~~d. Additional action steps the district or education service cooperative proposes to take~~

~~e. Timeline for each additional action step the district or education service cooperative proposed~~

7.01.2 The Department is authorized to review and amend the plan submitted by the school district ~~or education service cooperative~~.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The school district ~~or education service cooperative~~ shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district ~~or education service cooperative~~ may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the Commissioner of Education's Office within ten (10) ~~calendar~~ days of receipt of the notice required in subsection 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

- 7.02 Each school district ~~or education service cooperative~~ shall first seek and obtain approval of its plan from the Department and shall describe how the school district ~~or education service cooperative~~ will remedy those areas in which the school district ~~or education service cooperative~~ is experiencing fiscal distress and shall establish the time period by which the school district ~~or education service cooperative~~ will remedy all criteria which placed the school district ~~or education service cooperative~~ in fiscal distress status.
- 7.03 A school district ~~or education service cooperative~~ in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district ~~or education service cooperative~~ has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.
- 7.04 No school district ~~or education service cooperative~~ shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years from the date that the school district was classified as being in fiscal distress status, beginning with the July 1 subsequent to the date the school district or education service cooperative was identified as being in fiscal distress status.
- 7.05 Any school district ~~or education service cooperative~~ classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.
- 7.06 The Department shall evaluate and make recommendations to the district superintendent or director regarding staffing and fiscal practices of the school district or education service cooperative.
- 7.07 The recommendations of the Department shall be binding on the school district, education service cooperative, the superintendent or director, and the school board of directors ~~the district or cooperative~~.
- 7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district ~~and education service cooperative~~ in fiscal distress to the State Board.
- 7.09 The Department may petition the State Board at any time for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules in order to secure and protect the best interest of the educational resources of the state or to provide for the best interests of students in the school district. The State Board may approve the petition or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules.

7.10 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification of fiscal distress status by the Department unless the State Board, at its discretion, issues a written finding supported by a majority of the State Board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district’s control.

8.00 DEBT ISSUANCE PRIOR APPROVAL OF DEBT

8.01 No school district ~~or education service cooperative~~ classified identified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT FISCAL DISTRESS ACTIONS ASSISTANCE AND INTERVENTION IN FISCAL DISTRESS:

9.01 In addressing school districts ~~and education service cooperatives~~ in fiscal distress, the Department may take any number of the following actions:

9.01.1 Require the superintendent ~~or director~~ to relinquish all administrative authority with respect to the school district ~~or education service cooperative~~;

9.01.2 Appoint an individual in place of the superintendent ~~or director~~ to administratively operate the school district ~~or education service cooperative~~ under the supervision and approval of the Commissioner of Education; and to compensate non-department agents operating the school district ~~or education service cooperative~~ from school district ~~or education service cooperative~~ funding;

9.01.3 Call for the temporary suspension of the local school board of directors;

9.01.4 Require the school district to operate without a local school board of directors under the supervision of the local superintendent or an individual or panel appointed by the Commissioner of Education;

9.01.5 Place the administration of the school district over to the former board of directors or to a newly elected school board of directors; or

9.01.6 Take any other action allowed by law that is deemed necessary to assist a school district ~~or cooperative~~ in removing criteria of fiscal distress.

9.02 The Department may impose various reporting requirements on the school district ~~or education service cooperative~~. The Department may review any and all school district ~~or education service cooperative~~ records and documents.

9.03 The Department shall monitor the fiscal operations and accounts of the school district ~~or education service cooperative.~~

9.04 The Department shall require school district staff and employees to obtain fiscal instruction or training in areas of fiscal concern for the school district. ~~board members and employees of school districts and education service cooperatives to obtain fiscal instruction or training in areas of fiscal concern for the school district or education service cooperative at the school district's or education service cooperative's expense.~~

10.00 STATE BOARD ACTIONS AUTHORITY REGARDING SCHOOL DISTRICTS:

10.01 After a public hearing, the State Board of Education shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board as permitted or required by Ark. Coded Ann. § 6-20-1901 et seq. and these rules.

10.01.1 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the Department may petition the State Board for the consolidation, annexation, or reconstitution of a school district in fiscal distress pursuant to Ark. Code Ann. § 6-20-1908 and subsection 7.09 of these rules.

10.01.2 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the State Board, on its own motion, may consolidate, annex, or reconstitute the school district in fiscal distress as set forth in Ark. Code Ann. § 6-20-1910 and subsection 10.01 of these rules.

10.02 The following procedures shall apply to State Board hearings concerning the consolidation, annexation or reconstitution of a school district in fiscal distress:

10.02.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

10.02.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district classified as a district in fiscal distress should be consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.3 School districts and citizens' groups opposing the consolidation, annexation or reconstitution shall have up to a combined thirty (30) minutes to present their cases to the State Board as to why the school district classified as a district in fiscal distress should not be

consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.4 The State Board may pose questions to any party at any time during the hearing.

10.02.5 The State Board shall then discuss, deliberate and vote upon the matter of the consolidation, annexation or reconstitution of the school district classified as a district in fiscal distress.

10.02.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

10.02.7 The State Board shall issue a written order concerning the matter.

10.02.8 If the State Board of Education orders the annexation or consolidation of a school district in fiscal distress, the order shall, as appropriate, dissolve existing school districts and establish receiving or resulting school districts. The order shall also establish the boundary lines of the receiving or resulting school district or school districts. The State Board shall file the order with:

10.02.8.1 The county clerk of each county where a receiving or resulting district is located. The county clerk shall make a permanent record of the order;

10.02.8.2 The Secretary of State; and

10.02.8.3 The Arkansas Geographic Information Office.

10.02.9 It shall be the duty of the Department to make changes in the maps of the school districts to properly show the boundary lines of the receiving or resulting districts.

10.03 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the school district.

10.04 The decision of the State Board shall be final with no further right of appeal except that a school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

~~10.01—After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the State Board or the State Board may on its own motion, at any time, take action for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Act 1467 of 2003 Ark. Code Ann. § 6-20-1901 et seq. and these rules in order to secure and protect the best interest of the educational resources of the state or provide for the best interests of students in the school district. The school district shall have a right of appeal to a public hearing before the State Board as provided herein.~~

~~10.02—The State Board may approve the petition or take other appropriate action as allowed by law.~~

~~10.03—The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification unless the State Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.~~

~~10.03.1 The two (2) consecutive school years shall commence the July 1 subsequent to classification by the State Board.~~

~~10.04—After a public hearing, the State Board shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board, as permitted or required by this subchapter.~~

~~10.05—The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the district.~~

~~10.06—The decision of the State Board shall be final with no further right of appeal, except a school district may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, § 25-15201, et seq.~~

~~11.00—STATE BOARD AUTHORITY REGARDING EDUCATION SERVICE COOPERATIVES~~

~~11.01—After providing thirty (30) calendar days written notice, via certified mail, return receipt requested, to an education service cooperative, the Department may petition the State Board to classify an education service cooperative being in fiscal distress, or the State Board may on its own motion, at any time, classify an education service cooperative as being in fiscal distress. The State Board may take other action as allowed by Act 1289 of 2009 in order to secure and protect~~

~~the best interest of the educational resources of the State or provide for the best interests of school districts served by the education service cooperative. The education service cooperative shall have a right of appeal to a public hearing before the State Board as provided herein.~~

~~11.01.1 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the education service cooperative receiving notice of the identification of fiscal distress.~~

~~11.01.2 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.~~

~~11.01.3 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.~~

~~11.01.4 The decision of the State Board on the appeal is a final order.~~

~~11.01.5 There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, A.C.A. § 25-15-201 et seq.~~

~~11.02 The State Board may approve the petition or take other appropriate action as allowed by law~~

~~11.03 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, the Department shall submit to the State Board a written evaluation on the fiscal status of the education service cooperative.~~

12.00 EARLY INDICATORS OF FISCAL DISTRESS – SCHOOL DISTRICTS

12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the Department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.

12.03.1 Within thirty (30) days of the Department’s determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district’s superintendent ~~director~~ and board of directors that:

12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed; and

12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.

12.03.~~2.1.3~~2.1.3 The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

Public Comment Matrix – ADE Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

Date	Respondent	Comment	ADE Response
7/10/2012	Ms. Mary Cameron, Bureau of Legislative Research	Why were the Education Service Cooperatives removed from these rules?	Comment considered. The rules related to fiscal distress for Education Service Cooperatives now appear in the Arkansas Department of Education Rules Governing Education Service Cooperatives.



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education Open-Enrollment Public Charter Schools

- June 30 Deadline for open-enrollment letters of intent to be filed with the ADE.
- August 31 Deadline for open-enrollment applications to be filed with the ADE, and superintendent of each public school district likely to be affected by proposed charter school.
- August/September-30 Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of any vote to approve the charter application. Any decision by the local school board approving or disapproving the application must be made within forty-five (45) days of the local school board's receipt of the application.
- September 30 Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
- November/December Tentative date for application submitted to the State Board of Education. Applications approved by the local school board will receive expedited consideration. (Pending hearing timelines.) Any desegregation analysis submitted by the local school board must be filed with the Department of Education not later than twenty (20) days prior to the State Board's consideration of the application. Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department a desegregation analysis as set forth above shall result in a waiver of the local school board's right to submit such a desegregation analysis to the State Board.

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page "**Letter of Intent to Apply for an Open-Enrollment Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If a not-for-profit, specify the name on the IRS 501(c)(3) application and the entity's current 501(c)(3) status.
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give a description of the eligible entity which will be proposing the charter;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school;
7. Identify the grade levels of students to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school shall sign the letter.

A copy of the letter of intent shall also be sent via certified mail by the applicant to the superintendent of the public school district where the proposed public charter school will be located.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of Sponsoring Entity: _____

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be attached to the application. Articles of incorporation or a letter acknowledging nonprofit status from the Secretary of State will not suffice). An To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must have received formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP Code: _____ Daytime Telephone Number: _____

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60-55 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages including attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/ typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. ~~Facility-use~~ Facilities Utilization ~~a~~ Agreement (required)
6. Proposed two-year budget estimate using worksheet provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after ~~this time 4:00 p.m. on August 31~~ will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than ~~60~~55 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.
2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper.
 - C. The last publication date of the notice shall be no less than seven (7) days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located. The letters shall identify, at a minimum, the full legal name of the eligible entity which intends to apply for a charter; a contact person's name, full address, daytime telephone number, and e-mail address; the name of the proposed open-enrollment public charter school; and the proposed location of the proposed open-enrollment public charter school.
3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the

leadership and decision-making of the school. As part of your response, please answer the following specific questions:

- A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.
4. Give the mission statement for the proposed open-enrollment public charter school.
 5. Describe the educational need for the school.
 6. Describe the educational program to be offered by the open-enrollment public charter school.
 7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
 8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to ~~transition~~ implement the curriculum to the ~~pending~~ requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.
 9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.
 10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. *(See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)*
 11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that

more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is required by federal court or administrative order, the applicant shall furnish a copy of the order.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.
14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.
15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself.
16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the ~~agreement~~ Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. ~~The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application.~~ If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility shall be as determined by the local code official or state fire marshal.

17. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
 - (A) Any other individual specifically identified by name in Section A of the Application;
 - (B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;

- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:
- A) Guidance Program
 - B) Health Services
 - C) Media Center
 - D) Transportation
 - E) Special Education
 - F) Alternative Education, including Alternative Learning Environments
 - G) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.
~~Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.~~
20. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.
21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**
22. Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facilities utilization ~~Facility use~~ agreement (required)
- Proposed two-year budget estimate using worksheet as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- ~~Lease Agreement as provided (required)~~

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT ~~AND LEASE AGREEMENT~~**

Lessor (Owner): _____

Lessee (Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use
of the facility:

Premises:

_____ address

_____ square footage

Terms of Lease:

Rental Amount:

Contingency:

The terms of this agreement are contingent upon
_____ (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of _____.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Lessor:

By _____

By _____

Date _____

Date _____

Charter School Budget Information

The Budget Worksheet has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Worksheet is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Worksheet:

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education. Please note the funding amounts are based on the 2012-2013 amounts, as the General Assembly has not yet determined the funding amounts for future years.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (~~2012-2013~~ 2013-2014)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6,267.00 State Foundation Funding		
3			
4	No. of Students () x \$42.38 Professional Development		
5	No. of Students () x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is not eligible to receive NSLA funding.*

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	<u>Alternative Education Program/ Alternative Learning Environments:</u>		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

(Budget Continued)

115				
116	Data Processing:			
117	Salaries: (No. of Positions____)	_____		
118	Fringe Benefits	_____		
119	Purchased Services	_____		
120	Supplies and Materials	_____		
121	Equipment	_____		
122	Other (Describe)	_____	\$0.00	
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions____)	_____		
126	Fringe Benefits	_____	\$0.00	
127				
128	Facilities:			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)	_____		
130	<i>Please list upgrades:</i>	_____		
131		_____		
	Utilities (contract for one total year			
132	including facility upgrades)	_____		
	Insurance (contract for one total year			
133	including facility upgrades):			
134	Property Insurance	_____		
135	Content Insurance	_____	\$0.00	
136				
137	Debt Expenditures:	_____	\$0.00	
138	Other Expenditures:			
139	(Describe)	_____	\$0.00	
140				
141	TOTAL EXPENDITURES		<table border="1"><tr><td>\$0.00</td></tr></table>	\$0.00
\$0.00				

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (____) x \$6,267.00 State Foundation Funding		
3			
4	No. of Students (____) x \$42.38 Professional Development		
5	No. of Students (____) x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i> ____)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> ____)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is not eligible to receive NSLA funding.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	<u>Alternative Education Program/ Alternative Learning Environments:</u>		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions___)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions___)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions___)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions___)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions___)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115						
					(Budget Continued)	
116	Data Processing:					
117	Salaries: (No. of Positions____)		_____			
118	Fringe Benefits		_____			
119	Purchased Services		_____			
120	Supplies and Materials		_____			
121	Equipment		_____			
122	Other (Describe)		_____	_____	\$0.00	
123						
124	Substitute Personnel:					
125	Salaries: (No. of Positions____)		_____			
126	Fringe Benefits		_____	_____	\$0.00	
127						
128	Facilities:					
	Lease/Purchase (contract for one total					
129	year including facility upgrades)		_____			
130	<i>Please list upgrades:</i>		_____			
131			_____			
	Utilities (contract for one total year					
132	including facility upgrades)		_____			
	Insurance (contract for one total year					
133	including facility upgrades):					
134	Property Insurance		_____			
135	Content Insurance		_____	_____	\$0.00	
136						
137	Debt Expenditures:		_____	_____	\$0.00	
138	Other Expenditures:					
139	(Describe)		_____	_____	\$0.00	
140						
141	TOTAL EXPENDITURES			<table border="1"><tr><td>\$0.00</td></tr></table>	\$0.00	\$0.00
\$0.00						

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

- 13. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

- 14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

_____ Date: _____
Signature of
President of the Sponsoring Entity Board of Directors

Print or type name

Open-Enrollment Public Charter School Application Checklist

- Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent **must be received by the Charter School Office no later than 4:00 p.m., June 30.**

- Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent **must be received by the local district no later than 4:00 p.m., June 30.** Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.

- Publish the notice of public hearing following these requirements
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.

 - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper.

 - C. The last publication of notice shall be no less than seven (7) days prior to the public meeting.

 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Documentation that these requirements have been met must be included in the charter school application.

- Conduct the public hearing; include results of the public hearing in the charter school application.

- ❑ Additional check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 60-55 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Facilities utilization agreement must be included ~~along with lease agreement (Form Exhibit B)~~
 - ◆ Copy of proposed two-year budget estimate must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Documentation of status as eligible entity must be included
 - ◆ Evidence of parental and community support
 - ◆ Signed statement of assurance page must be included

- ❑ Submit final copies of the charter school application to ADE Charter School Office as follows:
 - 1 original copy with original signatures (unbound)
 - 12 copies of the original (bound/stapled, no notebooks)
 - 1 cd copy in either Microsoft Word or Adobe Acrobat PDF (labeled)

- ❑ Submit final copy of the charter school application to the attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31. Include verification in the form of certified mail receipt and a copy of the letter as attachment in the charter school application.

- ❑ Submit copies of charter school application to the superintendent of all school districts to be affected by the proposed charter school by certified mail by August 31. Include verification in the form of certified mail receipts and a copy of the letter as attachment in the charter school application.

- ❑ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

SUGGESTED LEASE AGREEMENT FORM (Sample)

This Agreement, made this _____ day of _____, between _____, whose address is _____ (the Lessor) and _____, whose address is _____, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises unto Lessee, subject to the terms and conditions contained herein, the following described property situated in _____ County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on _____, and shall extend for a term of _____ [years] [months], ending at midnight on _____. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ _____, payable in _____ equal [monthly] installments of \$ _____ each, to be paid in advance on the first day of _____, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenable condition. If Lessee is deprived of the use of [a substantial portion] [more than _____ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a public charter school and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at _____. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at _____. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action. Lessor agrees that upon the occurrence of any event of default listed in this paragraph, Lessor shall give notice of default to the Arkansas Department of Education, Attn: Legal Services, Four Capitol Mall, Room 404-A, Little Rock, AR 72201.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy

from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasi-public purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school. Lessor agrees to give the State reasonable time and opportunity to remove such assets from the premises upon any event of default or any re-entry or re-letting as allowed by paragraph 11.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas Department of Education and obtain the express approval of the Commissioner of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Commissioner of Education. Any such change without the express approval of the Commissioner of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein. Notwithstanding any other provision herein, the Lessor and Lessee agree that the State of Arkansas, the Arkansas State Board of Education, the Commissioner of Education, and the Arkansas Department of Education are neither parties to nor third-party beneficiaries of this Lease Agreement.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of

the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this _____ day of _____.

Lessor

[Spouse of Lessor]

Lessee

[ACKNOWLEDGMENT]

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new open-enrollment public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of an open-enrollment public charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Eligible entity status:

- Public institution of higher education
- Private nonsectarian institution of higher education
- Governmental entity
- Nonsectarian organization exempt from taxes under Section 501(c)(3)

Status of 501(c) (3) Application Pending/ Approved/Unknown

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; ~~and~~
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school’s governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board’s roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school’s target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks and Common Core Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education’s content standards, benchmarks and performance standards.
- Evidence that the Applicant is prepared to ~~transition its curriculum as necessary to satisfy~~ implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school’s progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation, and does not rely on one-time grants or other funds that are not presently guaranteed.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school’s financial and programmatic operations.

If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities’ compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 18 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present, unless a waiver is being sought:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- ~~A food service plan that will serve all eligible students;~~
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 19 OF APPLICATION: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 20 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school’s education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 1 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A ~~justification of rationale~~ for each and every waiver request; and
- A justification of how the waiver requests relate to the school’s educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 2 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**Arkansas Department of Education
District Conversion or Limited Public Charter Schools**

August 31	Deadline for conversion or limited charter letters of intent to be filed with the ADE.
October 31	Deadline for conversion or limited charter applications to be submitted with letter of support from the school board to the ADE.
January/February	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** or **Limited** Public School Charter

Applicants for district conversion or limited public charter schools are required to send a one (1) page **“Letter of Intent to Apply for a District Conversion or Limited Public School Charter”** to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed charter school;
6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
7. Describe the location of the proposed district conversion or limited public charter school;
8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed district conversion or limited public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages and attachments should be numbered and attachments clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Proposed two-year budget using worksheet provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word or Adobe Acrobat PDF file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after ~~this time~~ 4:00 p.m. on October 31 will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed district conversion or limited public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion or limited public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.
2. Give the mission statement of the proposed district conversion or limited public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion or limited public charter school.
5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to ~~transition~~ implement the curriculum to the ~~pending~~ requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.
7. Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more

students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
9. Describe the manner in which the school will make provisions for the following student services:
 - (A) Guidance Program
 - (B) Health Services
 - (C) Media Center
 - (D) Transportation
 - (E) Food Services
 - (F) Special Education
 - (G) Alternative Education/ALE
 - (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

10. Provide a statement affirming that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.
11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the need rationale for each waiver requested.**

If the application is for a limited public charter school, the only waivers which may be requested are those waivers listed in Ark. Code Ann. § 6-23-601. **This limitation applies only to limited public charter schools.**

13. Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Standards 15, 16, & 17 apply only to applications for limited public charter schools. They do not apply to applications for district conversion public charter schools.

15. **If the application is for a limited public charter school**, describe how the licensed employees of the school will be involved in:
 - A. Developing and implementing a school improvement plan that addresses how the school will improve student learning and meet the state education goals; and
 - B. Identifying performance criteria.
16. **If the application is for a limited public charter school**, describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.
17. **If the application is for a limited public charter school**, describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed two-year budget using worksheet as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)

Charter School Budget Information

The Budget Worksheet has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion or Limited Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Worksheet is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion or Limited Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Worksheet:

The "Number of Students" is the number of students expected to be enrolled in the district conversion or limited public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education. Please note the funding amounts are based on the 2012-2013 amounts, as the General Assembly has not yet determined the funding amounts for future years.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (~~2012-2013~~ 2013-2014)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6,267.00 State Foundation Funding		
3			
4	No. of Students () x \$42.38 Professional Development		
5	No. of Students () x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions___)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions___)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program/ <u>ALE</u> :		
52	Salaries: (No. of Positions___)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions___)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions___)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

(Budget Continued)

115				
116	Data Processing:			
117	Salaries: (No. of Positions____)	_____		
118	Fringe Benefits	_____		
119	Purchased Services	_____		
120	Supplies and Materials	_____		
121	Equipment	_____		
122	Other (Describe)	_____	\$0.00	
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions____)	_____		
126	Fringe Benefits	_____	\$0.00	
127				
128	If Applicable: Facilities			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)	_____		
130	<i>Please list upgrades:</i>	_____		
131		_____		
	If Applicable: Utilities (contract for one total			
132	year including facility upgrades)	_____		
	If Applicable: Insurance (contract for one			
133	total year including facility upgrades):			
134	If Applicable: Property Insurance	_____		
135	If Applicable: Content Insurance	_____	\$0.00	
136				
137	Debt Expenditures:	_____	\$0.00	
138	Other Expenditures:			
139	(Describe)	_____	\$0.00	
140				
141	TOTAL EXPENDITURES		<table border="1"><tr><td>\$0.00</td></tr></table>	\$0.00
\$0.00				

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (____) x \$6,267.00 State Foundation Funding		
3			
4	No. of Students (____) x \$42.38 Professional Development		
5	No. of Students (____) x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i> ____)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> ____)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program/ <u>ALE</u> :		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
	Lease/Purchase (contract for one total year including facility upgrades)	_____	
129			
130	<i>Please list upgrades:</i>	_____	
131		_____	
	Utilities (contract for one total year including facility upgrades)	_____	
132			
	Insurance (contract for one total year including facility upgrades):		
133			
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$0.00

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date: _____

Print or type name

District Conversion or Limited Public Charter School Application Checklist

- Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail. Letter of intent must be received by the Charter School Office no later than 4:00 p.m., August 31.

- Notice of the public hearing shall be:
 - A. Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the district initiated the application; and

 - B. Published in a newspaper having general circulation in the public school district at least three (3) consecutive weeks prior to the date of the meeting.

Documentation that these requirements have been met must be included in the charter school application.

- Conduct the public hearing; include results of the public hearing in the charter school application.

- Additional check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Copy of proposed two-year budget must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Evidence of parental and community support must be included
 - ◆ Signed statement of assurance page must be included

- Submit final copies of the charter school application to ADE Charter School Office as follows:
 - ◆ 1 original copy with original signatures (unbound)
 - ◆ 12 copies of the original (bound/stapled, no notebooks)
 - ◆ 1 cd copy in either Microsoft Word or Adobe Acrobat PDF (labeled)

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new district conversion or limited public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a district conversion or limited charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; ~~and~~
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 2 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A clear description of a plan for school improvement that addresses how the conversion or limited public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school’s target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks and Common Core Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education’s content standards, benchmarks and performance standards.
- Evidence that the Applicant is prepared to ~~transition its curriculum as necessary to satisfy~~ implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for student selection should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which all employees will be held.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address student services.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities’ compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located; and
 - the employees of the public school district where the charter school will be located.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- An explanation of rationale for each and every waiver request; and
- A description justification of how the waiver requests relate to the school’s educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan to involve parents and guardians of students to be enrolled in the school, as well as the broader community, in the process of carrying out the terms of the charter, and
- A description of how parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Standards 15, 16, 17 apply only to limited public charter schools. They do not apply to district conversion charter schools.

STANDARD 15 OF APPLICATION: LICENSED EMPLOYEE INVOLVEMENT

The Licensed Employee Involvement section should describe how licensed employees of the school will be involved in developing and implementing the school improvement plan and in identifying performance criteria.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to involve licensed employees in the process of carrying out the terms of the charter, and
- A description of how licensed employees will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: TEACHER ENHANCEMENT

The Teacher Enhancement section should describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to enhance teacher performance and improve employee salaries; and
- A detailed description of professional opportunities and experiences for professional growth.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 17 OF APPLICATION: STAFFING MODEL

The Staffing Model section should describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel, specifically the qualifications and compensation for each position, and should identify the number of administrative, teaching, and support positions.

Evaluation Criteria:

A response that meets the standard will present:

- A detailed list of job descriptions for all instructional personnel that specifies the qualifications and compensation for each position; and
- A list of the number of administrative positions, teaching positions, and support positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

~~ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED REVISIONS TO THE RULES AND REGULATIONS
GOVERNING SPECIAL EDUCATION EXPENDITURE REQUIREMENTS~~

5.00 SPECIAL EDUCATION

~~5.01 CALCULATING THE MINIMUM EXPENDITURE REQUIREMENT FOR
SPECIAL EDUCATION~~

~~5.01.1 The minimum budgeted expenditure per capita on behalf of special education students must be equal to the expenditure requirement for the most recent fiscal year for which information is available, consistent with maintenance of effort requirements under the federal Individuals with Disabilities Education Act (IDEA).~~

5.02 ELIGIBLE EXPENDITURES

~~5.02.1 MEETING THE MINIMUM EXPENDITURE REQUIREMENT ON BEHALF
OF STUDENTS WITH DISABILITIES~~

~~5.02.1.1 Any expense incurred by a local education agency as a result of providing special education and related services to eligible individuals with disabilities may be budgeted and counted as meeting the expenditure requirement.~~

~~5.02.1.2 Maintenance and operating costs of a district may be charged as special education expenses on a pro-rated basis consistent with the instructions for completing the consolidated state and federal application for the use of funds under the IDEA.~~

~~5.02.1.3 Costs for building and/or upgrading facilities for special education services may be charged as special education expenses on a pro-rated basis consistent with the instructions for completing the consolidated state and federal application for the use of funds under the IDEA.~~

~~5.02.1.4 A local education agency may count for purposes of meeting the minimum expenditure any expenditures for services/supports which *benefit* students with disabilities including, but not necessarily limited to, the following:~~

~~A. Broad-based staff development activities which provide staff with skills and knowledge that will improve instruction for all children.~~

~~B. Instructional materials and supplies, including technology, which will enhance the learning environment and improve instruction for all children.~~

- ~~C. Trained instructional paraprofessionals to increase the ability of the teacher to address the diverse learning and behavioral needs of all students within the classroom or other instructional setting.~~
- ~~D. Specialized staff, such as school psychology specialists and licensed social workers, to increase access to specialized services that may be needed to meet the diverse learning and behavioral needs of all students within a building or district.~~
- ~~E. Specialized services for students with diverse learning and behavioral needs who may not be identified as eligible students under the IDEA.~~
- ~~F. Special Education and related services to eligible students with disabilities, ages 3 to 5 (or kindergarten), may be counted to meet the minimum expenditure requirement.~~
- ~~G. Pre-referral interventions for students not yet identified as eligible students with disabilities under the IDEA.~~
- ~~H. Services for students who are qualified under Section 504 of the Rehabilitation Act of 1973, but who are not eligible under the IDEA.~~
- ~~I. Services and support for students exiting special education services who are no longer receiving services in accordance with an IEP.~~

~~5.03 WAIVER OF STATE AND LOCAL EXPENDITURES FOR COMPLIANCE WITH FEDERAL NONSUPPLANT~~

~~5.03.1 Local education agency applications for federal funds under the IDEA must meet the nonsupplanting requirements in the amendments to the Individuals with Disabilities Education Act (IDEA, 1997).~~

~~5.03.2 Section 613(a)(2)(B) of the 1997 IDEA states: a local educational agency may reduce the level of expenditures where such reduction is attributable to:~~

- ~~A) the voluntary departure, by retirement or otherwise, or departure for just cause, of special education personnel;~~
- ~~B) decrease in the enrollment of children with disabilities;~~
- ~~C) the termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the State educational agency, because the child:
 - ~~(i) has left the jurisdiction of the agency;~~~~

~~(II) has reached the age at which the obligation of the agency to provide a free appropriate public education to the child has terminated; or~~

~~(III) no longer needs such program of special education; or~~

~~D) the termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.~~

~~5.03.3 To qualify for an allowance under 5.03.2(D) a district must incur the cost within a single year rather than amortize the cost against the district's required expenditure as is currently provided within the consolidated application for the use of state and federal funds for special education.~~

Common Core System

1.00 Common Core System

1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing the Common Core System.

1.02 The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code 6-15-1001.

2.00 Purpose of Regulations

2.01 The purpose of these regulations is to insure that all students in Arkansas public schools receive instruction and demonstrate proficiency in a common rigorous core of learning as defined by the Arkansas State Board of Education.

2.02 The purpose of these regulations is to define the common core system required for graduation from Arkansas public schools.

3.00 Definitions

3.01 Career Focus: an area of emphasis based on student career interests

4.00 Common Core System Requirements for Graduation from High School

4.01 All students shall successfully complete the following requirements to be eligible for graduation from a public school in Arkansas:

A. COMMON CORE — 15 UNITS

English — 4 units

Oral Communication — 1/2 unit

Social Studies — 3 units (1 unit of world history, 1 unit of U.S. history, 1/2 unit of civics or government)

Mathematics — 3 units (1 unit of algebra or its equivalent* and 1 unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.)

Science — 3 units (at least 1 unit of biology or its equivalent and 1 unit of a physical science)

Physical Education — 1/2 unit

Health and Safety — 1/2 unit

Fine Arts — 1/2 unit

*A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three-unit requirement

~~B. CAREER FOCUS~~

~~All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.~~

~~C. OTHER ELECTIVES AS DEFINED BY LOCAL DISTRICTS~~

~~Local school districts may require additional units for graduation beyond the 15 common core and the career focus units. These may be in academic and/or technical areas. All common core, career focus and elective units must total at least 21.~~

5.00 Content Standards and Curriculum

~~5.01 For students to achieve proficiency in the common core required for high school graduation, a rigorous common core curriculum shall be established in kindergarten through grade 8 to establish the learning foundation needed for success in a challenging high school curriculum. The Arkansas Curriculum Frameworks shall define the content standards and student learning expectations in the core curriculum, K-12.~~

~~5.02 Students will achieve competency at the local level in the use of computer science and other technologies. Computer science and other technologies shall be tools for learning within the core curriculum system, K-12.~~

~~5.03 State assessment of the common core required by law shall be based on the content standards and student learning expectations in the Arkansas Curriculum Frameworks. Instruction at the local district shall insure that content coverage and levels of rigor prepare students to perform at established acceptable levels on state assessments.~~

6.00 Effective Date for Graduation Requirements

~~The first graduating class who must meet the graduation requirements established in these rules and regulations is the graduating class of the year 2002.~~

7.00 Authority of Rules and Regulations

~~These Rules and Regulations shall replace any other regulatory document on the core curriculum.~~

Arkansas Department of Education
Rules Governing the Development of a
Uniform Budget and Accounting System
June 14, 2004

1.00 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System.

1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under A.C.A. §6-11-105, §6-20-2203 and Act 61 of the Second Extraordinary Session of 2003.

2.00 Purpose

2.01 The purpose of these rules is to set forth the process and procedures for establishing and implementing a uniform budget and accounting system for all public school districts and education service cooperatives.

3.00 Definitions

For purposes of this rule, the following terms shall mean:

3.01 Financial Accounting Handbook—The financial coding and chart of accounts as required by A.C.A. §6-20-2203.

3.02 Arkansas Revisions—The Arkansas financial accounting system developed in compliance with the United States Department of Education, Office of Educational Research and Improvement's Financial Accounting: Classification and Standard Terminology for Local and State School Systems and as required by A.C.A. §6-20-2203.

3.03 Federal Handbook IIR²—the United States Department of Education, Office of Educational Research and Improvement's Financial Accounting: Classification and Standard Terminology for Local and State School Systems.

3.04 Handbook IIR²—is the vernacular of the Arkansas Financial Handbook.

~~3.05 Valid Comparisons—comparisons deemed to be relevant to the subject material in substance and scope.~~

~~3.06 Uniform Budget and Accounting System—a financial chart of accounts consistent with Handbook IIR² and required state and federal reporting for all public school districts, educational cooperatives, and open enrollment charter schools.~~

~~4.00 Process and Procedures for Establishing and Implementing a Uniform Budget and Accounting System~~

~~4.01 The Department shall establish a review committee in cooperation with representatives of the Arkansas Association of School Administrators, the Arkansas School Business Officials, the Arkansas Education Association, the education service cooperatives, and the Legislative Joint Auditing Committee.~~

~~4.02 The review Committee shall establish criteria for evaluating the categories and expenditures identified in Section 5.03 of this Rule.~~

~~4.03 The Review Committee shall make recommendations on a financial handbook for educational cooperatives that outlines appropriate format and codes for expenditures specific to educational cooperatives.~~

~~4.04 The Review Committee shall make recommendations on the development of an annual expenditures report to be submitted to the State Board of Education, the Governor, and Senate and House Interim Committee on Education concerning school and district expenditures as required by law.~~

~~4.05 By December 31, 2004 the Review Committee will submit to the State Board a timeline for implementation of a Uniform Budget and Accounting System.~~

~~4.06 The Review Committee shall ensure all recommendations comply with the requirements of this Rule.~~

~~5.00 Uniform Budget and Accounting System~~

~~5.01 The State Board of Education shall adopt the uniform budget and accounting system.~~

~~5.02 The definitions contained in the Federal Handbook IIR² shall be used for districts and cooperatives so that valid comparisons can be made.~~

~~5.03 The State Board of Education shall adopt by rule the “Arkansas Revisions” to the Federal Handbook IIR².~~

~~5.03.1 These rules shall be developed in cooperation with Arkansas Association of School Administrators, Arkansas Association of School Business Officials, Arkansas Education Association, and Legislative Audit.~~

~~5.03.2 Arkansas Revisions shall include:~~

- ~~(1) Categories to allow reports on separate functions and programs.~~
- ~~(2) Categories of expenditures that each district shall report on for its annual school performance report.~~
- ~~(3) Expenditures shall include total expenditures, instructional, administrative, extracurricular, capitol and debt service expenditures.~~
- ~~(4) Categories of both school and district expenditures on separate functions and programs.~~
- ~~(5) Categories of expenditures that each educational cooperative shall report on its required annual report.~~

~~5.04 A financial handbook shall be developed by the State Board of Education for educational cooperatives that outlines appropriate format and codes for expenditures for educational cooperatives.~~

~~5.05 The Department of Education shall have the authority to analyze and inspect the financial records of any school, school district, or educational cooperative to verify expenditures.~~

~~5.06 By November 1 of each year, the Department shall submit a report to the State Board of Education, the Governor, and Senate and House Interim Committee on Education concerning school and district expenditures as required by law.~~

~~5.07 All rules and revisions shall be adopted and published prior to the start of the fiscal year for which they are applicable.~~

~~ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING WAIVERS FOR SUBSTITUTE TEACHERS
September 2007~~

~~1.00 — REGULATORY AUTHORITY~~

~~1.01 — These rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Waivers for Substitute Teachers.~~

~~1.02 — These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-1004, 6-17-402, 25-15-201 et seq. and Acts 46 and 57 of 2007.~~

~~2.00 — PURPOSE~~

~~2.01 — The purposes of these rules are to improve instruction by ensuring that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year unless that teacher has a bachelor's degree awarded by an accredited college or university or has been licensed to teach by the State of Arkansas, and to establish the procedures for requesting from the State Board of Education, or its designee, a waiver for substitute teachers.~~

~~3.00 — DEFINITIONS — For the purpose of these Rules, the following definitions shall apply:~~

~~3.01 — **Department** means the Arkansas Department of Education.~~

~~3.02 — **Licensed teacher** means any school district employee who is licensed by the ADE Professional Licensure Office.~~

~~3.03 — **Substitute teacher** is defined as the person who takes the place of the contracted licensed teacher on a short-term or long-term basis. Any person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).~~

~~3.04 — **Undue Hardship Situations** means those events which would cause the school district to believe it could not attain compliance with these rules and thus apply to the Arkansas State Board of Education for a waiver.~~

~~4.00 — EMPLOYMENT OF SUBSTITUTE TEACHERS~~

~~4.01 — Since it is sometimes necessary to utilize the services of substitute personnel, school districts should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much~~

~~care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.~~

~~4.02 — A person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).~~

~~4.03 — Substitute teachers assigned to the same class for more than thirty (30) consecutive days during a school year must hold a bachelor's degree awarded by an accredited college or university or be licensed to teach by the State of Arkansas.~~

~~4.03.1 — The school district shall request a waiver to employ a substitute teacher(s) whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.~~

~~4.03.1.1 — School districts shall not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty first (31st) day of instruction.~~

~~4.04 — A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.~~

~~4.05 — This provision shall not apply to non-degreed vocational-technical teachers.~~

~~5.00 — APPROVAL PROCEDURES AND REPORTING OF WAIVERS~~

~~5.01 — Superintendents may apply for a waiver from the Arkansas State Board of Education if the requirements set fourth in Section 4.00 of these rules impose an undue hardship on a school or district.~~

~~5.02 — A written application for waivers shall be submitted to the Department's Assistant Commissioner for Human Resources/Licensure, as soon as an undue hardship is determined by the superintendent. The application letter shall include:~~

~~5.02.1 — A justification of need for the waiver;~~

~~5.02.2 — Documentation that a currently licensed personnel and/or personnel with a bachelor's degree is not available to be employed;~~

~~5.02.3 — Instructional area that will be assigned to the substitute teacher; and~~

~~5.02.4 — The length of time the substitute will be employed.~~

- ~~5.03~~ — ~~Waivers for use of a substitute teacher(s) for longer than thirty (30) days may be granted for only one semester but may be renewed for a second semester. Such waivers are to be submitted immediately once the substitute(s) have been in the classroom for thirty one (31) days.~~
- 5.04 — Applications for waivers shall be reviewed by the Department and presented to the Arkansas State Board of Education for its decision.
- 5.05 — The final decision regarding the granting of the waiver will rest with the Arkansas State Board of Education.
- 5.06 — Any school district granted a waiver will be reported in the Department's annual school district report card.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

TABLE OF CONTENTS

1.0 Regulatory Authority and Purpose 2

2.0 Definitions 3

3.0 Instructional License Requirements
Standard License – Expired or No Previous License. 8
Standard License – Reciprocity 9
Provisional License 10

4.0 Ancillary License Requirements
(School Psychology, Speech Language Pathology,
Clinical Counseling) 11

5.0 Endorsements, Areas and Levels of Licensure 13
Addition of Areas and Endorsements 14
Additional Licensure Plans (ALP) 15

6.0 Administrator License Requirements
Building-Level Administrator License 16
Curriculum/Program Administrator License 18
District-Level Administrator License 20
Administrator Licensure Completion Plan (ALCP) 21

7.0 License Renewal
Professional Development Requirements for Renewal 22
Renewal of Current / Recently Expired Licenses 23
Renewal of Licenses Expired More Than One (1) Year 24
Provisional Licenses 24

8.0 General Provisions for all Licenses 25
Mentoring Requirements 27

9.0 Waivers for Public Schools and School Districts
Contracted Positions 30
Substitute Teachers 32

10.0 Conversion of Existing Initial or Provisional Licenses 34

Appendix A, Areas and Levels of Licensure 37

1.0 Regulatory Authority and Purpose

- 1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-401 *et seq.*, and 25-15-201 *et seq.*
- 1.03 The purposes of these Rules are to:
- 1.03.1 Establish requirements and procedures for the issuance, licensure, relicensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;
 - 1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;
 - 1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;
 - 1.03.4 Implement as a prerequisite to licensure the requirement of college coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; and
 - 1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418.
- 1.04 These Rules provide four pathways to educator licensure:
- 1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;
 - 1.04.2 Completion of an accredited speech-language pathology or school psychology program;
 - 1.04.3 Completion of a master's or higher degree in Counseling; and
 - 1.04.4 Licensure by reciprocity.
- 1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:

- 1.05.1 Completion of the Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program;
 - 1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;
 - 1.05.3 Acceptance into the Teach for America program; and
 - 1.05.4 Completion of a master’s degree in teaching from an accredited teacher preparation program at an accredited college or university.
- 1.06 In addition to the pathways contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department’s requirements and who:
- 1.06.1 Hold a bachelor’s or higher degree in the career or technical area to be taught; or
 - 1.06.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

2.0 Definitions

For the purposes of these Rules:

- 2.01 “Accredited College or University” means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- 2.01.1 In addition to any approvals required under these Rules, institutions of higher education may be subject to other applicable laws or regulations, including without limitation Ark. Code Ann. § 6-61-301 et seq. and the Policies, Rules, and Regulations of the Arkansas Higher Education Coordinating Board.
- 2.02 “Accredited Speech-Language Pathology or School Psychology Program” means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:
- 2.02.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

- 2.02.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or
- 2.02.3 Approved by the National Association of School Psychologists; or
- 2.02.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- 2.03 “Accredited Teacher Preparation Program” means a teacher preparation program that is:
- 2.03.1 Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or
- 2.03.2 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or
- 2.03.3 Approved by the licensing authority of a state government.
- 2.04 “Additional Licensure Plan (ALP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.
- 2.05 ”Administrator License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:
- 2.05.1 Curriculum/Program Administrator – A school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:
- 2.05.1.1 Special Education;
- 2.05.1.2 Gifted and Talented Education;
- 2.05.1.3 Career and Technical Education;
- 2.05.1.4 Content Area Specialist, in a licensure content area;
- 2.05.1.5 Curriculum Specialist; or
- 2.05.1.6 Adult Education;

2.05.2 Building-Level Administrator – A Principal, Assistant Principal, or Vice Principal in an Arkansas public school or in the Arkansas Correctional Schools;

2.05.3 District-Level Administrator – A superintendent, assistant/associate superintendent, or deputy superintendent.

2.06 “Administrator Licensure Completion Plan (ALCP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.

2.07 “Ancillary License” means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist, Speech Language Pathologist, or Clinical Counseling Specialist.

2.08 “Beginning Administrator” means an individual who:

2.08.1 Holds an Administrator License and has less than one (1) year of public administrative experience, not including student internship; or

2.08.2 Is employed as an administrator under an ALCP and waiver by a public school district, open-enrollment public charter school, or other organization.

2.09 “Department” means the Arkansas Department of Education.

2.10 “Endorsement” means a teaching or administrative licensure area which may be added only to an existing Standard License and may not be issued as a first-time license.

2.11 “Exception Area Endorsement” means an endorsement which may be added to a Standard License only by:

2.11.1 The completion of a program of study; or

2.11.2 Reciprocity recognition of a license endorsement from another state or country.

2.12 “Good Standing” means, for the purpose of reciprocity, that:

2.12.1 There are no ethics or similar proceedings pending against a licensee;

- 2.12.2 The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any; and
- 2.12.3 The license is current in the licensing state or country.
- 2.13 “Highly-Qualified Teacher” means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.
- 2.14 “Internship” means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.
- 2.14.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.
- 2.14.2 A separate internship is required for each administrative area and level sought.
- 2.15 “Level of Licensure” means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 2.16 “Licensure Content Area” means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.
- 2.17 “Novice Teacher” means a licensed teacher employed under an employment contract with a public school or district who:
- 2.17.1 Has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching; and
- 2.17.2 Has been assigned lead responsibility for a student’s learning in a subject/course with aligned performance measures.
- 2.18 “Out-of-Area Position” means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.
- 2.19 “Portfolio” means a collection of evidence, tied to each of the Arkansas Administrator Licensure Standards, that reflects the competencies of the candidate with regard to the Standards, as required by a program of study.

- 2.19.1 A separate portfolio is required for each area and level of administrator licensure sought.
- 2.19.2 A portfolio must be assessed by:
- 2.19.2.1 The program of study faculty; and
 - 2.19.2.2 At least one external evaluator who is a practicing or former school administrator, holding a current administrator license, who is not employed by the college or university offering the program of study.
- 2.20 “Program of Study” means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement, licensure content area, or level of licensure, and is:
- 2.20.1 Provided by one (1) or more accredited colleges or universities;
 - 2.20.2 Aligned with Arkansas licensure standards; and
 - 2.20.3 Approved by the Department.
- 2.21 “Provisional License” means a temporary one-year license, issued by the State Board, which allows the license holder to teach in Arkansas public schools. For the purpose of these Rules, “Provisional License” does not include a provisional license issued pursuant to the Department’s Rules Governing the Non-Traditional Licensure Program.
- 2.22 “Reciprocity” means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.
- 2.23 ”Standard License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools.
- 2.23.1 “Standard License” includes an Advanced License issued pursuant to the Department’s Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007).
- 2.24 “Standard License Equivalent” means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state’s public schools and is in good standing with the licensing state.
- 2.25 “State Board” means the Arkansas State Board of Education.

2.26 “Successful Completion” means, solely in relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license:

2.26.1 Maintaining a minimum grade-point average (GPA) of 2.50 for undergraduate-level coursework; and

2.26.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework.

2.27 ”Waiver” means an approval granted by the Department allowing a public school district or open-enrollment public charter school to employ:

2.27.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or

2.27.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) days during one (1) semester.

3.0 Instructional License Requirements

Standard License – Traditional (Expired or No Previous License)

3.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.01.2 Documentation that the applicant has successfully completed all background checks required by the Department’s Rules Governing Background Checks and License Revocation;

3.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.01.4 An official transcript from an accredited college or university documenting an awarded bachelor’s degree or higher;

3.01.5 Documentation of successful completion of an accredited teacher preparation program;

- 3.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;
- 3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;
- 3.01.5.3 An applicant who has never been licensed and whose most recent education degree or teacher preparation program was completed more than ten (10) years before the date of application shall be required to complete a program of study as determined by an accredited teacher preparation program;
- 3.01.6 For an applicant seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and
- 3.01.7 For an applicant holding an expired license from another state or country, a copy of the expired license.

Standard License - Reciprocity

- 3.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from and in good standing with another state or country:
- 3.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;
- 3.02.3 A copy of the out-of-state or out-of-country license(s) held by the applicant;
- 3.02.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.02.4.1 This requirement shall be waived upon the receipt of all test scores required for licensing in a licensing state;

3.02.4.2 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;

3.02.5 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;

3.02.6 Documentation of one (1) of the following:

3.02.6.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;

3.02.6.2 Successful completion of an accredited teacher preparation program; or

3.02.6.3 Current certification from the National Board of Professional Teaching Standards; and

3.02.7 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

3.02.8 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.

Provisional License

3.03 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

3.03.1 Submits a completed application for Provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.03.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and

3.03.3 Meets all of the requirements of Sections 3.01 or 3.02 of these Rules except for:

3.03.3.1 Successful completion of Arkansas History coursework required by 3.01.5 or 3.02.7; or

3.03.3.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 3.01.3 or 3.02.4.

4.0 Ancillary License Requirements

4.01 The Office of Educator Licensure shall issue an Ancillary License in Speech Language Pathology, School Psychology, or Clinical Counseling upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

4.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

4.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology, School Psychology, or Guidance Counseling as mandated by the State Board; and

4.01.4 Documentation of one (1) of the following:

4.01.4.1 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:

4.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program; or

4.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association;

4.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, Counseling, or Psychology, and successful completion of a graduate-level, accredited School Psychology program; or

4.01.4.3 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Counseling.

4.02 The Ancillary License in Clinical Counseling is an alternative pathway to licensure for individuals who desire to work as a school counselor but lack the classroom teaching licensure required for a counseling endorsement.

4.02.1 An individual holding an Ancillary License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by meeting the criteria of Section 4.03 of these Rules.

4.03 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an Ancillary License only upon receipt of the following from an applicant:

4.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.03.2 An official transcript documenting the successful completion of:

4.03.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; or

4.03.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program;

4.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board; and

4.03.4 Documentation of the licensed experience, if any, required by these Rules for the licensure content area, endorsement, or level of licensure sought.

4.04 Notwithstanding the requirements of Section 4.03, an individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.

5.0 Endorsements, Areas and Levels of Licensure

5.01 Except as otherwise provided herein, a Standard License shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

5.01.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

5.01.1.2 An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and does not conform to an Arkansas-approved licensure content area or endorsement.

5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.

5.01.3 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement or level is current.

5.01.4 Only the content areas, levels, or endorsements specifically listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

Addition of Areas and Endorsements

5.02 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

5.02.1 A completed application for addition of area, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;

5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and

5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.

5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:

5.03.1 Adding any exception area endorsement to any license;

5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, K-12, or P-12;

5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K, K-12, or P-12;

5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, K-12, or P-12;

5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, or P-8; and

5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.

5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.

5.05 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license or career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:

5.05.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.05.2 An official transcript documenting the successful completion of:

5.05.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; or

5.05.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; and

5.05.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.

Additional Licensure Plans (ALP)

5.06 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with

payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

5.06.1 An ALP is valid for a maximum of three (3) years and is not renewable.

5.06.2 An ALP requiring a program of study shall remain valid only so long as the applicant:

5.06.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

5.06.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of program-of-study coursework in both the second and third years.

5.06.3 An ALP requiring testing only shall remain valid only so long as the applicant:

5.06.3.1 Successfully completes in the first year of the ALP the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

5.06.3.2 Successfully completes in the first year of the ALP a minimum of six (6) hours of coursework in the content area at an accredited college or university.

5.06.4 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of this Section 5.06.

5.06.5 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

6.0 Administrator License Requirements

Building-Level Administrator License

6.01 The Office of Educator Licensure shall issue a Building-Level Administrator License upon receipt of the following from an applicant holding an existing Arkansas Standard License:

- 6.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 6.01.2 Documentation that the applicant has successfully completed any background checks required by the Department’s Rules Governing Background Checks and License Revocation;
- 6.01.3 An official transcript documenting an awarded master’s or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;
- 6.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution’s Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;
- 6.01.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;
- 6.01.4 If the master’s degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include a portfolio and an internship with adequate and substantial experiences at both the K-6 and 7-12 levels.
- 6.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and
- 6.01.6 Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, school counselor, or library media specialist.
- 6.01.6.1 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 6.01.6.2 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, School Psychology Specialist, or Clinical Counseling Specialist shall not count towards this experience requirement.

6.01.6.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

6.01.6.4 Teaching experience in a career and technical education areas as recognized by the State Board may satisfy this requirement only if the area taught is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education.

Curriculum/Program Administrator License

6.02 The Office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

6.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.02.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;

6.02.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

- 6.02.4 An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship and portfolio;
- 6.02.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;
- 6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:
- 6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;
- 6.02.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;
- 6.02.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the area is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education;
- 6.02.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;
- 6.02.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or
- 6.02.6.6 Adult Education – Classroom teaching experience in the area of adult education.
- 6.02.6.7 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 6.02.6.8 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

District-Level Administrator License

6.03 The Office of Educator Licensure shall issue a District-Level Administrator License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

6.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.03.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.03.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.03.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.03.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship and portfolio;

6.03.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

6.03.6 Documentation of at least four (4) years of licensed experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building-level administrator experience; and

6.03.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

6.03.7.1 One (1) year of experience is defined as requiring a minimum of one hundred twenty (120) days of full-time work, in a single

school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

6.03.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

Administrator Licensure Completion Plan (ALCP)

6.04 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

6.04.1 Submits a completed application for an ALCP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;

6.04.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency or organization; and

6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:

6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;

6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or

6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.

6.04.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:

6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and

6.04.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by 6.01.4, 6.02.4, or 6.03.4.

6.04.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

6.04.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

7.0 License Renewal

Professional Development Requirements for License Renewal

7.01 Except as specifically provided herein, no license issued by the State Board may be renewed unless the following requirements of this Section 7.01 are met.

7.01.1 Every individual holding a license issued by the State Board shall document completion of sixty (60) or more hours of approved professional development each year, as required by the Department's Rules Governing Professional Development.

7.01.2 Professional development completion may be documented by:

7.01.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

7.01.2.2 Submitting proof of completion of professional development hours attended.

7.01.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

7.01.4 A retired teacher who returns to licensed employment shall complete sixty (60) hours of professional development within the school year of the return to employment and in each year thereafter while employed in a licensed position.

7.01.5 As part of the required professional development hours, a licensee shall document completion, no more than twelve (12) months prior to renewal, of the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development.

Renewal of Current / Recently Expired Licenses

7.02 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

7.02.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.02.3 Documentation of professional development completion, as required by Section 7.01.

7.02.4 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

7.03 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:

7.03.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, open-enrollment public charter school, education service cooperative, or the Department;

7.03.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

7.03.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 7.01 and 7.02.2.

Renewal of Licenses Expired More Than One (1) Year

7.04 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

7.04.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.04.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.04.3 Documentation of completion of sixty (60) or more hours of approved professional development.

7.04.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

Provisional Licenses

7.05 The Office of Educator Licensure shall issue a non-renewable Provisional License to a licensee who holds a current or expired Standard, Ancillary, or Administrator License, and who:

7.05.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and

7.05.3 Meets all of the requirements of Sections 7.02 or 7.04 of these Rules except for verification of professional development as required by Section 7.01, or coursework and assessment(s) as required by Section 7.04.4.

7.05.4 The Provisional License may be converted to a **Standard**, **Ancillary**, or Administrator License upon the submission of:

7.05.4.1 Written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License; and

7.05.4.2 Documentation of completion of any coursework or assessment(s) required by Section 7.04.4 of these Rules.

7.06 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

8.0 General Provisions for all Licenses

8.01 A **Standard**, **Ancillary**, or Administrator License shall be a renewable license, valid for a period of five (5) years. Except as provided below, a license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

8.01.1 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's **Standard** License.

8.01.2 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.

8.01.3 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.

8.01.4 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.

8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.

8.03 A **Standard**, **Ancillary**, or Administrator License may reflect the highest earned degree awarded to the licensee in:

- 8.03.1 Education, if the degree was awarded by an accredited teacher education program;
 - 8.03.2 Educational Leadership, if the degree was awarded by an accredited college or university;
 - 8.03.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;
 - 8.03.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or
 - 8.03.5 A licensure content area, if the degree was awarded by an accredited college or university.
- 8.04 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:
- 8.04.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.
 - 8.04.2 The credential evaluation agency shall:
 - 8.04.2.1 Complete a course-by-course evaluation of the applicant's transcript;
 - 8.04.2.2 Indicate the applicant's major area of study;
 - 8.04.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;
 - 8.04.2.4 Document whether the out-of-country professional preparation is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;
 - 8.04.2.5 Indicate the areas of licensure represented by the out-of-country license; and
 - 8.04.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.

- 8.04.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.
- 8.05 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development within twelve (12) months of:
- 8.05.1 The individual's first-time licensure; and
- 8.05.2 All subsequent renewals of a license.
- 8.06 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 8.07 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 8.07 will be null and void.
- 8.08 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend and or rescind any license that has been issued in error.

Mentoring Requirements for Novice Teachers and Beginning Administrators

- 8.09 Every novice teacher and beginning administrator employed in a public school or other public educational setting shall participate in mentoring for no less than one (1) year.
- 8.09.1 Mentoring for a novice teacher shall consist of a certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- 8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.
- 8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.
- 8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.

8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.

8.10 Every Arkansas public school district or open-enrollment public charter school that employs a novice teacher or beginning administrator shall:

8.10.1 Notify the Office of Educator Effectiveness, no later than August 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;

8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;

8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;

8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the school or district;

8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:

8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/mentor pairs employed by the school or district;

8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring; and

8.10.2.3 A Professional Growth Plan for each novice teacher and each beginning administrator;

8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:

8.10.3.1 Has a compatible background in licensure content area and level of licensure;

8.10.3.2 Is trained and certified in the state-adopted mentoring model; and

8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;

8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis, including the requirement that the mentor teacher be located in the same building;

8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;

8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;

8.10.5 Release mentors, novice teachers, beginning administrators, and the induction project director to attend initial mentor training and any mandatory statewide orientation or informational meetings held by the Department;

8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together, averaging a minimum of two (2) hours every two (2) weeks;

8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development;

8.10.7.1 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for each novice teacher and shall provide feedback focused on increased professional growth;

8.10.8 Notify the Office of Educator Effectiveness, via the Office's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and

8.10.9 Submit, via the Office's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 30 of each year;

8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department;

8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district's mentoring program by reviewing all mentoring documentation.

8.11.1 All required mentoring and observation documentation shall be collected and retained by the induction project director.

8.11.2 At the completion of the mentoring cycle, all observation forms shall become the sole possession of the novice teacher.

8.11.3 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

8.12 School districts or open-enrollment public charter schools that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for this purpose includes without limitation:

8.12.1 Failure to register all mentors, novice teachers, and beginning administrators with the Office of Educator Effectiveness;

8.12.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentors and novice teachers or beginning administrators; and

8.12.3 Failure to submit all appropriate documentation.

9.0 Waivers for Public Schools and School Districts

Contracted Positions (ALP/ALCP)

9.01 Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued to the school pursuant to this Section 9.0.

9.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

9.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an ALP or ALCP towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

9.01.3 Notwithstanding the other provisions of this Section 9.0, if the State Board or the Commissioner of Education order the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

9.02 The Office of Educator Licensure may grant a public school, agency, or organization a one (1)-year waiver of the requirements of Section 9.01 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

9.03 A request for waiver shall be submitted by the superintendent of the public school district or director of the open-enrollment public charter school and shall include:

9.03.1 A listing of all licensed employees employed by the district or charter school, including for each licensed employee:

9.03.1.1 Social Security number;

9.03.1.2 Current licensure area(s);

9.03.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

9.03.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

9.03.1.5 All prior school years in which the employee was employed in an out-of-area position;

9.03.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee, including job advertisements. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

9.03.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

9.03.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 5.06.2, 5.06.3, or 6.04.4.

9.04 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ALCP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

9.05 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) school days after the date of the assignment.

9.05.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

9.06 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

9.07 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.

9.07.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

9.07.1.1 Be a high school graduate; or

9.07.1.2 Hold a graduate equivalent degree (G.E.D.).

9.07.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the same class during a school year unless the substitute teacher instructing the class has:

9.07.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

9.07.2.2 An educator license issued by the State of Arkansas.

9.07.3 A public school shall request a waiver to employ a substitute teacher whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

9.07.4 A public school may not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty-first (31st) day of instruction.

9.07.5 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.

9.07.6 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) school days after the date of the assignment.

9.07.7 This section 9.07 shall not apply to non-degreed vocational-technical teachers.

9.08 The superintendent of a public school district or director of an open-enrollment public charter school may apply for a waiver from the Arkansas State Board of Education if the requirements set forth in Section 9.07 impose an undue hardship on the school or district.

9.08.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:

9.08.1.1 A justification of need for the waiver;

9.08.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;

9.08.1.3 Instructional area that will be assigned to the substitute teacher, and

9.08.1.4 The length of time the substitute will be employed.

9.08.2 Waivers for use of a substitute teacher for longer than thirty (30) days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

9.08.3 Applications for waivers shall be reviewed by the Department and presented to the State Board of Education for its decision.

9.08.4 The final decision regarding the granting of this waiver will rest with the State Board of Education.

9.08.5 Any school district or open-enrollment public charter school granted this waiver will be reported in the Department's annual school district or school report card.

10.0 Conversion of Existing Initial or Provisional Licenses

10.01 A licensee holding a current Initial Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

10.01.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.

10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.

10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) or pursuant to the Department's Rules Governing Teacher Licensure by Reciprocity (eff.

Sept. 2009 or June 2012) may obtain a Standard License upon the submission of the following:

10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;

10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

10.03.5 Documentation of the successful completion of any professional development or other coursework required to meet renewal requirements.

10.04 A licensee holding a current Initial Administrator License issued by the State Board pursuant to the Department's Rules Governing Initial and Standard/Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may obtain a Standard Administrator License upon the submission of the following:

10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and

10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.

10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the

Department, and in accordance with the prior rules under which the Plan was approved.

10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

Appendix A: LEVELS AND AREAS OF LICENSURE

AS AN INITIAL LICENSURE AREA

AS AN ADD-ON TO STANDARD LICENSE

LICENSURE CONTENT AREA	AS AN INITIAL LICENSURE AREA							AS AN ADD-ON TO STANDARD LICENSE						
	B-K	K-6	4-8	7-12	K-12	4-12	PS	B-K	K-6	4-8	7-12	K-12	4-12	PS
<u>ECH/SP.ED INTEGRATED</u>	X							X						
<u>ELEMENTARY</u>		X							X					
**MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCIAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INTIAL LICENSURE. ANY AREA MAY BE ADDED INDIVIDUALLY TO A STANDARD LICENSE.			X							X				
<u>LIFE SCIENCE</u>					X							X		
<u>PHYSICAL SCIENCE</u>					X							X		
<u>EARTH SCIENCE</u>												X		
<u>ENGLISH LANG ARTS</u>					X							X		
<u>SOCIAL STUDIES</u>					X							X		
<u>PHYSICS/MATHEMATICS</u>					X							X		
<u>MATHEMATICS</u>					X							X		
<u>BUSINESS TECHNOLOGY</u>							X							X
<u>MARKETING TECHNOLOGY</u>					X							X		
<u>AGRICULTURE SCIENCE & TECH</u>					X							X		
<u>FAMILY & CONSUMER SCIENCE</u>					X							X		
<u>INDUSTRIAL TECHNOLOGY</u>					X							X		
<u>DRAMA</u>					X							X		
<u>SPEECH</u>					X							X		
JOURNALISM												X		
<u>ART</u>						X			X			X		
<u>VOCAL MUSIC</u>						X			X			X		
<u>INSTRUMENTAL MUSIC</u>						X			X			X		
<u>DRAMA / SPEECH</u>						X							X	
<u>PHYSICAL EDU / HEALTH</u>						X			X			X		
<u>* SPECIAL EDUCATION</u>						X							X	
<u>* VISUAL SPECIALIST</u>						X							X	
<u>* HEARING SPECIALIST</u>						X							X	
<u>FOREIGN LANGUAGES</u>						X			X			X		
<u>* LIBRARY MEDIA SCIENCE</u>						X						X		
* GUIDANCE & COUNSELING						X						X		
<u>* ADULT EDUCATION</u>								X						X

*THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

**SIX (6) HOURS OF READING AND THREE (3) HOURS ARKANSAS HISTORY MUST BE DOCUMENTED ON AN OFFICIAL TRANSCRIPT WHEN ADDING THIS AREA OF LICENSURE BY TESTING OUT.

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

ADD-ON TO A STANDARD LICENSE

<u>EXCEPTION AREA ENDORSEMENTS</u>	B-K	K-6	5-6	8	K-12
<u>LIBRARY MEDIA SPECIALIST</u>					<u>X</u>
<u>READING SPECIALIST</u>					<u>X</u>
<u>GUIDANCE & COUNSELING</u>					<u>X</u>
<u>GIFTED & TALENTED</u>					<u>X</u>
<u>ENGLISH AS A SECOND LANGUAGE</u>					<u>X</u>
<u>EDUCATIONAL EXAMINER</u>					<u>X</u>
<u>COACHING</u>					<u>X</u>
<u>INSTRUCTIONAL FACILITATOR</u>					<u>X</u>
<u>GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)</u>			<u>X</u>		
<u>ALGEBRA 1 FOR GRADE 8</u>				<u>X</u>	
<u>AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)</u>	<u>X</u>				
<u>CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)</u>		<u>X</u>			

EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN AND IN THESE RULES FOR THE AREA BEING ADDED. ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE.

<u>EDUCATIONAL LEADERSHIP & SUPERVISION</u>	K-12
<u>DISTRICT ADMINISTRATOR</u>	<u>X</u>
<u>BUILDING ADMINISTRATOR</u>	<u>X</u>
<u>CURRICULUM PROGRAM ADMINISTRATOR</u>	<u>X</u>

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED IN THESE RULES, AND ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.

<u>ANCILLARY STUDENT SERVICES</u>	K-12
<u>SCHOOL PSYCHOLOGY SPECIALIST</u>	<u>X</u>
<u>SPEECH LANGUAGE PATHOLOGY</u>	<u>X</u>
<u>CLINICAL COUNSELING SPECIALIST</u>	<u>X</u>

AN ANCILLARY LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE. AN ANCILLARY LICENSE IN SCHOOL PSYCHOLOGY SPECIALIST OR SPEECH LANGUAGE PATHOLOGIST MAY BE OBTAINED AS AN ADD-ON TO A STANDARD LICENSE.

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

NO OTHER AREA OR LEVEL OF LICENSURE CAN BE ADDED TO AN ANCILLARY LICENSE BY TESTING OUT.

REQUIREMENTS FOR ANCILLARY LICENSURE CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART FOR TESTING OUT

<u>INITIAL LICENSURE LEVEL</u>	<u>LICENSURE LEVEL TO TEST OUT OF</u>					
	<u>B-K</u>	<u>K-6</u>	<u>4-8</u>	<u>4-12</u>	<u>7-12</u>	<u>K-12</u>
<u>B-K</u>		<u>X</u>				
<u>P-4</u>		<u>X</u>	<u>X</u>			
<u>K-6</u>			<u>X</u>			
<u>1-6</u>		<u>X</u>	<u>X</u>			
<u>4-8</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>SPECIAL ED P-4</u>		<u>X</u>	<u>X</u>			
<u>SPECIAL ED 4-12</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>7-12</u>			<u>X</u>	<u>X</u>	<u>X</u>	
<u>P-8</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
<u>K-12</u>					<u>X</u>	<u>X</u>
<u>P-12</u>					<u>X</u>	<u>X</u>

EDUCATORS WITH AN INITIAL LEVEL OF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE "X".

EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE ADDED TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.

EXCEPTION AREA *ENDORSEMENTS*, *SPECIAL EDUCATION*, *EDUCATIONAL LEADERSHIP & SUPERVISION*, *ANCILLARY LICENSES*, AND *CAREER AND TECHNICAL AND ADULT EDUCATION* CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.

EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.

WHEN TESTING OUT OF ELEMENTARY K-6 OR MIDDLE CHILDHOOD 4-8, THE EDUCATOR MUST DOCUMENT SIX (6) HOURS OF READING (DIAGNOSIS OF READING PROBLEMS AND METHODS OF TEACHING READING) AND THREE (3) HOURS OF ARKANSAS HISTORY ON AN OFFICIAL TRANSCRIPT.

NOTE: PROGRAMS OF STUDY RELATED TO NEW/REVISED LEVELS AND AREAS OF LICENSURE WILL BE IMPLEMENTED BEGINNING FALL 2014.

Changes Made After First Public Comment Period

All provisions related to the “Advanced License” have been deleted from the proposed Rules, because the Advanced License is merely an enhanced designation and provides no tangible benefit or advantage to those holding it. Changes to effect this deletion were made to sections **2.04, 2.06**, former section **2.07**, new section **2.23.1**, former section **3.04, 5.01, 5.02, 5.06, 6.01, 6.02, 7.02, 7.03, 7.04, 7.05, 7.05.4, 8.01**, former section **8.01.2**, and **8.03**.

Throughout the rule, the term “Ancillary Standard License” has been changed to “Ancillary License” to eliminate confusion with the Standard License. Changes to effect this replacement were made to sections **2.07** (formerly **2.08**), **4.01, 4.02, 4.03, 4.04, 7.02, 7.03, 7.04, 7.05, 7.05.4, 8.01**, and **8.03**.

Section **1.06** has been clarified to explicitly state that eligibility for a career/technical permit is subject to the requirements promulgated by the Arkansas Department of Career Education.

Section **2.01.1** has been added to provide notice that institutions of higher education offering coursework or degree programs in Arkansas are required by other law to obtain approval from the Arkansas Department of Higher Education.

Section **2.10** has been modified to return the definition of “Endorsement” to its definition under current rules. New section **2.11** has been added to define the term “Exception Area Endorsement” to distinguish those endorsements that may not be added by testing out.

Section **2.12** has been clarified to make explicit that the term “Good Standing” relates only to licenses by reciprocity.

Section **2.18** has been clarified to make explicit that an unlicensed individual in a licensed position is in an “Out-of-Area Position”.

Section **2.19** has been revised to redefine “Portfolio” in accordance with public comments.

Section **2.20.1** has been clarified to make explicit that coursework in a program of study may be taken at multiple institutions of higher education.

The provisions of the Department’s current Rules Governing Waivers for Substitute Teachers have been incorporated into this Rule by the addition of new sections **2.27.2, 9.07**, and **9.08**.

New sections **4.03.2.2** and **5.05.2.2** have been added to clarify that an Ancillary License holder may obtain a Standard License by completing the Department’s Non-Traditional Licensure Program.

New section **4.03.4** has been added to clarify that the provision of **4.03** do not override or replace any other provision of these Rules that requires a particular amount of licensed experience before receiving a license.

Sections **4.04**, **6.02**, and **6.02.6.1** have been revised to allow individuals holding an Ancillary License in School Psychology to be eligible for a Curriculum/Program Administrator License in Special Education, so that School Psychologists will have the same advancement opportunities as Speech-Language Pathologists.

Sections **5.01.1.3** and **10.03.5** have been reworded for clarity.

Former section **5.05** has been deleted to eliminate the requirement that applicants for the Guidance & Counseling endorsement have two or more years of classroom teaching experience.

Section **6.01.4** has been amended to require only one internship, rather than two, for individuals seeking a K-12 building-level administrator license.

Sections **6.01.6.3** and **6.02.6.8** have been revised to limit the number of years of experience in the Department or an educational service cooperative which may be counted towards the experience requirements for an administrator license.

Sections **6.02.3** and **6.02.6.3** have been modified, and new section **6.01.6.4** added, to clarify the requirements for administrative licensure of individuals holding a Career & Technical Permit issued under the regulations of the Arkansas Department of Career Education.

Sections **7.04.3** and **7.04.4** have been revised to simplify the requirements to renew an expired license by requiring professional development only, rather than college coursework and assessments.

Section **8.10.3.4** has been revised to clarify that the Department may waive the requirement that a mentor teacher be located in the same teacher as the novice teacher.

Section **8.12** has been clarified to make explicit that the mentoring requirements apply to open-enrollment public charter schools as well as traditional public school districts.

Former section **9.01.3**, which allowed the Commissioner to temporarily appoint an unlicensed individual as a superintendent on the request of a local board of directors, has been deleted in response to public comment.

Section **9.03.2** has been clarified to make explicit that a school district must advertise a job vacancy before applying for a waiver for that position.

Section **10.03** has been modified to provide for the conversion of existing provisional licenses issued pursuant to the Department's current Rules Governing Teacher Licensure by Reciprocity.

Appendix A, “Levels and Areas of Licensure”, has been revised to:

- Allow the Early Childhood/Special Education Integrated License Area (B-K) to be added to any existing license, not just the K-6 license;
- Allow any one 4-8 area to be added to an existing license, rather than requiring the addition of 2 areas at a time;
- Separate the areas of Life Science and Earth Science;
- Add Journalism as an area that may be added by testing out;
- Convert the Library Media Science license to a K-12 license;
- Allow Guidance & Counseling to be obtained as an initial license area;
- Add explanatory notes;
- Replace the term “Added Endorsement” with “Exception Area Endorsement”;
- Change the P-12 Exception Area Endorsements and Ancillary Areas to K-12; and
- Correct typographical errors.

Public Comments: Rules Governing Educator Licensure – June - July 2012

Date, Name, Affiliation	Section & Comment
June 19, 2012 Anonymous E-Mail	I support the proposed change in law. I feel that it is a positive change. The speech pathologist in our school district mimics my job as a classroom teacher. 70% of her day consists of instructional time. She is involved in co-teaching and spends time in the classroom teaching lessons.
June 20, 2012 Monica Rawlinson	I am definitely in favor of Speech Pathologist adding school counseling to their current teaching certificate. The job role of the Speech Pathologist is closely related to that of a classroom teacher's role. SLP's are qualified and trained in normal child development. In fact, some of the undergraduate courses that are required for a SLP degree are Normal Language Development, Language Acquisition, and Phonetics. I am a first grade classroom teacher with a Bachelor's degree in Communication Disorders. I received my teaching certificate through the Non-Traditional Program. I feel that my background in Speech Language Disorders has contributed to my success in helping children.
June 20, 2012 Joseph Rawlinson	I am in support of letting a SLP add Counseling to their current licensure.
June 20, 2012 Cathy Reeves, Genoa Central Elementary School	I support speech pathologist adding counseling certification. School based speech pathologists experience classroom settings and log many hours with students, behavior, and the education process.
June 21, 2012 Tricia Hudson	Speech Pathologist should be allowed to seek a counseling license in Arkansas. This law should be changed. Arkansas is one of three states where this law still exists.
June 21, 2012 Anonymous E-Mail	I see no reason why a speech pathologist should be limited in adding areas of licensure, such as counseling, pending a course of study and testing in that area.
June 21, 2012 Vicki Jewell	I believe an individual, who is employed as a speech pathologist, should be allowed to become a school counselor as long as they meet the requirements set before them. They should not be penalized in adding areas of endorsements just because they are a speech pathologist - or - be told they cannot add areas.
June 25, 2012 Dr. Vicki Hall, Greenwood School District	<p>3.04– Are there advantages for adding “Advanced License” to a license?</p> <p>5.01.1.3- Will there be a finding against the school on the accreditation report if the reciprocated endorsement is not an approved AR licensure content area or endorsement? OR will this not be an option for any course codes since it would not be an approved AR licensure content area or endorsement?</p> <p>5.03- Does this mean that a person with a P-12 PE endorsement could test out to add calculus to their license, but would be required to through a program of study to add middle school math endorsement because middle level requires six hours of reading?</p> <p>Would a General Science or Earth/Life endorsement be sufficient for a 9th grade physics teacher, rather than requiring a physical science endorsement?</p> <p>7.04- Would sixty hours of relevant PD suffice for renewal, rather than six hours of coursework or passing the test.</p> <p>7.04.4.2- If testing is an option, why would candidate not be able to take the same test they passed prior to</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>expiration? It seems that if a candidate knows the content, that should suffice.</p> <p>8.05 -Child Maltreatment: It makes sense to require candidates to complete child maltreatment/teen suicide/ethics/parental involvement/AR History, etc. training prior to being issued an “initial” or “provisional” license. This would eliminate the “tracking” nightmare. Perhaps this could be included with section 8.09.3 with mentor/novice teacher time.</p> <p>8.11.3 -Consider adding “cognitively” along with “physically or emotionally” so if a mentor recognizes a deficit in a novice teacher’s ability, it could be brought to the attention of an administrator to be addressed.</p> <p>9.01.4- Define “out-of-area positions”: Does this mean anyone, whether they have any type of license or not? Business person? Prior administrator whose license has expired?</p> <p>1. Please consider changing P-4 certification to K-6. This would be a big help when looking for quality candidates to work in a K-6 school.</p> <p>2. The Praxis III is a large financial investment and I do not think it is necessary, with the mentoring system in that is in place.</p> <p>3. It is a good idea to allow qualified individuals with appropriate experience to become school counselors, even if they do not have teaching experience. Thank you for considering this possibility. It will help students!</p> <p>4. A person who is appointed as superintendent, should at least have a current OR expired license with some type of administrative training dealing with schools.</p>
<p>June 25, 2012 Sarah Vance</p>	<p>I am in favor of speech pathologist adding school counseling to their existing licensure. School counselors are licensed educators who work with children in the classroom each day. They are active in our school and consult with teachers, administrators, and counselors on a daily basis.</p>
<p>June 25, 2012 Julie Shelton</p>	<p>I think that if a speech pathologist wants to obtain a license in another area they should be allowed to do so. Regular education teachers can so why shouldn't speech teachers be allowed the same.</p>
<p>June 27, 2012 Dr. Mitch Holifield, Arkansas Professors of Educational Administrators</p>	<p>I. State Department/ Coop Experience 2.14.1 and 6.01.6.3 would allow “for experience at the Department of Education and/or in an education service cooperative to count towards fulfilling the experience requirements for an administrator license.” This could allow an individual who has never taught school to become a school administrator. It is possible that an individual could work for a coop and/or ADE but never had been a teacher. These places of employment are the only two exceptions to the rule that a candidate for an administrator license must have at least four years of teaching experience. These exceptions should not be allowed. <u>Therefore, the Arkansas Professors of Educational Administration oppose 2.14.1 and 6.01.6.3</u></p> <p>II. Internship</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

6.01.4.1 would require that candidates seeking a building-level administrator license complete two internships: one in K-6 and one in 7-12. This is the only Arkansas administrator licensure that will require two internships.

Implementing 6.01.4.1 will result for many students and several universities significant increases in the cost of obtaining and delivering a building-level licensure program.

Certainly, candidates seeking a building level K-12 license should complete an internship with equivalent experiences at K-6 and 7-12 grade levels. It is essential to realize that internship experiences in Arkansas programs begin with the first course taken in an administrator licensure program and continue through the other courses and the capstone course historically called the “Internship.” In other words, internship actually consists of at least 216 clock hours, which can be dedicated to experiences in both K-6 and 7-12 levels. Finally, universities outside Arkansas may or may not require two internships or even one that addresses both K-6 and 7-12 levels; but graduates from their programs—according to 3.01.5.2 and 6.01.3.2*—will still be granted an Arkansas administrator license. Arkansas programs could indeed cost significantly more and require much more field work than the out-of-state programs. This creates a double standard giving an unfair advantage to those out-of-state programs.

Therefore, the Arkansas Professors of Educational Administration oppose 6.01.4.1.

*3.01.5.2 and 6.01.3.2 note, “An awarded education degree from an institution outside Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business.”

III. Experience for District-Level Administrators

6.03.6 would require “an individual seeking a district-level administrator license to have at least four years of classroom OR building-level administrator experience.” The word “or” seems to contradict 6.03.7, the intention of which appears to require a person to have at least four years of teaching experience AND one year as a building-level administrator or as a curriculum program administrator to be licensed as a district-level administrator.

Therefore, the Arkansas Professors of Educational Administration oppose the use of the word “or” and request that it be replaced by the word “and.”

July 11, 2012 Clarification:
ArPEA’s main concern is that 2.14.1 could allow individuals to complete an internship “in a setting as approved by the Department.” We do not support allowing internships in Educational Administration and Curriculum Program Administration to be conducted in educational cooperatives and the Arkansas Department of Education, which could be settings approved by the Department. There may be some activities in the internships that could be completed at these sites; but neither of these places should be the student’s primary internship site. We do not object to private schools serving as primary internship sites.

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>Use of a non-traditional internship site as a primary internship site should be jointly approved by the Department and the preparation program in which a student is enrolled.</p> <p>ArPEA is opposed to Section 6.01.6.3., which allows service at an Educational Cooperative and/or the State Department of Education to fulfill the experience requirement noted in 6.01.6. Collectively, sections 6.01.6.3 and 2.14.1 could allow a person with no teaching experience in public and/or private schools to become a school administrator.</p>
<p>June 28, 2012 Amanda Gentry</p>	<p>The Speech Language Pathologist in my school is a vital part of the school system. It would be none other than an asset to have her add a licensure. She fulfills all of the requirements that any classroom teacher or specialist must fulfill. Not only does she earn the required 60 hours that a teacher must earn, she puts in the same amount of hours, abides by the same policies and guidelines, "does duty" (bus, lunch, playground, etc.), participates in conferences, IEP meetings and so on. She is actively involved in a language program in the Kindergarten classroom and provides valuable insight in all committee meetings and planning groups. Often times she is our "go to" person when needing suggestions for modifications and accommodations. She knows the ins and outs of the legal aspects of IDEA. Many people successfully complete non traditional licensure with far less education and experience. Arkansas would be greatly impacted by allowing Speech Language Pathologists to further advance within the education system.</p>
<p>June 28, 2012 Dr. Brenda Sellers, Associate Superintendent for Human Resources & Support Services, Fort Smith Public Schools</p>	<p>The change in licensure from early childhood P-4 to elementary K-6 is a very needed change. School districts have a variety of elementary grade configurations; therefore, flexibility with regard to staffing elementary schools is greatly needed. The K-6 licensure provides that flexibility. The rules continue to provide for the Middle School (4-8) licensure that school districts with middle schools may need.</p> <p>The issuing of a standard teaching license instead of an initial teaching license upon successful completion of an accredited teacher preparation program is supported. The required mentoring for novice teachers is an important component to young teachers' success. The Praxis III observation, however, becomes a burdensome activity which proved to be less reliable due to the extremely high pass rate of those having the observations. School district personnel are in a much better position to assess a novice's capabilities than is an outside observer who only observes one lesson.</p> <p>Allowing teachers to add licensure areas to their standard teaching licenses by passing the appropriate Praxis examination is supported. Good teaching is good teaching at any level, as long as the teacher possesses the necessary content knowledge for the position. Currently teachers who would be excellent teachers at another level are prevented from changing levels without returning to college.</p> <p>The issuing of an ancillary standard license in clinical counseling to enable a person to fill the role of a school</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>counselor is a concern. While there is certainly a great need for school-based mental health counselors who have clinical expertise, there is a major difference in how these individuals are trained and how traditional school counselors are trained. In addition, the knowledge that a teacher gains from classroom experience before qualifying to become a school counselor is vital to his/her success as a school counselor. Students present many challenges for school counselors to address, the majority of which fall outside the realm of clinical counseling. Without the knowledge of Common Core, academic credits, remediation, and a host of other school issues, a clinical counselor probably could not function well in a school counselor role.</p> <p>The issuing of an ancillary standard license in speech language pathology which could add a curriculum/program administrator license in special education is also a concern. While speech language pathologists are critical members of the overall school program, most have never taught in a regular classroom or in a special education classroom. To allow a person who lacks such experience to become licensed to oversee the special education program in a school district is cause for alarm. These individuals, while well-trained in their area of expertise, may not be aware of many other aspects of managing the overall breadth of special education in their district.</p>
<p>June 29 & July 12, 2012 Ken Vaughn, Teacher Licensure Officer, University of Central Arkansas</p>	<p>1. Summary-#27 Appendix A- Separates the areas of Earth Science and Physical Science. Consideration should also be given to separating Earth Science from the Life Science license. At the very least, a study should be conducted on the number of districts that offer a course requiring a teacher hold the Earth Science license. Currently, the state has two options that could be considered if a teacher must have this area of licensure; 1) create an earth science endorsement that can be added to an existing 7-12 license, or 2) create an approval to teach earth science (e.g. a person who holds a secondary science license with a minimum number of hours in earth science, may be approved to do this). This will increase the opportunities to recruit science teachers from the traditional BS science majors (i.e., biology, chemistry, physics) without the person having to complete additional hours in earth science (also, this is consistent with UTeach, an initiative of Gov. Mike Beebe's Workforce Cabinet designed to bring systemic change to teaching and learning in the STEM (Science, Technology, Engineering and Mathematics). Additionally, colleges/universities are under the mandate of ACT 747 to reduce degree hours to 120. By removing earth science, the required hours for a degree will be automatically reduced.</p> <p>*Teaching experience may be eliminated as a requirement for Library Media Specialist licensure; however, because of the need for library media specialist to understand curriculum and pedagogy, Library Media Specialists should be required to hold a teaching license prior to adding library/media.</p> <p>2. Proposed rules from TF: There is a proposal for an Initial B-PK license and an age 3-4 endorsement to a K-6 license. **Why is there not a B-PK endorsement that may be added to the K-6, P-4, or proposed K-12 Special Education license? Creation of a B-PK endorsement would also eliminate the need for the 3-4 endorsement.</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

Also, it is important to note that if there is not a B-PK endorsement available to add to K-12 Special Education license, the only way an individual could be prepared to work with children ages B-PK with disabilities is to complete the full program of study (as if getting an initial license in B-PK), rather than an endorsement to an existing license.

3. Section 1.04: Four pathways to educator licensure are listed. For clarification, shouldn't ancillary licensure be included in this section since 1.04.2 and 1.04.3 are referring to the areas of initial licensure that may be achieved without having a previous license as a teacher? Or better, remove 1.04.2 and 1.04.3 and create separate section (with description as found in section 2.08) for ancillary licenses and move the contents of 1.05 into 1.04.

4. Section 2.14: Defines internship for administrator and teacher. Section 2.14.1 further states that internships must take place in a public or private school, Arkansas Correctional School, or other settings approved by the ADE. Unless it has been repealed, in the School Laws of Arkansas (6-17-305) states that any primary or secondary school that has been accredited by the ADE may be entitled to assignments of student teachers from higher education institutions. This further states that student teachers in the public schools shall enjoy the same immunities provided by law for teachers in the public schools. Since the ADE does not accredit private schools, isn't Section 2.14.1 in conflict?

5. Section 4.02: Allows for the issuance of an ancillary license for clinical counseling to an individual with no previous teaching experience. Currently, Arkansas schools have school psychology specialists who may provide more intensive intervention than school counselors, if needed. What is the demonstrated need for ancillary Clinical Counseling license? Additionally, in section 5.05, two years of experience is required to add counseling to an existing teacher license. If a clinical counselor is to perform similarly to a school counselor, why is there a difference in the mandated classroom teaching experience?

6. *Sections 6.01.6 and 6.02.6.5: Allows experience as a classroom teacher, school counselor, or library media specialist as prerequisite experience for adding Building Administrator or Curriculum Specialist. Under the proposed rules, Library Media Specialist licensure will become an initial license (requiring no previous teaching license or experience). Persons holding either of these licenses will be responsible for supervision of teachers, employment decisions, and curricular decisions. Experience plays an important role in the decision making process and should be kept as a requirement for these licenses. In section 8.10.3.3, to mentor teacher assigned to a beginning teacher must have three years of teaching experience under a non-provisional license. Doesn't this seem inconsistent with the rule that allows the building administrator to lead and supervise teachers and curriculum, with no teaching experience (if a Library Media Specialist)?

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>7. Appendices:</p> <p>a. Appendix A: Levels and Areas of Licensure. Under the licensure content areas, B-K is use on one page of the appendix and P-K on the other. This should be clarified. Also, under the TF rules #2, this area is referred to as B-PK. On the appendix, it appears that B-K may be an initial license or an add-on to an existing license.**</p> <p>b. Appendix A: Chart for Testing Out. Under this chart, someone holding the B-K license may test out of a K-6 license. This seems inconsistent with the modifications of the K-6 license to include more subject content for Common Core requirements. Persons holding the B-K license should not be allowed to test out of K-6, but could complete course requirements to add this area.</p> <p>Additional comments: Consideration should be given to the separation of any 7-12 dual content areas into single areas of emphasis. Not only the Physical/Earth Science and Life/Earth Science mentioned in #1 above, but also P.E./Health and Speech/Theater. Prior to 2001, Physical Education and Health were separate areas of licensure. It was common (at UCA) to see Physical Education majors also completing licensure requirements in math, science, and special education, all of which are considered shortage areas in Arkansas. In fact, students major in Physical Education were advised to add these areas to their license. Students now complete a major in Physical Education and Health, with limited opportunity to prepare for other licensure areas because of the mandated combination. With the additional constraints of Act 747 (limited degree hours), this has become more unlikely that students in this major will be able to prepare for other areas of licensure. Physical Education and Health Education are not considered areas of shortage. Why would Arkansas insist upon requiring these students to become licensed in both when job opportunities are limited that with a rule change they could be filling shortage areas?</p> <p>With regards to Speech/Theater, there is already an option where individuals can add 7-12 Speech OR 7-12 Theater to a license by testing. What is the purpose of keeping the initial license as a dual area of licensure?</p>
<p>June 29, 2012 Stephanie Huffman, Library Media Program Coordinator, University of Central Arkansas</p>	<p>Under the proposed rules, Library Media Specialist licensure will become an initial license (i.e., requiring no previous teaching license or experience). While we understand the push for this change is rooted in the shortage area, it is a grave mistake. It is essential that Library Media Specialist have an initial license in a content area and classroom teaching experience. We respectfully request that these two changes be removed. The following delineates our reasons for making this request.</p> <p>With the new requirements outlined within Common Core, the need for a Library Media Specialist with teaching pedagogy and classroom teaching experience is necessary. Developing learning strategies, information literacy skills, and technical reading skills within students are the foundation of Common Core. The school library media specialist is paramount to the successful infusion of Common Core. In fact, the</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

strategies outlined within Common Core were first articulated by the American Association of School Librarians publication, *Standards for the 21st Century Learner* (2007) and further developed in *Empowering Learners: Guidelines for School Library Media Programs* (2009). Employing someone without an understanding of teaching and learning as the school library media specialist would put a school, its teachers, and the students at a disadvantage.

The American Library Association (ALA) specifically distinguishes between academic, public, and school librarians. The organization and patrons have some similarities, but are truly different. The recommend requirements for a school library media specialist are: 1) a master's degree in library Media, 2) a teaching license in a content area, and 3) classroom teaching experience (American Association of School Librarians, 2007). The new standards for the American Association of School Librarians (AASL), a division of ALA outlines five standards for the preparation of candidates: 1) Teaching for Learning, 2) Literacy and Reading, 3) Information and Knowledge, 4) Advocacy and Leadership, and 5) Program Management and Administration. Two key areas where the training of academic, public, and school librarians differ are embedded in Standard 1 and 2.

- Standard 1 – Teaching for Learning
“Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interest and develops their ability to inquire, think critically, gain and share knowledge.” (ALA, 2010)
- Standard 2 – Literacy and Reading
“Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.” (ALA, 2010)

School Library Media Specialists are teachers. They teach students, other teachers, administrators, other school personnel, and community members. They must have a strong understanding of teaching and learning in order to collaborate with classroom teachers and others. This knowledge is fundamental to the success of the students and can be directly linked to student achievement thus, the reason that ALA/AASL puts a strong emphasis on teaching and learning within their standards (Lance, Rodney, & Hamilton-Pennell, 2005). Based on the research conducted by AASL (2007), those individuals that did not have a teaching license in a content

Public Comments: Rules Governing Educator Licensure – June - July 2012

area and/or did not have any classroom teaching experience had a higher burn-out rate than the traditional classroom teacher - lasting, only 2.35 years in the position. The research goes on to say that participants reported a disconnect with classroom teachers, students, and administrators, a lack of understanding as to their role within the school, and lack a true understanding of the way in which children and adolescents learn.

Because of the need for an initial license in another content area and teaching experience, additional coursework or requirements would be needed in order to address these deficiencies. If the proposed changes are made, then an additional 6 to 9 hours of pedagogy would need to be taken for those without teaching degree and 3 to 6 hours of practicum/internship to gain a minimal amount of teaching experience.

Currently licensure requirements for Library Media Specialist are: 1) hold a masters degree in Library Media, 2) hold an initial license in a content area, 3) have two years of classroom teaching experience, and 4) pass the Praxis II exam for Library Media with a cut score of 148. If the proposed changes occur will individuals have to take the Praxis I and the Praxis II Pedagogy, in addition to the Praxis II Library Media content area?

In reality there is not a shortage of individuals licensed in the State of Arkansas in Library Media. However, there is a shortage of individuals that are willing to relocate to those areas of the State with a need. Understanding this issue has been at the forefront of program/curricular changes within the Library Media and Information Technologies program at the University of Central Arkansas. Over the past ten years, we made several changes that have allowed us to help address this issue.

1. A revamped program utilizing an online delivery system, thus allowing the program to serve all regions of the State.
2. A realigned curriculum allowing an individual to complete the program within a two year timeframe, thus completing the program well within the three year requirement mandated by the Additional Licensure Plan.
3. A partnership with principals and superintendents in shortage areas of the State to identify individuals that have the license area and/or those that are interested in obtaining it. Once an individual is identified, we assist the districts by either encouraging the licensed individual to apply or by helping the district develop the Additional Licensure Plan, so that an emergency hire could take place.
4. A partnership with the Arkansas Department of Education assisting with the review of transcripts from out-of-state candidates; outlining specific areas of concern.

Once again, we respectfully request that these proposed licensure changes not be put into place. The current

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>licensure requirements are on target with national standards. In fact Arkansas is one of six states that lead the nation in the development of high quality school library media specialist. Our program is nationally recognized as a leader in the field. The proposed changes would move the program and the State backward. Can this be afforded at this time with all the demands put on schools with the installation of Common Core. Instead, allow the current library media programs in the State to continue their work with principals and superintendents, and the ADE to develop new strategies for meeting shortage areas. In reality the proposed changes would make it more difficult for library media programs to continue to put high quality individuals in school libraries across the State.</p>
<p>July 1, 2012 Anonymous E-Mail</p>	<p>I am commenting on Speech Pahtologist adding school counseling to their already existing degree. I feel they should be able to add this degree. Why should a speech therpist be denied the right to add an additional degree like any other college graduate? If they are willing to pay the price, the time, and the hard work to obtain this degree I say more power to them. We need more people willing to step up and futher their education. I know first hand we need more counselors in the school system who have a passion and drive to make a difference in our childrens lives. A school counselor is a vital part of a school system. I am an elementary teacher and love the idea that their are people who have a passion and drive to fight for our kids. Obviously, any one willing to go back to school and take the 48 hours needed to obtain this degree has a passion for this profession and for our kid in the state of Arkansas. Thank you for allowing my words and thoughts to matter. Let’s make sure we keep our kids in mind when making decisions that impact their future. My prayers are with you all as you make mutiple desions a day that impact their lives and ours as educators.</p>
<p>July 1, 2012 Anonymous E-Mail</p>	<p>I am commenting on the Speech Pathologist obtaining a Counselor Degree. As a officer of the law, I have to establish "Proabale Cause" which is a guideline of what the government has made for officers to follow before you can detain someone of their liberities. I am sure not allowing someone to pursue a degree of their choice in America without having "Probable Cause" is a violation of their Constitutional right, which the last time I checked there are numerous court cases on this very subject.</p>
<p>July 2, 2012 Dr. Jackie McBride, Professor of Education, Arkansas State University</p>	<p>2.19.1 requires “A separate portfolio . . . for each area and level of administrator licensure sought.” Arkansas candidates graduating from Arkansas universities should not be required to complete a portfolio in order to obtain a license. The use of the portfolio as an assessment tool should be at the discretion of the university. NCATE does NOT require the use of a portfolio; the ELCC Specialty Program Area does not require the utilization of the portfolio as an assessment tool.</p> <p>Finally, universities outside Arkansas may or may not require portfolios and their concomitant expenses; but graduates from their programs will still be granted an Arkansas administrator license. This creates an unfair advantage for those out-of-state programs; this puts Arkansas programs at a disadvantage.</p>
<p>July 3, 2012 Professional Licensure Standards Board</p>	<p>1. Section 2.12 in the definitions addresses “good standing” as it applies to teacher licensure. Subsection 2.12.2 states:</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

“The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any, and”

In our meeting on June 29th, Mr. Tolson informed us that this section is meant to apply to reciprocity only. If this is the case, then it needs clarification so this is clearly indicated.

2. Section 2.19 contains the definition of “portfolio”. The PLSB feels that a portfolio, if required at all, should be part of a college/university teacher preparation program and should not be tied to licensure. Therefore, we recommend deletion of this section.
3. Section 4.03 deals with adding areas of licensure to an Ancillary Standard License. Subsection 4.03.2 states:

“An official transcript documenting the successful completion of a program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; and”

The language in this section seems to only apply to teacher candidates who have been through a traditional teacher preparation program. We would like to see this clarified to include both traditional AND non-traditional licensees as the ADE currently permits.

4. Section 6.01.4 - revise as follows:

“If the master’s degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include ~~two (2)~~ internship(s) ~~and one (1) portfolio.~~”

The PLSB feels that the requirement for two internships is unnecessary for candidates to receive field experience and that one internship with elements at both the K-6 and 7-12 levels is sufficient. As indicated in #2 above, we recommend deletion of the portfolio requirement as required for licensure.

5. Section 6.01.4.1 - revise as follows:

~~One (1) internship shall be in grades K-6, and one (1) internship shall be in grades 7-12~~ The internship(s) must include adequate and substantial experiences at the K-6 and 7-12 levels.

6. Section 6.01.6 - revise as follows:

Public Comments: Rules Governing Educator Licensure – June - July 2012

Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, ~~school counselor, or library media specialist.~~

We do not feel that four years of experience as a school counselor or a library/media specialist should count toward satisfying the experience requirement for building level administrator licensure. However, we DO feel that one (1) year of such experience can count - see comments in #7 below.

7. Section 6.01.6.3 - revise as follows:

*One (1) ~~or more years~~ year of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative, ~~or~~ the Department, **as a school counselor, or as a library/media specialist.***

This section indicates that it is possible for the minimum four-year experience requirement for building level administrator licensure to be met with experience at an education service cooperative or through the ADE without classroom teaching experience. **The PLSB strongly feels that a building principal should have classroom teaching experience.** However, we are agreeable to up to one year of experience in an education service cooperative or at the ADE.

We further feel that up to one year of experience as a counselor or library/media specialist should apply to the experience requirement for building level administrator licensure.

8. Section 6.02.4 - revise as follows:

An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship ~~and portfolio;~~

See #2 above for further comments. We further recommend that any other requirements for portfolios that are required for licensure be deleted.

9. Section 6.02.6.5 - revise as follows:

Curriculum Specialist - Experience as a ~~school counselor, library media specialist, or~~ classroom teacher in any licensure content area or level of licensure; or

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>10. Section 6.02.6.8 - make same changes as in 6.01.6.3 above.</p> <p>11. Section 6.03.6 - revise as follows:</p> <p><i>Documentation of at least four (4) years of licensed teaching experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building level administrator experience, and</i></p> <p>We feel that the word “or” above needs clarification as it seems to conflict with 6.03.7, the intention of which appears to require a person to have at least four years of teaching experience AND one year as a building level administration or as a curriculum program administrator to be licensed as a district level administrator.</p> <p>We also feel that the words “licensed experience” should be clarified as “teaching experience”.</p> <p>12. Section 8.10.3 - revise as follows:</p> <p><i>Assign to each novice teacher, within three (3) weeks of the novice teacher’s first contract day of the school year, a certified, licensed mentor teacher who is located in the same building except as allowed by the Office of Educator Effectiveness, and who</i></p> <p>There are occasions where it is impossible to find a trained mentor teacher in the same building and we feel that the Office of Educator Effectiveness needs to have the flexibility (as they have had in the past) to approve a mentor in another school or building as needed to meet the mentoring requirement for a novice teacher.</p> <p>13. Section 9.01.4 - the PLSB feels that, in the event of a district takeover by the Arkansas Department of Education, it is vital that a Superintendent be named who has previous experience in this role. Therefore, we recommend deletion of this section.</p> <p>14. Appendix “A”</p> <p>a. Delete Library Media Specialists from Initial Licensure Areas, but keep as add-ons to a standard license. The PLSB feels that library/media specialists need experience as classroom teachers before adding this certification to their teaching licenses.</p>
July 3, 2012	It was with great anticipation that I read the proposed rules and regulations concerning licensure for

Public Comments: Rules Governing Educator Licensure – June - July 2012

<p>Ronnie Newton, Assistant Superintendent, Alma School District</p>	<p>Arkansas educators. I was very pleased with the groups that worked on this proposed revision and feel that overall, it is a tremendous improvement over the guidelines we are presently using in this area. I am concerned about Sections 9.01.3 and 9.01.4 that may allow a non-licensed person with no professional educator background to be appointed to be a superintendent of schools(district-level administrator). However, may I express my appreciation to all who worked on this revision and state once again that I am very supportive of these new rules.</p>
<p>July 3, 2012 Anonymous E-Mail</p>	<p>I disagree with the ruling that speech pathologists are not allowed to add a licensure concerning school counseling. Pathologist are involve with students and create interventions to assist students. I believe pathologist should be able to add a licensure to become school counselors.</p>
<p>July 2, 2012 Gregory Meeks, Arkansas State University</p>	<p>If the state is serious about increasing the number of science teachers the life science and the earth science need to be separate instead of a dual licensure area.</p>
<p>July 2, 2012 Kathleen Atkins, Department Chair, Early Childhood and Special Education, University of Central Arkansas</p>	<p>I. Proposed rules from TF Regarding B-PK License</p> <ul style="list-style-type: none"> • The charge of the ADE Appointed Focus Group was to design a model interdisciplinary curriculum that would prepare teachers to work with all children regardless of abilities from B-PK. Individuals wishing to teach typical children from B-PK and/or children with special needs from B-PK would pursue this interdisciplinary license. To that end, the license name should reflect the intent of the license and be referred to in all rules and guidelines as such. Suggestions include “B-PK interdisciplinary License”, “B-PK Inclusive License”, or “B-PK Integrated License.” • Endorsement for this license should be B-PK not 3-4 years of age. In fact, the ADE appointed Focus Group for this license suggested competencies and coursework designed for a B-PK endorsement not 3-4 years of age. A B-PK endorsement should be available to add to a P-4 license, K-6 license, and Special Education K-12 license. It is important to note that if there is not a B-PK endorsement available to add to K-12 Special Education license, the only way an individual could be prepared to work with children ages B-PK with disabilities would be complete a four year licensure program. A person holding a K-12 special education license should be allowed to expand their knowledge and skills to include early childhood special education without completing a four year program. It is also important to note that if the endorsement is 3-4 years only, the state of Arkansas in essence will have no means of preparing teachers to meet the needs of birth-2 population with disabilities without completing the B-PK four year program. This could potentially have an adverse impact on the availability of early childhood special education teachers in DDS centers and other facilities serving the young child with disabilities. • It should be noted that in the Focus Group discussions, much concern was voiced by IHE’s regarding the viability of B-PK four year preparation programs. A B-PK endorsement to the

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>three licensure areas mentioned above would assist, at least in part, in addressing this potential problem for IHE's.</p> <ul style="list-style-type: none">• It should also be noted that there was a great deal of unrest regarding the B-PK license in general among Focus Group members. The majority of the group felt a B-8 yr. license would better meet the needs of Arkansas Public Schools and childcare facilities. <p>II. Proposed rules from TF Regarding K-12 Special Education</p> <ul style="list-style-type: none">• The proposed K-12 Special Education license does not address the preparation of teachers to work with young children with disabilities. If the B-PK license previously addressed is indeed an interdisciplinary license and if a B-PK endorsement is available to the K-12 Special Education licensed teachers as suggested above, then Arkansas will be joining other states across the country in the comprehensive preparation of teachers to work with special needs populations. <p>III. Section 2.14: Defines internship for administrator and teacher. Section 2.14.1 further states that internships must take place in a public or private school, Arkansas Correctional School, or other settings approved by the ADE. Unless it has been repealed, in the School Laws of Arkansas (6-17-305) states that any primary or secondary school that has been accredited by the ADE may be entitled to assignments of student teachers from higher education institutions. This further states that student teachers in the public schools shall enjoy the same immunities provided by law for teachers in the public schools. Since the ADE does not accredit private schools, isn't Section 2.14.1 in conflict?</p> <p>IV. Appendix A: Levels and Areas of Licensure. There is a discrepancy in licensure area as presented in appendix. Under the licensure content areas, B-K is use on one page of the appendix and P-K on the other. Then under the TF rules #2, this area is referred to as B-PK.</p> <p>V. Appendix A: Chart for Testing Out. Under this chart, someone holding the B-K license may test out of a K-6 license. This seems inconsistent with the modifications of the K-6 license to include more subject content for Common Core requirements. Persons holding the B-K license should not be allowed to test out of K-6, but could complete course requirements to add this area.</p>
<p>July 5 & 13, 2012 Sandra Porter, Associate Director, Arkansas Department of Career Education</p>	<p>Department of Career Education would like to recommend an additional pathway to the wording of 1.06 Add: 1.06.3 Certain Career and Technical Education program areas may have additional licensure requirements as defined by Department of Career Education.</p> <p>Department of Career Education would like to recommend a change to the wording of 6.02.6.3: Classroom</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>teaching experience in one (1) or more career and technical education areas as recognized by the State Board. An applicant should hold a Bachelor’s degree in a recognized Career and Technical Education content area.</p>
<p>July 7, 2012 Cathy Landers, ASU Childhood Services</p>	<p>Leave the other licenses alone. Just add a new license, for those doing only birth to 5 work. So the new license would enable teachers to teach in Pre K, preschool, Infant toddler programs. The P-4 license would still enable one to teach Pre K or preschool classes requiring a license, but also enable the graduate to teach through 4th grade, or whatever his/her license allowed, such as special education. The 0 to 5 license should require either some special ed and parapro type training or only be 0-5, and could be 0-5 with Special Ed if the licensee has added special training.</p> <p>To take away our licensed endorsements (for example, Birth to 12 special ed or Preschool -12th grade special ed as it is on my own license), when adding this new license is not necessary!</p> <p>Do not change the ones in force. Just add the new license!</p> <p>This is my advice.</p>
<p>July 9, 2012 Deb Spivey</p>	<p>I support Speech Pathologists being able to obtain an Arkansas school counseling licensure as long as they are willing to complete the course content governing this licensure.</p>
<p>July 10 & 12, 2012 Mona Chadwick, Arkansas Professors of Education Administration</p>	<p>Please accept these comments made on behalf of ArPEA related to the proposed changes to the rules pertaining to the development of the portfolio as a licensure requirement. ArPEA represents seven universities who have approved educational leadership programs. Six of the seven institutions support the continuation of the portfolio requirement. We feel that the portfolio requirement for licensure in Section 6.01.4 should be maintained because it is a collection of evidence that the students have followed a program of study tied to the standards. It also is a measurement of growth and understanding of the required standards. We feel this is increasingly important due to the following concerns:</p> <ol style="list-style-type: none">1. The new principal evaluation system will require principals to gather artifacts aligned to the standards. There will also be a requirement that these principals lead teachers through this same process in the performance-based Teacher Effectiveness Support System (TESS). The experience gained at the university level will prepare them for this role as well as solidify their understanding of the relationship between the standards and their work as principals.2. With rising cut scores in the SLLA and now the SSA, the creation of portfolios will ensure quality control in university programs and serve as a check for adequate preparation of these administrators within the program.3. We would like to suggest that the definition of portfolio be changed to reflect a “collection of evidence tied to each standard” and not an accumulation of materials that could become a scrapbook rather than a performance based measure.

Public Comments: Rules Governing Educator Licensure – June - July 2012

<p>July 10, 2012 Dennis Copeland, Superintendent, Mountainburg School District</p>	<p>This letter is in regards to the written comments on the proposed rules from the ADE on Professional Licensure changes. I agree and support most of the changes, but there are a few that need attention. The Taskforce and ADE have invested a lot of time and effort into developing a better set of rules and I thank all of them who collaborated and gave of their time and energy to help these changes move forward. Some of the items that need to be addressed include:</p> <p>1). Would allow a district or ADE in the case of a state takeover to appoint a non- licensed person as a district level administrator for up to three years. It is reported that the intention of this rule is to allow for a retired superintendent to step in where needed because of unusual circumstances. I have no problem with that, but the way it is stated anyone from an executive at a business to a farmer could be the head of a school district for three years. The wording in the rule/regulation should be more specific to include “a person who has successful experience as a district level administrator and whose license is expired may be placed in that position for up to three years”. (Sections 9.01.3 & 9.01.4)</p> <p>2). The proposed rules do not adequately address the taskforce concern with ADE control of programs of study. The system should be designed to assist in developing qualified teachers and administrators as efficiently as possible. With the dual requirements of coursework and testing there is no need for limiting coursework to a single institution. Non qualified individuals will not be able to pass the assessment. Additional language needs to be added clarifying that ADE controls the process. (Section 2.20)</p>
<p>July 10, 2012 Tonia Ouzts</p>	<p>Upon reviewing the pending rules governing educator licensure, I take issue with 5.05 stating that documentation of a minimum of two (2) years of classroom teaching experience is required to add the Guidance & Counseling endorsement to an existing Standard or Advance License. To begin, an individual already has an existing license. They have met all the requirements to get that license from the Board. The additional requirement of teaching experience just to receive a Guidance and Counseling endorsement is only adding a burden to the individual. There are well qualified individuals within the school system that because of other burdens placed on them, cannot meet this requirement. Secondly, according to the Arkansas Department of Education’s own website, a school counselor is one of the areas that is in ‘Critical Academic Licensure Shortage Areas, 2011-2012 School Year’ (listed at http://www.arkansased.org/educators/index.html, under ‘Teacher Shortage Areas’.) I ask that the board reconsider this additional burden and remove it so that more individuals will be able to get the additional endorsement to their Standard or Advance License.</p>
<p>July 10, 2012 Dr. Benny Gooden, Superintendent, Fort Smith Public Schools</p>	<p><u>Reinstatement of K-6 Licensure Category</u></p> <p>Several years ago ADE followed a path toward greater fragmentation of licensure areas with the addition of P-4 and 4-8 categories with the elimination of a K-6 license which would cover all elementary grades in many Arkansas Schools. While this change was met with considerable support by those whose focus is on early childhood and middle grade licenses, the result was one of reducing the ability of school districts to assign personnel in response to local needs. The fragmentation of this and other licensure categories was</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

cited by consultants Lawrence Picus and Alan Odden during the discussions of school funding as a practice which increases costs.

Providing a K-6 license will allow schools of all sizes to more effectively utilize their certified staff in response to changing needs. ADE listened to practitioners who are charged with staffing schools and this rule should be implemented. It will result in greater efficiency for school districts and will give teachers more employment options in various types of schools.

Additional licensure areas to standard teaching licenses by Praxis testing

Teachers who have met the overall standards for licensure should be able to add additional areas of licensure to their certificates through passing the Praxis content exams. Since those seeking alternative licensure can currently enter the profession primarily through this avenue, the proper and consistent practice is letting currently licensed teachers to add categories when their content knowledge is demonstrated through testing.

Standard teaching license issuance upon program completion

The Praxis III assessment program definitely adds another dimension--or hurdle--for regular entry into teaching in Arkansas. However, as Arkansas currently stands virtually alone in using this process for initial licensure, it appears that the process may be more cumbersome and costly than warranted and that other states have reached this conclusion. Those who complete an approved teacher preparation program should receive a standard teaching license as proposed in the rules.

Approval of superintendents without preparation

The proposal to allow for assignment of superintendents of schools who have not completed a program of study which is the equivalent an NCATE approved pattern based on the ISLLC Standards is not a wise move. The knowledge base expected of school district leaders includes specific content and practical application which will be required in leading a school district. For ADE to sanction the assignment of those who have not prepared themselves in an approved program is counter to the standards applied in other fields. Surely the State Board of Education and Commissioner would not allow a teacher to perform without appropriate licensure. In fact, ADE recently assumed control of a large school district for just such violations. Neither would any of our health care providers allow professionals to be selected from the public without proper training and licensure. This is a bad idea and should not be approved.

Approval of Counselors and others who have no educational background

While many of the skills school counselors need and are taught in their preparation program may parallel those skills present in clinical mental health professionals, the awareness of and sensitivity to the school environment is important for a school counselor to be most effective. Our schools currently use mental health professionals and find them to be very beneficial. However, it is evident that their skill set and

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>orientation to the school setting is not consistent in many areas with that of individuals who have been specifically trained to work in the school setting. Many things school counselors are called upon to do are not found in the training of clinical personnel.</p> <p>Similar comments are appropriate in the areas of media specialists and speech-language pathologists who would be approved without school experience under the proposed rules. These personnel need appropriate experience in a school setting if they are to become key contributors to the educational team.</p>
<p>July 10 & 11, 2012 Dr. Tony Finley, Dean, College of Education, Harding University</p>	<p>Harding University, along with an overwhelming majority of the Universities in Arkansas that offer Educational Leadership programs, strongly support the new standard 2.19.1 requiring “A separate portfolio....for each area and level of administrator of licensure sought.”</p> <p>We feel that the portfolio requirement for licensure should be maintained because it is a collection of evidence that the students have followed a program of study tied to the standards. It is also a measure of growth and understanding of the standards.</p> <p>The creation of the portfolios or “collection of evidence tied to each standard” ensures quality control in university programs and serve as a check for adequate preparation of these administrators within the program.</p> <p>This experience gained at the university level will prepare them for the role of mentor for their teachers in the new (TESS) evaluation system.</p>
<p>July 11, 2012 Dr. Mary B. Gunter Director, Center for Leadership and Learning, Arkansas Tech University</p>	<p>I would like to commend the members of the Arkansas Teacher Licensure Task Force and the members of Arkansas Professional Licensure Board for the tenacity demonstrated to the study of the licensure issues to effectively meet the needs of Arkansas education. A special note of commendation is extended to the Arkansas Department of Education for the consolidation of the rules into one comprehensive document.</p> <p>During the past year, Ray Simon and I were actively involved with the work of the Arkansas Teacher Licensure Task Force as co-facilitators. Although there was not consensus in all areas, major areas in need of review or revision are included in this comprehensive set of proposed rules. The pending rules represent a synthesis of thought from professionals who are representative of the varied roles within the Arkansas educational system.</p> <p>As Director of the Center for Leadership and Learning I, with the faculty of the CLL, have a special interest in the pending licensure rules that will potentially guide the preparation of future Arkansas school educational leaders. Arkansas Tech University was the first university in the state to pilot the rules and licensure system when administrative licensure was redesigned in 2001. We worked diligently to prepare school leaders who genuinely meet state and national school leaders' standards for knowledge and competencies. As educational</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

leadership degree providers, the proposed licensure rules were reviewed resulting in the offering of the following comments:

Comment One (Levels of Licensure): We support the move to a K-12 administrator license.

Comment Two (Portfolio): We strongly support the continuation of the portfolio requirement. A portfolio provides the evidence that a program of study is aligned to the required educational leadership standards. The portfolio process is a reflective and systemic measure of educational growth experiences, providing evidence of the candidate's readiness to fulfill the requirements for the desired educational license. It is crucial for future school leaders, who as practicing building level leaders will be responsible for implementing an evidenced based system of teacher evaluation (TESS), to value and to experience the professional act of reflective practice necessary to match daily educational practice to the research-based standards purported by the professional requirements of the state.

Furthermore, the purposeful act of reflection and selection of evidences to demonstrate proficient leadership competencies during their degree or program preparation prepares future building level leaders to not only pass the state required School Leader Licensure Assessment (SLLA), but also will prepare the future leader to assist faculty members to value the portfolio process required for evaluation. Portfolios for evaluation provide authentic documentation of knowledge and competencies, but also as important, provide accurate data to construct whole school improvement decisions.

Additionally, the principal evaluation system will require candidates as future leaders to select and to provide evidences matched to the standards. The portfolio process supports a seamless system of evaluation and accountability, from pre-service teacher and leader preparation throughout a career of continued practice. Further supporting the continuation of the portfolio requirement for licensure is the recent raising of cut scores for the SLLA (building level administrator) and the proposed increase in the cut score for the SSA (district level license). These assessments are directly aligned to the school leader standards. Thus, the preparation of a portfolio for licensure, linked to the standards, continues to prepare the candidate for success.

We strongly suggest the definition of portfolio be changed to reflect a "collection of evidence directly aligned to the leader standards"; not an accumulation of materials reflective of a compliance scrapbook.

Comment Three (Internships): We support internship experiences inclusive of equivalent time at the K-6 and 7-12 levels. We do not support language that would require one or two internships. We believe a program should be in keeping with NCATE requirements allowing flexibility to design internships that would provide

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>for K-12 experiences, whether they are created as a one or two semester internship. The two semester internship offers the leader candidate the opportunity to experience school leader roles and responsibilities from the beginning of, and to the closing of an academic year.</p> <p>Comment Four (Teaching Experience): We support classroom teaching experience as a required pathway for district, building, and curriculum administrator licensure. We believe a need exists to consider a licensure area, such as the proposed Ancillary License to benefit certain fields. We suggest language in the rules be revisited to prevent an "open door" in the future for individuals receiving an Ancillary License which allows entrance into a pathway for an administrator license void of classroom experience.</p> <p>July 12, 2012, Addendum: Support Portfolio for Licensure: Act 222, "An Act to Strengthen Educational Leadership" of 2009 sets the stage for the continued requirement of a portfolio for administrative licensure. This law requires a system of leadership development based on school leadership standards adopted by the Arkansas Department of Education. This leadership system of development is to be evidenced based. By not requiring the administrative portfolio for licensure, university programs for leadership preparation will be given an option to eliminate the portfolio. Giving institutions in higher education the ability to eliminate the portfolio has the potential to weaken the system we are called on to strengthen.</p>
<p>July 11 & 12, 2012 Don McGohan, Bryant School District</p>	<ol style="list-style-type: none">1. I strongly support the change from the present P-4, 4-8, and 7-12 levels of licensure to K-6, 4-8, and 7-12. Schools need the flexibility this will offer, because many elementary schools in the state still have a K-5 or K-6 configuration, and it is often difficult to find appropriately licensed teachers for grades 5 or 6 unless a 4-8 licensed teacher can be found. However, these teachers are often not interested in teaching elementary students (they got their certification specifically with middle school in mind).2. I strongly support the elimination of the Praxis III. The mentoring that new teachers receive is the valuable part of the induction process, and the fact that well over 90% of teachers pass the P3 shows that it is not much of an assessment.3. There are numerous references in the proposed rules to portfolios. In talking with several higher ed. professors, I am told that the emphasis on using portfolios for assessment is lessening. I rarely spend any time in looking at portfolios that are submitted by teacher candidates. If portfolios are needed, keep them at the college level and do not tie them to licensure.4. Section 6.01.4- the requirement for separate internships at the elementary and secondary level is burdensome. I recommend a single internship with elements included from both levels.

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>5. Section 6.01.6.3- the language of this section seems to indicate that all required experience could be obtained through working at an Education Service Coop. or at the Arkansas Department of Education. I recommend that only one (1) year of experience be allowed outside the school environment.</p> <p>6. Sections 9.01.3 and 9.01.4. I take the opposite view of many of my colleagues in supporting the Commissioner's option to appoint an out-of-area candidate as a district-level administrator in situations involving a school board request or the takeover of a district by the ADE. These are extremely limited situations and they often occur at times of the year when the availability of an appropriately licensed person may be minimal. I certainly believe that the Commissioner of Education will not place someone at the helm of a school district who is not capable of performing the duties of the position so I support giving him the flexibility needed in these situations.</p>
<p>July 11 & 12, 2012 Joe Fisher, Arkansas Association for Supervision and Curriculum Development (ASCD)</p>	<p>The AASCD commends the Arkansas Department of Education (ADE) for consolidating all the rules and regulations into one document. This will streamline the efforts of everyone concerned to determine the appropriate process and definitions that may apply to the various areas of teacher licensure. Secondly, we appreciate the opportunity educators have had to participate in the Teacher Licensure Task Force. This has allowed many perspectives to contribute to this proposed document. The AASCD legislative committee convened a panel of AASCD members to review the proposed rules. To a great extent, the AASCD legislative committee concurs with the proposed changes. In areas where further review is suggested, we are submitting the following six (6) responses followed by concern and recommendations to address those concerns.</p> <p>1. Response to: Appendix A, Areas and Levels of Licensure</p> <p>a. <i>Concern:</i></p> <ul style="list-style-type: none">• It appears that the requirement of an Initial License for a special education teacher and a library media specialist can be obtained without any prior regular classroom experience.• A teacher of special education students should be highly qualified with a strong knowledge of pedagogy and curriculum in the regular classroom. As observed through the requirements of No Child Left Behind and now with the Common Core State Standards, the expectation is that the special education student be held to the same standard as the traditional learner. It seems unreasonable to expect a teacher with no traditional classroom experience to be able to "close the gap" of learning without some instructional background knowledge by working directly with traditional students first.• The expectations for the teaching component of the library media specialist appear to be increasing with the transition into the Common Core. The pedagogy of the classroom should be the pedagogy of the library. Regular classroom experiences are essential as the library media specialist supports the work of the classroom as we transition into the Common Core. <p>b. <i>Recommendation:</i> If the cause for the need to expedite the pathway for special education teachers and/or library media specialists is linked to a paucity of people with those credentials, perhaps incentives should be</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

<p>created to entice regular classroom teachers to obtain their special education license or library media specialist license after spending two or more years in the regular classroom.</p> <p>2. Response to: Section 6.01.4 " ... graduate-level program of study ... to include two (2) internships ... "</p> <p>a. <i>Concern:</i> It has been suggested by some that the number of internships be reduced to one (1). The AASCD legislative committee believes that the internship should be reflective of the K-6 and the 7-12 grade spans. This appears to be an essential element of the program of study for a well-prepared candidate.</p> <p>b. <i>Recommendation:</i> The amount of time required for the internship should provide candidates with experiences of equivalent time in each of the grade spans. Universities have NCATE and SPA requirements that set suggested number of hours for these experiences. Universities may choose to offer internship experiences throughout their program of study as well as through a capstone internship of one or two semesters.</p> <p>3. Response to: Section 6.01.4 " ... graduate-level program of study ... to include one (1) portfolio ... " and Section 2.19 "'Portfolio' means an accumulation of materials and documented experiences reflecting the competencies of the candidate ... "</p> <p>a. <i>Concern:</i></p> <ul style="list-style-type: none">• It has been suggested by some that the portfolio should not be a component of the rules defining the program of study for an administrative candidate. The AASCD legislative committee believes strongly that a properly constructed portfolio is an essential activity that deepens the candidate's understanding of the required standards. Therefore, we support the ADE's inclusion of this expectation within the program of study.• Secondly, the expectation of accumulating artifacts will be an expectation within the new teacher evaluation process as well as the principal evaluation system. It appears that the experiences related to creating a portfolio with artifacts aligned to standards will prepare an administrator to lead a similar process with faculty members. <p>b. <i>Recommendation:</i> The concerns that may be levied around the quality of the portfolio system should be reviewed by those designing the programs of study to ensure quality control as we institute a parallel performance-based system as a part of the K-12 educational model with the Teacher Effectiveness Support System (TESS).</p> <p>4. Response to: Section 4.0 Ancillary license Requirements (Note: In general the AASCD legislative committee commends the recommendation for the Ancillary License requirements. The fields listed are those that would benefit from this type of licensure.)</p> <p>Response to Section: 4.02 Ancillary Standard license in Clinical Counseling</p>
--

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>a. <i>Concern:</i> The AASCD legislative committee believes that there is merit in having school counselors with classroom experience based on the expectation that their work is to ensure that the overall educational experience is supported through the work of the counselor.</p> <p>b. <i>Recommendation:</i> Schools should be able to meet the overall ratio that exceeds 1:450 of counselors to students using Clinical Counselor model, but consideration should be given to having the initial standard be met with a traditionally licensed school counselor. This model could be similar to the meeting of the physical education student-teacher ratio with both a certified and a non-certified staff member.</p> <p>5. Response to: Section 4.02.1 and Section 4.04 references to Administrator Licensing</p> <p>a. <i>Concerns:</i></p> <ul style="list-style-type: none">• <i>Concern 1</i>-AASCD legislative committee believes that is essential for individuals who desire to be administrators to have classroom teaching experience. It appears that within the Ancillary License process this is not an absolute requirement. Likewise, Section 4.04 Ancillary Standard License in Speech Language Pathology states that this licensure pathway allows for adding the Curriculum/Program Administrator License. This, too, appears to open the door for other administrative licenses without classroom teaching experiences according to Section 6.02 of the Rules.• <i>Concern 2</i>-There is some concern that the manner in which this rule is stated that Section 4.04 places districts in the position of paying a Speech Language Pathologist from the Administrator salary schedule. This may put an increased financial burden on a school district. <p>b. <i>Recommendations:</i></p> <ul style="list-style-type: none">i. <i>Recommendation 1</i> -The sections of the proposed rules that pertain to exemptions for eligibility for administrator licensing should be reviewed. The references in Section 4.02.1 that provide exceptions ("except by meeting the criteria of Section 4.03") should be stricken if there is no provision for classroom teaching experience. All licenses provided via the Ancillary Licenses process should not have a pathway to an administrative license without classroom teaching experience. It is recommended that review should be made of all sections of the Rules that pertain to the awarding of an Administrative License to ensure that administrators have classroom experiences prior to being an administrator.ii. <i>Recommendation 2</i>- No increased financial burden should be placed on the districts. <p>6. Response to: Section 6.01.6.3 Administrator License Requirements for those who work at ADE or at an educational service cooperative</p> <p>a. <i>Concern:</i> The AASCD legislative committee believes that those with experiences at either an educational service cooperative or the Arkansas Department of education should also have two years of teaching experience prior to being considered for a building level administrator license.</p> <p>b. <i>Recommendation:</i> Review the criteria within the rules to ensure that all candidates for administrative licenses have at least two years of teaching experience.</p>
July 7 & 11, 2012	Recommendation 1: Retain the P-4 License along with the newly proposed K-6 license

Public Comments: Rules Governing Educator Licensure – June - July 2012

Dr. Kathy Pillow-Price
Invest Early Coalition

- * Several federal programs, including Race to the Top and Head Start require that early childhood programs be included in comprehensive planning for statewide initiatives.
 - The national trend in recent years has been to increasingly move from the traditional K-12 model of education toward an integrated P-12 system of education. We see this evidenced in the report published in 2010 by NCATE's Blue Ribbon Panel of experts when they recommended that teacher preparation programs be redesigned and they asserted that P-12 student learning should be the focus point for implementation.
 - We see this also as our state legislators heard a presentation over a recent report from The Education Commission of the States in which their "12 for 2012" listed as their number ONE issue Pre-K: Expanding the focus to P-3!
 - We also see this in federal funding opportunities as seen in President Obama's \$10 billion in grants to states that will invest in improving the quality of education for young children. Arkansas has applied but has not received any of this competitive funding. We will not be competitive in the future unless we show in our state policies and practices that we are clearly focused on improving early learning and development programs for young children.
- * Continuation of the P-4 License would offer an authentic choice for those preparing to teach young children but who prefer the option of focusing on the early years. In addition the P-4 License meets the need to train highly skilled teachers in a specialized area of expertise, specifically the birth through the early grades. Such training is essential for optimal outcomes at this critical juncture of a child's education.
 - The quality of the instruction that children receive in the early childhood years of Birth to age 8 has a long-term effect on how well they perform throughout their years in school.
 - Because younger children are still developing foundational skills, their teachers need different preparation from what is required of those that wish to work with children in later-elementary years.
 - Teachers at all grade levels need knowledge and understanding of how children develop, but this is even more critical for early childhood teachers who must learn about the science of early-childhood development, family engagement, and how to provide effective instruction in subjects such as early literacy and the building blocks of mathematics while aligning the preschool years with K-12 standards and Common Core.
 - This means that more than ever before we need to ensure as a state that we have an adequate supply of properly trained early childhood teachers ready to work in quality programs to support school readiness.
- * The Common Core State Standards Initiative has been revised to align with Common Core Standards. Because it is the "wave of the future," those standards incorporate developmentally appropriate practice for PK through Grade 12.
- * The Licensure Taskforce has voted to recommend a separate B-K/Special Education Licensure incorporating the years of Kindergarten and before as separate from subsequent educational needs. The problem is that children do not develop in such segmented fashion. Children in the early childhood years

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>need teachers trained in emergent literacy, for example, because some will be reading at a first or even third grade level. Expertise must span birth through the early childhood years of birth to age eight as defined by the National Association for Education of Young Children (NAEYC.org). NAEYC recommends that teacher training be designed to encompass this range.</p> <ul style="list-style-type: none">* Arkansas’ institutions of higher education already have designed and are offering curriculum based on the P-4 License. It would be easier to continue offering the P-4 license and add the K-6 license than it would to begin offering the more specialized B-K/special education program.* Only a few larger campuses in the state are equipped to offer a B-K/special education option, and for this reason such a major will not attract the enrollment necessary for viability in smaller institutions. Thus, the workforce will not be adequately bolstered.* Students graduating with a B-K/special education license will have little access to the positions available in the school districts. Many community-based programs that focus on early education do not have the means to provide their staff with comparable wages and benefits that public schools can offer. This would likely result in few graduates with this needed knowledge and a gap in expertise needed in our state.* A B-K/special education configuration is unlike any of the other recommended licensing configurations in that the K-6, 4-8, and 7-12 provide overlap, which provides protection for children or teachers at those junctures and flexibility for administrators. The B-K/special education option simply does not offer enough overlap. Without this overlap it is feared that teacher preparation for programs would be developed in silos at a critical time when more collaboration and alignment are needed, not less. Without more of a transition between early childhood and K-12 license it could negatively affect the 619 Pre-K classrooms operated in Arkansas schools that currently have flexibility with teacher placement. <p>Recommendation 2: Develop a B-5 early childhood license as a standalone license to accompany the P-4 license that should be left in place. This will cover the full span of early childhood development of birth to age 8 under licensure in our state and will demonstrate that we have clear early childhood preparation programs that lead to licensure.</p> <p>Recommendation 3: Encourage increased collaboration between the Arkansas Department of Education (ADE), teacher education preparation programs, and the Arkansas Department of Human Services - Division of Child Care and Early Childhood Education (DCCECE) concerning licensure and give DCCECE official representation on the Arkansas Professional Licensure Standards Board (PLSB). Strengthen existing partnerships that are in place and increasingly include early childhood professionals in future decision making processes.</p>
July 12, 2012 Kay Ekey, Director of Special Services, Lake Hamilton	I am writing to officially voice my support for changing Arkansas Teacher Licensure from p-4 to P-6. The configuration of many Arkansas elementary schools, especially in rural areas, includes grades 5 and 6. Having the license cover this entire range provides districts with the flexibility needed to adjust teaching

Public Comments: Rules Governing Educator Licensure – June - July 2012

School District	assignments to meet current enrollment needs. The training to address the curriculum and developmental needs of students in grades 5 and 6 can be incorporated into elementary programs as it has been in the past. This expansion of the license grade range should not have an adverse effect on student performance and progress.
July 12, 2012 Steve Anderson	I believe that moving the licensure levels from P-4 to K-6 is a positive thing for schools and teachers. I know that it would greatly help our school district.
July 12, 2012 D. Chris Rink, Director, Western Arkansas Technical Center	<p>I believe the licensure level change to K-6, 4-8, 7-12 is a great move. School districts need to have flexibility when they are assigning grade levels. As an experienced superintendent I hated the P-4 license because I had a P-6 elementary. Standards looks very unfavorably on you if you put a P-4 teacher in a 5 or 6 classroom without putting them on an ALP; and an ALP means they have to spend their own money to take additional course work that they really already had to teach elementary students.</p> <p>Working for a Coop or the Department does not an administrator make. These folks are too far removed from the students and looking at good teaching and learning, in fact they may not know what good teaching and learning looks like. We need people to be building administrators (and district administrators – I’ll get to that one on in a while) who have the book knowledge and EXPERIENCE in a building or district. Coop employees may have to have a license to teach as possibly Department people do as well, but that does not put them in a building or district in today’s atmosphere of transparency and accountability. I just do not think they can handle the load.</p> <p>A K-12 license is okay with one internship. I wonder about removing the P though. So much emphasis has been put on “state approved” preschools that it seems like a principal should be able to keep that designation on his/her license.</p> <p>Portfolios for each licensure level...building – okay, superintendent – okay, curriculum spec – okay...not building P-8 7-12 that will become K-12 (or P-12); one would be enough there. Does that make sense???</p> <p>Librarians need the minimum of two years classroom experience, period. They are expected to do lesson plans , especially at the elementary level and middle school level on library research and other topics. If they have not had any classroom experience, they may not have the ability/experience to write good lessons.</p> <p>Districts need QUALIFIED superintendents; not good ole boy from down the street that everyone loves (or hates). I took the course of study to receive my Ed.S. and tested through ETS to get a passing score to become licensed as a district administrator (and am finishing up the requirements for my Ed.D.); and we are going to let anyone become a superintendent? Every superintendent in the state should be screaming about this proposal. The only way to even get ready for the superintendency (as you may or may not know) is to take</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>the course work and get experience on top of that course work. If this was introduced to allow "former" superintendents to work in a state takeover situation it is one thing and should have been drafted that way, but it is not a good idea to let someone into the superintendency that has no experience in a school setting.</p> <p>I think it is a bad idea to allow Clinical Counselors to become School Counselors without teaching experience (same rationale as for the other licensure areas discussed here). They need school experience, period.</p> <p>It is a bad idea to allow a Speech Therapist to be a Special Ed Supervisor, again same rationale. These people need to have classroom experience. They may not have had any contact or had limited contact with special ed students or teachers.</p> <p>I do believe the idea of doing away with the Praxis III is one of the best ideas proposed. The Praxis III was a millstone around the neck of the state.</p>
<p>July 12, 2012 Marilyn Johnson, Asst. Supt. Warren School District</p>	<p>I am in favor of the proposed change in licensure grade levels from P-4, 4-8, and 7-12 to K-6, 4-8, and 7-12. As more schools move to a standards based, problem based learning approach, these levels are a better fit and also, it will give schools more flexibility and a larger talent pool especially for the middle grades. Additionally, it's my understanding that the configuration of the majority of the schools in the state match up best with the proposed licensure configuration.</p>
<p>July 12, 2012 Dr. Roger Hill Asst. Superintendent for Human Resources, Rogers Public School District</p>	<p>This e-mail is in support of the revisions proposed by the Licensure Task Force from the Professional Licensure Standards Board. Our elementary schools in Rogers have a k-5 grade configuration. We have a special education teacher who is teaching a self-contained class so she has 3rd, 4th and 5th graders in the same class. She has elementary certification (p-4), middle school certification in all four core areas (4-8), and has special education certification for grades P-4. With all these certifications, she was not certified to teach the self-contained class at the elementary school because she did not have grade 5 special education licensure. The teacher was required to complete an ALP. This was not necessary. This is one example of many in which additional flexibility is needed. There was a great deal of time and thought by many who work in the schools who see on a day to day basis the problems that exist in current licensure guidelines.</p>
<p>July 12 & 16, 2012 Rabab Thornsberry</p>	<p>As a practicing Speech-Language Pathologist (SLP) in the public school for ten years, I strongly encourage the law to be changed so SLP's may continue their education to pursue another add on licensure. I have felt called to graduate and practice in the public school as a licensed school counselor that's recognized by the ADE. I have begun taking classes through UCA's program this summer. As an SLP in the school system, I hold a teacher's license (which requires 60 PD hours), perform duties, on a teacher's pay scale, pull ALL goals and objectives from the Common Core State Standards, hold the same hours as teachers, have a conference period, etc. I've also performed a Reading Early Intervention program independently in our Kindergarten classrooms. As you can tell, my roles mirror that of classroom teachers. The ADE website defines a classroom teacher as someone who provides instruction, at least, 70% of the day. That's me! I teach Reading, Math,</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>Language Arts (English) for all grade levels. As you all are aware, there is a current shortage of school counselors in this great state. Arkansas is only 1 of 3 states that currently do not permit SLP's to add a licensure. I want our state to be the first to implement changes that are beneficial to our students. Why should our students in this state suffer due to a lack of counselors? They shouldn't. This two year as a classroom teacher requirement to be a school counselor needs to be lifted. I have served similarly to their roles. The difference is I co-teach, teach independently to a classroom, or use a pull-out model. I strongly petition the board to allow me to be as effective as possible in the public school.</p>
<p>July 12 & 16, 2012 Richard Hutchinson, Dir. of Government Relations and Instructional Issues, Arkansas Education Assoc.</p>	<p>We do not support the elimination of the P – 4 license; we believe that it should be retained while adding the K – 6 license. While we support the proposed B-K Special Education license, we don't believe it is sufficient because it doesn't support the full span of early childhood development. Our reasons for this position are:</p> <ol style="list-style-type: none">1. According to both the National Council for the Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, and numerous other professional organizations, an integrated P – 12 system is the future for education in this country. All available evidence, including a review of licensure offerings by all fifty states, shows that we are moving in this direction. Arkansas has been a leader in this effort; we have received national recognition because of our efforts to provide quality pre-school education. At a recent meeting of the House and Senate Education Committee, legislators stressed the importance of pre-school and K – 12 working together to provide for implementation of the common core and a seamless transition from pre-school to kindergarten. Eliminating the P – 4 license would set Arkansas back in our efforts to more fully integrate pre-school with K – 12 education.2. Numerous research studies show that high-quality pre-school education is a necessary part of any effort to close the achievement gaps in our schools and eliminate the need for massive amounts of money being paid on remedial education. Quality early childhood education is not only good for children, it is good for the economy. C. R. Belfield in his book, <i>An Economic Analysis of Pre-K in Arkansas</i>, states that Pre-K returns \$1.58 for every dollar spent on Pre-k in the state. We believe that elimination of the P – 4 license could very likely lead to a shortage of well-qualified pre-school teachers in Arkansas in the future.3. Retaining the current P - 4 license while adding the K - 6 license will place Arkansas in alignment with the licensure structure in a majority of states including our surrounding states. This will provide authentic choices to those in Arkansas who wish to prepare to teach children. Early childhood educators need specialized early childhood preparation rather than programs of study that focus only on the most flexible placement.4. The strongest arguments given by the proponents of eliminating the P – 4 license seems to be more related to perceived needs of adults in staffing schools than they are to the needs of students.

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>The Association believes that further rationale for retaining a P - 4 license is found in the special report issued by Arkansas Advocates for Children and Families and in the public comment submitted by Dr. Kathy Pillow Price.</p> <p>We believe that the value of classroom teaching experience is too critical to student success to be eliminated or substantially reduced. The Association believes that the requirement for classroom teaching experience as a prerequisite for licensure as a Library Media Specialist should be maintained. Library Media Specialist should not be an initial licensure area but kept as an add-on to a standard license.</p> <p>We also believe that no more than one year of experience as a counselor or library media specialist should count toward the four years of teaching experience required for a Building Level or Curriculum/Program Administrator License. Likewise, employment experience with an education service cooperative or the Arkansas Department of Education should only count for one year of the required teaching experience.</p> <p>The Association does not believe a need has been demonstrated for the proposed Clinical Counseling license. Currently, Arkansas schools have school psychology specialists who may provide more intensive intervention than school counselors, if needed. Since there is no indication that a counselor employed with a Clinical Counseling License would have any different job than one with a School Counselor License, the only difference appears to be that the Clinical Counselor License doesn't require classroom experience and can't be used for an add-on or to become an administrator. Since we believe that counselors need classroom experience, the Association recommends the deletion of this proposed license.</p>
<p>July 12, 2012 Randy Willison, Superintendent, Batesville School District</p>	<p>I want to emphasize the value of having classroom teaching experience if you are going to support instruction. If a building-level administrator is responsible for supervising, evaluating, and supporting teachers, he or she needs to have practical experience in preparing and delivering instruction, managing student behavior, and assessing learning. Any provision of the rules that allows a candidate to bypass that experience should be changed. While experience at the Department of Education or in a cooperative may be valuable to a candidate, that experience should not be allowed to substitute for every year of the required experience. The same is true as to blanket reciprocity for individuals holding a license from another state; if that other state does not require classroom teaching experience, that experience should be an additional requirement here. I also support maintaining the experience requirement for school counselors. To support instruction, you need to have classroom teaching experience.</p>
<p>July 12 & 15, 2012 Susan Whatley, Arkansas School Counseling Association</p>	<p>The Arkansas School Counselor Association's governing board and its members, approximately 1000 school counselors from across the state, are in opposition to the proposed Rules Governing Educator Licensure, Section 4.0 Ancillary License Requirements. Our first and foremost request is to remove clinical counseling from the list of individuals to receive an Ancillary Standard License in school counseling. Several questions</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

have been raised as to why school counselors were not at the table or consulted with regards to this new license. The Summary of Proposed Changes indicates the proposed addition was not initiated by either the Licensure Task Force or the Professional Licensure Standards Board. When the organization's leadership announced the proposed change to its members at their annual state conference, the group was blind-sided. A survey was immediately developed and sent to members. A majority of the membership has not had a chance to respond, due to being off contract and the survey being delivered to numerous school addresses. However, the hundred or so received responses did not support the proposal as stated.

A major concern of the proposed rule is with the terminology of clinical counseling and clinical counseling specialist. We need these terms defined and clarified. Also, with over fifty (50) master's degrees in the area of counseling/psychology programs across the country, (ranging from pastoral counseling, marriage counseling, sex therapy, evolutionary psychology, or substance abuse counseling), what specific degree programs will satisfy clinical counseling? Will the lack of teaching experience impact our students? Can required coursework such as methods of teaching, classroom management, or teaching internship be incorporated into the counseling degree program as possibilities to help prepare the ancillary licensed counselor for the school and classroom setting? A possible solution could be the establishment of a mentorship program for individuals who are hired by schools but who have no classroom experience to work as a school counselor. If the Ancillary License is designed to address school counselors identified as a critical shortage area then perhaps the Department of Higher Education can offer some solutions. Educators holding a teacher's license with two years of teaching experience must complete a 44 to 48 hour degree program to earn a master's in school counseling in Arkansas. Some educators are reluctant to pursue a master's in school counseling when they can obtain a master's in another area in a shorter amount of time (less hours) and receive a pay raise sooner with less out of pocket expenditures (the cost per college hour plus expenses). Allow Arkansas to provide what is in the best interest of students and not satisfy a shortage of counselors at their expense. These are concerns that have emerged in a short period of time, which are not addressed in the proposed rule and could potentially present major ramifications for our schools.

Mental health counselors currently working in our schools provide a valuable service, and are available to students. They serve a very important purpose in addressing the emotional well-being of the student. They supplement the school counselor's role and provide services to a select group of students and their families.

School counselors work with the whole child in the areas of academic, career, and personal social development. We have experience in the classroom and understand the dynamics of the school culture and climate. We use teaching methods and classroom management skills to address developmental needs, provide prevention programs, and career/educational planning for our students in the classroom. We also provide individual and small group counseling services related to these areas. Licensed school counselors

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>are instrumental in helping students, teachers and principals recognize, prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed. We advocate for the student but also work with teachers, staff, and administrators as a team to improve the educational environment for both students and teachers. We serve as liaisons between the school and the parents and the community.</p> <p>Current professional research confirms that effective comprehensive school counseling services:</p> <ul style="list-style-type: none">• increase academic achievement and student well-being;• improve student behavior and attendance;• reduce bullying and other disruptive behavior;• foster more productive school environments; and• narrow the college-access gap between lower-income and higher-income student groups. <p>At one time counseling services were considered an ancillary service isolated from the instructional program. Currently, a comprehensive school counseling program focuses on the developmental needs of all students and is an integral component of the school instructional program. We are student-centered and school centered - not client-centered. Our background is in education with the desire to teach and then counsel with children in a school setting. With the focus on every student being college and career ready, an educational background with teaching experience for school counselors makes perfect sense!</p> <p>With education budgets and families reeling in the wake of the Great Recession, schools need more, not less, credentialed school counselors to enable children and youth to come to school ready to learn, to stay in school, and to succeed. Nationally, the average student-to-counselor ratio is 457 to 1, nearly double the American Counseling Association recommended ratio of 250 to 1. In Arkansas, districts hire school counselors based on a 450:1 ratio. We must do better, now more than ever.</p> <p>We respectfully request the proposed Rules Governing Educator Licensure regarding section 4:0 Ancillary License Requirements eliminate clinical counseling from the list or at the least postpone your consideration to include these individuals until possible alternatives can be explored. The Arkansas School Counseling Association looks forward to working with you to ensure all students and all schools have appropriately trained individuals to work with students as school counselors.</p>
<p>July 12, 2012 Aleecia Starkey, Arkansas Speech-Language-Hearing Association</p>	<p>It is very important for speech-language pathologists in the public schools to have an avenue to advance and become a curriculum supervisor or special education supervisor. Many speech-language pathologists have spent time in the classroom – we have managed classrooms, we have taught reading and other curriculum areas, we have helped to select textbooks based on the linguistic structure of the books. We are considered classroom teachers for everything except when it comes to looking at our classroom experience. The</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>experience we have in public schools as co-teachers, therapists, committee members, or duty teachers, shows we perform all the duties of a classroom teacher, including having input on student grades, especially in special education. Our experience should count when we look to become more involved, whether it is at the building-level, special education, or district administrator level. It is very difficult at this time to recruit young people into the field of speech pathology for public schools because they do not see an opportunity for advancement. They don't see why they need a teaching license, since that license affords them no further scope of practice than the licensure they must have through the Arkansas Speech-Language-Hearing Board of Examiners.</p>
<p>July 12, 2012 Mardi Crandall & Dr. Jennifer K. Henk, School of Human Environmental Sciences in the Dale Bumpers College of Agricultural, Food and Life Sciences, University of Arkansas</p>	<p>We have now a program that has been approved in the B-K area of study. It has been operational for 2 to 3 years, and I have concerns about the proposed B-K license. It is exciting that this might be an integrated license. We have been in discussions with the folks in special education on our campus and look forward to this merger because it needs to happen – not just for the graduates of our program, but for the children of Arkansas. We have people in the field in this state delivering services for infants and toddlers who are far from qualified. The only qualification seems to be that they have the anatomy for it, and not much else. We now recognize that there is a science behind what we do, a pedagogy that needs to be met, and it is exciting that the state will now recognize this. My concern is that most of the professionals prepared in this field to date through our program are coming up through programs in family consumer science and human environmental science; I would feel much more comfortable thinking that these areas would be recognized as a pathway to this licensure. Furthermore, I have a concern about all the people who have finished our degree and are in the field now serving infants, toddlers, and pre-schoolers, who have met requirements for field experience that were not in place when they graduated. I would like to see some sort of grandfathering clause allowing them to be recognized for the work that they have put in and the expertise that they have developed.</p>
<p>July 13, 2012 Conway School District</p>	<p>1. <u>In reference to 2.13 on page ADE 6:</u> Request to add language to explicitly define “Classroom Teacher” and “Teacher of Record.” These additions are needed to better define “Classroom Teaching Experience” as it is referenced throughout the pending rules. There is currently no definition for classroom teaching experience under 2.0 Definitions. However “Classroom Teaching Experience” is referenced throughout the pending rules. The current Rules Governing Standards for Accreditation of Arkansas define a “highly qualified teacher” as shown below.</p> <p><i>3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.</i></p> <p>2.13 uses this definition for teacher. This is an appropriate definition for “highly qualified.” However, based</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

on the pending teacher licensure rules this is not appropriate for a “classroom teacher.” There needs to be a difference in a “highly qualified” and a “classroom teacher.” The “classroom teacher” should be the “**teacher of record**.”

We request to amend 2.13 to say:

a) Arkansas Department of Education Rules Governing Educator Licensure --2.13 “**Highly-qualified Teacher**” means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001. “**Classroom Teacher**” means a teacher who is highly qualified and is also meets the definition of “**Teacher of Record**” as defined in Arkansas Department of Education Rules Governing The Non-Traditional Licensure July 2003 .”

2. **In reference to Section 4.02 on page ADE 12 and 6.02 on page ADE 18:**

This section provides an alternative pathway to administrative licensure for ancillary licensed staff.

We request a change in the wording and to strike out as indicated below:

4.02.1 An individual holding an Ancillary Standard License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license. ~~except by meeting the criteria of Section 4.03 of these rules.~~

4.03 – 4.03.3 (page ADE – 12) Strike all wording.

4.04 (page ADE-12) Strike all wording.

6.02 (page ADE-18) Strike out, “~~Speech Language Pathology Ancillary Standard License. or~~”

Explanation of proposed change: We feel that the ancillary licensed staff member should not be able to add any other endorsement or content areas. We do not feel they should be able to take a program of study to add any endorsements. The current rules propose to allow the ancillary license for the Clinical Counseling Specialist to become a Principal, Curriculum Specialist, Curriculum Specialist for Special Education and Superintendent. This allows the ancillary licensed person to add endorsements and/or become an

Public Comments: Rules Governing Educator Licensure – June - July 2012

administrator without any classroom experience.

In addition, we request to add wording:

4.02.2 An individual holding an Ancillary Standard License in Clinical Counseling may not be employed by a district until a traditionally Licensed School Counselor has been employed for the first 450 students per campus.

Rationale: We feel strongly that a district should employ a traditionally licensed school counselor for the first 450 students per campus. The school counselor must meet all the Arkansas School Counseling standards. These standards include small group instruction, classroom instruction, knowledge of pedagogy, instructional strategies and collaborative networking skills with the classroom teachers. The Clinical Counseling Specialist does not license through a program of study which prepares him/her to fulfill the required Arkansas Counseling Standards. They do not have an internship or have the classroom experience to assist with these requirements. We feel the best service for our students is to allow a Clinical Counseling Specialist to be employed as the second required counselor if a campus or district exceeds the 450 student ratio requirement. This would ensure that the initial school counselor had classroom experience as well as pedagogy, and instructional strategies to fulfill the Arkansas Counseling Standards.

3. **In reference to section 6.01.6 and 6.01.6.1 on page ADE 17:**

This section provides an alternative pathway to administrative licensure for ancillary licensed staff.

We request a deletion/ addition in the wording out as indicated below:

6.01.6 Documentation of at least (4) years of P-12 experience as a licensed classroom teacher. ~~school counselor, or library media specialist.~~

6.01.6.3 A maximum of one (1) ~~or more~~ of the years of the experience requirement may be satisfied by equivalent working experience, including ~~without limitation employment with an~~ education service cooperative, the Department, school counselor or library media specialist.

Rationale: The education service center and Department experience do not equate to the experience obtained by working in a classroom or as a school district administrator. Many ADE and cooperative positions are far removed from classroom experience. In addition, library media specialist and school counselor should be allowed a minimum of one year of experience if the education service center and Department are granted a

Public Comments: Rules Governing Educator Licensure – June - July 2012

maximum of one (1) year of classroom experience towards the administrative required four (4) years of experience.

4. In reference to section 6.02 on page ADE 18:

We request a deletion in the wording out as indicated below:

6.02 The office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a ~~Speech Language Pathology Ancillary Standard License, or a Standard or Advanced License~~ in the relevant area:

Rationale: We do not feel that the Speech Language Pathology Ancillary License meets the classroom experience required for a Curriculum/Program Administrator licensure.

5. In reference to section 6.02.6 on page ADE 18:

We request a deletion in the wording out as indicated below:

6.02.6.1 Special Education – Classroom teaching experience in special education, ~~or experience in speech language pathology~~ while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract:

Rationale: We do not feel that the Speech Language Pathology experience meets the required classroom experience and should not be substituted to meet the required four (4) years of licensed experience.

6. In reference to section 6.02.6.8 on page ADE 19:

We request an addition/deletion in the wording out as indicated below:

6.02.6.8 ~~A maximum of one (1) or more~~ **A maximum of** one (1) ~~of the~~ years of the experience requirement may be satisfied by equivalent working experience, including ~~without limitation employment with an~~ education service cooperative, the Department, school counselor or library media specialist.

Rationale: The education service center and Department experience do not equate to the experience obtained by working in a classroom or as a school district administrator. Many ADE and cooperative positions are far removed from classroom experience. In addition, library media specialist and school counselor should be

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>allowed a minimum of one year of experience if the education service center and Department are granted a maximum of one (1) year of classroom experience towards the administrative required four (4) years of experience.</p> <p>7. <u>In reference to Appendix A Library Media Science:</u></p> <p>We request a deletion in the Initial Licensure Levels</p> <p>Remove an Initial Licensure Area for 7-12 and P-8 for Library Media Science.</p> <p>Rationale: The library media specialist position is critical for the Common Core State Standards transition. Without classroom experience, the library media specialist will be missing critical knowledge about alignment and shared resources. In addition, if the classroom teaching experience were eliminated, this staff member could become an administrator at the building or district level without any classroom experience.</p>
<p>July 12, 2012 Charlotte DeWitt</p>	<p>Act 1178 of 2011 includes a change in the requirements needed to become a school counselor in Arkansas. I would like for each of you to consider a few things as it pertains to school counselors. As a school counselor, I first became an elementary teacher and taught for 8 years. My years as a teacher helped prepare me to carry out the duties of a counselor as set forth in our National/Arkansas Model and the benefit to my students is great. As an Arkansas school counselor I am a certified professional educator who assists students, teachers, parents, and administrators. I serve as a leader who is engaged in system wide change to ensure student success. I help EVERY student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. I promote student success by helping to close existing achievement gaps. I am an effective leader and I collaborate with other professionals in the school to influence system wide changes and implement school reform. In this way, I have a positive impact on students, the school, the district and the state.</p> <p>By first being a professional educator, school counselors are in a position to advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. They believe, support and promote every student's goal to achieve success in school and have the training to do so. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school.</p> <p>Allowing mental health providers to assume the role of school counselors would be a disservice to the students of Arkansas. Our students deserve counselors who are professional educators. To offer them less would send the wrong message to students and parents. Please strike down any language that would make it possible for anyone except professional educators to serve the students of our great state as school</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	counselors.
July 14, 2012 Susan Harp	I have been an educator for more than 24 years. My daughter completed the early childhood program at the University of Arkansas, and I can guarantee that she is highly qualified to teach prekindergarten in Arkansas...yet she has had to complete her masters in order to teach. The program that the u of a has instituted is very, very rigorous and is producing some young educators that are ready to teach in our pre k classrooms but must settle in an aides position. That is an injustice to the four year olds in our state...many are being taught by teachers that lack the pre k certification ...they use it as a stepping stone to other teaching positions within the district. Please make the u of a program a teaching certification program...and grandfather those recent graduates in.
July 14, 2012 Ronny Harp	As the husband of an Educator I urge you to pass this rule. I also have a daughter that just completed her master and this would directly affect her if they are not grandfathered in. Therefore I encourage you to support this rule.
July 14, 2012 Anne Puckett	I believe that children need to have developmentally appropriate practices according to their age. The Early Education provided at the present time allows for accreditation for children k-5. It does not cover the emotional steps that a child must overcome to first branch off into a fully developed child. I believe making it B-K accreditation we will see improvements into the next generation. Only affording the best benefits for all our children. Time for the brain to endure the final steps of growth before we emerge more information than a child can wrap their brain around. If we teach our children more than their brains can wrap around than we are doing nothing but standing still in our tracks. We will have to retrain some typical children and have no response from atypical children . The only way we can stop this is allow child development majors the room to teach children and parents in the early years. Then and only then will the road be paved in such a way that we can fully prepare the mind for the child to take off and fly with developed wings.
July 15, 2012 Shane Broadway, Arkansas Department of Higher Education	<p>1. Out-of-state institutions offering teacher education programs to Arkansas citizens Rule 2.01; 3.01.5.2-5.3; 4.03.2; 5.0.2.2; 5.03; 5.06.2; 6.01.3; 6.01.3.2; 6.02.3.2; 6.03.3; 6.03.3.2; 8.03.5</p> <p>Throughout the Rules document, references are made to accredited institutions, state approval, and out-of-state institutions; however, there is no mention of the need for the out-of-state institutions to obtain all appropriate state approvals including program certification by the Arkansas Higher Education Coordinating Board (AHECB) as required by Arkansas Code §6-61-301 and AHECB Policy 5.2.</p> <p>Arkansas Code §6-61-301–302 authorizes AHECB to establish the criteria for certification of out-of-state and non-public institutions offering college-level courses and degree programs to Arkansans; and requires these institutions to obtain AHECB certification prior to offering those courses/degree programs.</p> <p>While ADHE and ADE staff currently work together to insure that the out-of-state and non-public institutions are meeting the same requirements that Arkansas institutions are required to meet in order to offer</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>programs leading to teacher licensure to Arkansas residents, it is requested that a link to the Institutional Certification (ICAC) Rules, which can be found on the ADHE website, be included in the sections of the Educator Licensure Rules that reference out-of-state institutions to help insure that Arkansas students do not fall victim to degree scams from diploma mills that prey on unsuspecting students, or to those accredited institutions that knowingly ignore Arkansas state rules and regulations. The link to the ICAC Rules is: http://www.adhe.edu/divisions/academicaffairs/Pages/aa_academicproposals.aspx</p> <p>The ICAC Rules only would apply to the out-of-state and for-profit institutions advertising and/or otherwise pursuing Arkansas students for online programs, and those institutions establishing a physical presence in Arkansas to offer degree programs. The Rule would not be applicable if an Arkansas student physically attends an out-of-state institution.</p> <p>2. Impact of proposed licensure changes on Arkansas institutions of higher education</p> <p>Arkansas public universities have expressed concern about how the program of study changes will impact the viability of the programs where the new rules result in additional course hours, such as physics, earth science, and physical science.</p> <p>The concern is that if the new licensure requirements lead to a number of additional credit hours in the subject matter to prepare teacher candidates for the new grade level division, fewer students may choose to enroll in such programs, leading to possible program deletion because programs could not meet AHECB program viability/graduation thresholds and result in a possible teacher shortage in such areas.</p> <p>Finally, it is requested that the implementation schedule for the new Licensure Rules be developed with consideration of the institutional process for on-campus review/approval of new programs and program changes, as well as the review/approval process of ADHE and AHECB. In some cases, the institutional process can take up to a year before the proposed program/changes are reviewed by ADHE staff and approved by AHECB.</p> <p>Based on the expectation that the proposed Licensure Rules will be approved by the State Board of Education, an implementation date of 2014-15 would allow sufficient time for institutional program development/revisions, state agency review, and board approvals.</p>
July 15, 2012 Tamera Geldmacher	I wanted to provide some input relative to the current potential opportunity to enrich the young children of this state and to establish the teaching license requirements that can best nurture B-K . First of all, the earliest years are the years when the foundations of human potential are being formed. The most rapid brain growth occurs during the first five years of life. Studies show that programs during the early years can make a positive difference but in the hands of those who are not trained in child development, these early programs

Public Comments: Rules Governing Educator Licensure – June - July 2012

sometimes harm children's view of themselves, their abilities and erode their love of learning. Those of us in childhood development support the recommendation that a B-K integrated license be established in the State of Arkansas and acknowledge the benefit such a license would afford the educational system of the state as well as the children in the State of Arkansas. But the programs and teachers that work with these fundamental early years often need more training than is currently provided to the typical 4th grade teacher.

I have a masters degree from the U of A from the School Human Environmental Science. Such degree programs offer ideal pathways for licensure of professionals who understand how to foster the optimal development of children from birth to five. I was a senior in Elementary Education in the College of Education prior to changing my Bachelors degree to Psychology and then later getting my Masters degree in the area of Human Development with a focus on early childhood development. I have done a lot of substitute teaching in addition to my earlier formal training in the area of education and can say that the course of study to prepare me to be a teacher in elementary schools was insufficient for dealing with B-K. My years working in the lab schools at the U of A and the training obtained specific to birth through age 8 was so much more than anything those that have a teaching license for teaching in elementary typically receive. Yet, in the past many of my fellow graduate students have been pushed aside when applying for teaching pre-K or Kindergarten and those with a traditional teaching license---actually better prepared to teach older students have been chosen for those positions. I have seen traditional elementary teachers engaging in practices inconsistent with the research on how young children best learn and best develop and engaging in practices that had the potential to harm children psychologically and motivationally. And unfortunately I found that sending them NAEYC material for guidance on best practice did not serve to be productive. I do know of one of my colleagues who was hired by the Springdale schools and she has fostered such profound gains in her young students that she recently received an award and her administration has begun to see the value of hiring individuals whose training in early childhood development from the area of human development and family science. I have another colleague who has worked with me in the past who actually has her teaching certificate in addition to her training in birth through 8. She has told me in the past how when she taught Kindergarten she was able to help to bring the other teachers and her administration around to understand that one can teach in ways consistent with research concerning how children best learn and develop and still meet their goals and then some. We need teachers who are experts in B-K childhood development in the public school system

Programs that lead to a B-K license should document student outcomes based on accreditation standards set forth by NCATE and NAEYC. B.S. and M.S. degrees leading to licensure of teachers in publically-funded birth through kindergarten programs should come from a variety of academic areas which demonstrate appropriate learning experiences that meet NCATE/NAEYCE standards of preparation for very early childhood teachers. These may include education, family consumer science/human environmental science, or

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>psychology. When you bring together individuals from multiple disciplines that have multiple insights into how children best develop physically, socially, cognitively and psychologically, then you are likely to see that all bases are covered and a more expert approach that nurtures the whole child emerges as they learn from each other. Please keep this in mind when deciding upon the licensure requirements for teaching B-K.</p> <p>My professional colleagues and I strongly recommend that representatives from the Division of Child Care and Early Childhood Education and Higher Education be asked to sit on the Licensing Board to establish representation from the field of very early childhood development.</p>
<p>July 15, 2012 Mary Bryant & Rita Philips, Arkansas School Psychology Association</p>	<p>Regarding the issue of Proposed Changes to the Rules Governing Licensure, the Arkansas School Psychology Association (ASPA) would like to formally recommend that the Arkansas Department of Education no longer license Educational Examiners.</p> <p>Henderson State University in Arkadelphia appears to be the only program in the state to offer the degree. Upon reviewing the course requirements listed online, it was apparent that those students in the program take a very limited amount of coursework in assessment with most emphasis placed on working with special needs students; only one course of intelligence testing and one course of group achievement testing was listed. The degree is complete after only 45 hours of coursework, which does include a practicum, but no internship experience. Additionally, the Praxis exam for Educational Examiners does not even seem to reflect an assessment of their skills in best practices of evaluation or intervention, rather it is an assessment of the Principles of Learning and Teaching.</p> <p>In comparison, the School Psychology Specialist license is awarded after a minimum of 60 hours of coursework, a full year of practicum experience, and an additional 1,200-hour internship (two full school-years of hands-on experience). The Praxis exam for School Psychology Specialists does reflect an assessment of best practices in assessment, intervention, research, ethics, etc; Praxis School Psychologist #0401.</p> <p>There are currently only two state approved programs in Arkansas; University of Central Arkansas and Arkansas State University. Additionally, the National Association of School Psychologists (NASP) has granted approval to both programs as meeting stringent curricular criteria, which in turn leads to an additional certification for graduates as Nationally Certified School Psychologists (NCSP).</p> <p>It is of utmost importance that best practice in assessment, intervention, consultation, and research be used when identifying the needs of struggling students. Based on more comprehensive course requirements and national accreditation of the two programs in AR, it is evident that Arkansas Licensed School Psychology Specialists are better equipped to provide complete comprehensive assessment and interpret the results for parents and educators so that appropriate programming is designed to meet the needs identified during the assessment.</p>
<p>July 15, 2012 Susan Whatley, Arkansas School Counseling</p>	<p>A major area of concern is with the terminology clinical counseling and clinical counseling specialist. What is the definition of a clinical counseling specialist? Is a clinical counselor one whom works in a hospital and therapeutic setting? Is a clinical counseling specialist addressing the mental health of ALL students or with a</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

Association	<p>small targeted population of students? How will clinical counselors meet the personal/social, academic and career development needs of school children?</p> <p>Another major concern is regarding the section on Ancillary License Requirements. Again, what is Clinical Counseling? What is meant by degree in Counseling? Is this a degree in school counseling or the many fields of counseling? What are the counseling program/degrees acceptable to become an ancillary license school counselor? Will this degree in “Counseling” allow a sex addiction counselor to work with Kindergarten – Twelfth grade students in the school setting? Will it allow Christian /pastoral counselor, marriage counselor, or substance abuse counselor to work in the public school setting? How will this impact our students? Will the “clinical counselor” lack of classroom teaching license and classroom experience hamper his/her effectiveness in developing the whole child and his/her education experience? Will there be an extended internship and mentoring program in place for those obtaining the ancillary standard license? If an individual holding an Ancillary Standard License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by meeting the criteria of Section 4.03 of these Rules, why allow ancillary standard license? These are just a few questions needing clarification and answers.</p> <p>School counselors assist in the personal/social, academic and career readiness development of all children. A school counselor is defined as a professional member of an educational team who assists students in their personal, social, and academic, and career development aspects of education through services such as individual counseling, small group counseling, and classroom teaching, and provide leadership in educational reform (advocacy); traditionally known as a guidance counselor, although this term is deemed inaccurate by most professionals today.</p> <p>Credentialed school counselors are crucial in helping students, teachers and principals to prevent and overcome barriers to learning and engagement so that all students have the opportunity to learn, thrive and succeed.</p> <p>Research documents that high-quality school counseling services:</p> <ul style="list-style-type: none">• increase academic achievement and student well-being;• improve student behavior;• reduce bullying and other disruptive behavior;• foster more productive school environments; and• narrow the college-access gap between lower-income and higher-income student groups. <p>With education budgets and families reeling in the wake of the Great Recession, schools need more, not less,</p>
-------------	--

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>credentialed school counselors to enable children and youth to come to school ready to learn, to stay in school, and to succeed. Nationally, the average student-to-counselor ratio is 457 to 1, nearly double the American Counseling Association recommended ratio of 250 to 1. In Arkansas, our average student-to-counselor ration is 450:1. We must do better, now more than ever, to meet the educational needs of our students.</p> <p>Masters-level, credentialed school counselors offer assistance and help services to the full range of students across general- and special-education populations. Masters-level, credentialed school counselors provide essential school counseling services and academic supports, spanning academic development, social and emotional skill development, and college/career development. School counselors work with individual students, small groups of students and teach classroom guidance lessons. School counselors also provide expert consultation, collaboration, and coordination with teachers, principals, families and community-based professionals who provide services for students and families requiring more intensive or more extensive support.</p> <p>To achieve desired goals and what is in the best interest of our students, even the best instruction, curricula, and leadership need a strong complement of Masters-level, credentialed school counselors to provide the learning supports necessary for effective education. This is why I respectfully request that you do not implement proposed changes to licensure at this time. I ask the Arkansas Department of Education to do what is best for all stakeholders to ensure all students and schools have the credentialed school counselors needed to succeed.</p>
July 15, 2012 Helen Hennis Dahms	As a veteran early childhood educator, director and Master's graduate in Human Development and Family Sciences, I am very encouraged to know that serious consideration is being taken to make Birth through Kindergarten Licensed practice in Arkansas. It would be encouraging to know that people like me would have the security of being "grandfathered" in if such measures were approved. I have worked very closely with many of the professionals that are responsible for the development of this important measure which could have a profound impact on the entire early childhood profession and even more importantly, the children and families who would be positively affected by educators who are considered serious professionals with competitive salaries and benefits. I look forward to seeing Arkansas becoming a leader in Early Childhood Education in the nation by recognizing the need to meet the criteria to make Early Educators equal in importance as those teaching upper grades in both licensure, salaries and benefits.
July 15, 2012 David Ray, Arkansas Counseling Association	I am writing in response to the proposed changes to the Arkansas Department of Education (ADE) Rules Governing Educator Licensure, specifically the required qualifications of a Guidance Counselor for Arkansas schools. As a former Professional School Counselor (Guidance Counselor) in the Wynne Public Schools, and current Licensed Professional Counselor, I must voice my solid opposition to this proposal. Upon reading it several times, and further clarification, it does not take into consideration the amount of training, education

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>and professional integrity required to become a Guidance Counselor. These proposed changes do not take into account the encompassing responsibilities a Professional School Counselor has in their daily duties.</p> <p>It is apparent that input from school counselors and mental health counselors is lacking in this proposal, which is a major concern. The way this proposal is presented would be the equivalent of allowing a School Guidance Counselor to perform the duties of a Speech Pathologist. Although there may be equivalent training in some areas, the school counselor would be woefully lacking in key areas to perform the duties of a Speech Pathologist appropriately. The same can be said of a Speech Pathologist performing the duties of a School Counselor. It amazes me that the ADE would actually consider providing licensure to individuals that are not appropriately educated to perform the duties of the job being licensed for. As a trained Clinical Therapist, School Guidance Counselor, Educational Examiner and teacher of Business Education, I would not consider trying to take on the responsibilities of a Speech Pathologist. I am not trained or qualified to do so, as these individuals are not trained or qualified to be a school counselor.</p> <p>As for a Clinical Counselor, the description of what the ADE requires for licensure in section 4.03 needs more explanation about the interpretation of what the expectations are for a Clinical Counselor to become a School Guidance Counselor. It appears that the Clinical Counselor would need to become licensed in a specific area of teaching expertise in order to qualify. The key thing for the ADE to remember here is that a Clinical Counselor is trained to work with an individual's mental health, not what courses the same individual needs to take in order to qualify for acceptance into a college, the scholarships available to get into college, or the appropriate tests needed to demonstrate the ability to perform adequately in college (i.e. ACT, SAT, etc.).</p> <p>On the other hand, the Clinical Counselor can prepare the student for the stressors of the possible turmoil caused by a lack of acceptance of other students, home stressors, peer pressure, etc. These are not specific qualifications to a Guidance Counselor, but they do come in handy when needed. Again, further discussion and clarification with Licensed Professional Counselors would be an appropriate, if not an imperative thing for the ADE to do (Arkansas Licensed Counselor Association and the Arkansas Board of Examiners in Counseling would be able to provide appropriate information in this area).</p> <p>It would have been helpful for the ADE to have contacted the appropriate organizations and individuals that would have been more than willing to assist in this process. As the representative of nearly 1000 school and mental health counselors in the state of Arkansas, I strongly request that this proposal be withdrawn until further clarification and discussion about what is being presented has been fully vetted.</p>
<p>July 16, 2012 Jeff Stubblefield, Charleston School District</p>	<p>Some of the Task Force recommendations that need to remain in the new Rules include:</p> <ol style="list-style-type: none">1. Move elementary certification from P-4 to K-6. The State Board of Education can develop a program of study to add Birth to Pre-Kindergarten to an existing license.2. Require teaching experience before anyone can become a counselor or administrator.

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>3. Eliminate language that allows non-licensed individuals to be placed as superintendents under any circumstances.</p> <p>4. Put language back in the Rules which allow the Department of Education to develop the process, procedures, and requirements for adding additional licensure. It shall become the responsibility of the Arkansas Department of Education in consultation with the Institutions of Higher Education with final approval by the State Board of Education (i.e. old Deficiency Removal Plan). This language has been removed since the document went to the Department for final draft. This item was approved by all committees, therefore, should be in the document.</p>
<p>July 16, 2012 Denise Rogers, Arkansas School Counselors Association Southwest Region</p>	<p>If my understanding is correct, there existed a previous legislative bill (#1893), which later became Act 1178, regarding changes in licensure requirements. Currently a proposal is being considered to allow speech pathologists, mental health counselors, and school psychologists the opportunity to become school counselors simply by passing a Praxis exam, with no prior working experience in the field of education, no school counseling internships, nor any school counseling graduate courses. To my knowledge, those in favor of this proposal are hoping these licensure changes will occur by authority of Arkansas Department of Education rather than through legislation. I have been told the proposal is possibly a result of medicaid funding cuts which affect the three entities mentioned above. My purpose for submitting this letter is to explain SWArSCA's reasons for taking a stand against the proposed licensure requirement changes.</p> <p>Graduate students aspiring to become school counselors in Arkansas are required to have classroom teaching experience in addition to as many as 60 college hours specific to school counselors. I was a classroom teacher for seven years before becoming a school counselor in 2004. I entered the field as a K-12 counselor. As a school counselor, I have worked with every age level. I cannot imagine attempting to be an effective school counselor without my prior skills as a teacher in a public school system. My job as a school counselor requires immense prior knowledge and experience with school-aged students. I could not successfully conduct guidance lessons without classroom management skills learned over time. I sometimes conduct classes with as many as 29 students in one room; all with varied learning styles and discipline challenges. I have administered tests and career interest inventories to groups as large as 75. Furthermore, I could not effectively advise students on course requirements and selections without my knowledge of Arkansas graduation requirements, district graduation requirements, scholarship specifics, and post-secondary essentials. I am qualified to oversee state-mandated testing and score interpretations for my school district in large part because I spent several years preparing my students for and administering these exams as a teacher. I am accustomed to collaboration with students, teachers, parents and administrators when students are struggling academically, socially, and/or with career preparation. I am conscious of the rules and regulations of special education and 504 students and the laws regarding these programs. These are just a few of the many hats worn by professional school counselors.</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>All that said, I happily acknowledge the need and benefit of speech pathologists and school-based mental health professionals. I cannot imagine trying to do my job without them, any more than I can imagine serving students without the valuable services provided by administrators, curriculum facilitators, school nurses, etc. School-based therapists are especially helpful in helping maintain mental health and social well-being of students who need one-on-one therapy that school counselors are unable to consistently provide because of our numerous other duties. However, I would never suggest that, because I have worked in the school setting in certain capacities, I am qualified for other school positions for which I have had no training, education or experience. I believe that to be true of any work-related environment. For instance, a nurse would not be qualified to take a test to become an anesthesiologist simply because he or she has experience administering injections and medicines. Yes, both positions are in the same field, the day-to-day settings are essentially the same, and many of the job requirements are similar; however, the two jobs are inherently different. Only the people IN those jobs can fully understand the differences, which is why I urge those considering the proposed changes to ancillary school counselor licensure to listen carefully to those who work directly in the field.</p> <p>If the proposed changes are approved by Arkansas Department of Education officials, it is my firm belief that a negative impact to students will be substantial and far-reaching. With all due respect, our state prides itself on becoming comparable to - even better than - the most successful states in the country with regard to education of all students. I am surprised by the suggestion that people should be allowed to work with Arkansas kids in a capacity in which they do not have proper training or experience. School counseling is a shortage area and I am glad there are those who desire to receive the licensure; however, it is very important to the education and welfare of Arkansas children that all educators are trained extensively and properly. To handle education certifications any other way would be lowering the standards Arkansas zealously strives to uphold.</p>
July 16, 2012 Joanna Grymes, Arkansas State University	<p>Arkansas's move backward to a K-6 licensure from the current Pre-K – 4 structure is in opposition to the state and national work in progress to strengthen early childhood education programs, including public school Prekindergarten, Kindergarten and Primary Grades as well as community based early care and education programs. The preponderance of evidence currently highlights in importance of the first three, the first five and the first eight years of life in moving adults toward successful citizenship. Isolating Birth to Kindergarten and Kindergarten to Grade 6 licensure limits our state's continuing work to bridge the gaps in the system. Maintaining the Prekindergarten to Grade 4 license provides an increasing workforce of individuals who better understand the early childhood system as a whole and continues the opportunity to promote the professional development of those who work with these youngest children.</p> <p>Much of the advocacy work when requesting a Birth to Five license was done within the context of the existing PreK-4 license. At that time the addition of the Birth to Five provided a professional opportunity that</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>did not exist in the state. The Birth to Five license was an opportunity for those who wished to work specifically with the they very youngest of children, and would be a viable opportunity for those working outside of public school settings, where most of these children receive services. I appreciate the addition of this license and welcome it within the context of the current PK-4, 4-8, 7-12 structure.</p> <p>The B-K license in a B-K, K-6, 4-8, and 7-12 structure is of concern. It completely separates early childhood, suggesting that Kindergarten and primary grades are separate and apart from the early ages. It maintains opportunities for the professional identify of mid-level and secondary teachers, but limits the professional identify of those who see themselves as early childhood educators. I have concerns about the viability of a B-K program when there is not a clear professional early childhood connection at the next licensure level.</p> <p>This move was done with limited input from the early childhood education field, including that no one on the board making recommendations had an early childhood education professional identity. There has been limited opportunity for the professional early childhood education community in the state to have input to the decision. This decision moves away from state and national efforts. As such, I recommend against the proposed B-K and K-6 structure and advocate for a B-K and PreK-4 structure that maintains and strengthens the work Arkansas has done in early childhood education over the past several decades.</p>
<p>July 16, 2012 Monica Scott, Arkansas Speech-Language-Hearing Association</p>	<p>We are very pleased with the addition of <u>4.04 ~ notwithstanding the requirements of Section 4.03, an individual holding an Ancillary Standard License in Speech Language Pathology may add a Curriculum/ Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.</u> This is pleasing as it does allow an opportunity for advancement for those SLP's in the schools to the level of Curriculum/Program Administrator. Lack of opportunity for advancement is frequently one of the reasons given by SLPs for not continuing employment in the schools. This change, if approved, would indeed address this issue.</p> <p>Another area of comment that is supported by ArkSHA is: <u>6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:</u></p> <p><u>6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract.</u></p> <p>We certainly appreciate that the SLPs experience gained while employed by the school is relevant and applicable toward the four years of licensed experience Curriculum/Program Administrator License. There is a certain sector of the SLPs represented by our association who have a large number of education courses on their transcripts. Some SLPs hold BSE and MSE degrees with emphasis in Communication</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>Disorders, some SLPs hold BS/MS degrees in Speech Pathology, and still others hold BA/MA degrees. While our educational backgrounds are as diverse as the number of universities we represent, many SLPs earned their degree by taking the exact same classes as their teacher counterparts. We've taken many different education based courses such as: Foundations of Education, Public School Law, Methods/Materials, Classroom Management, and Instructional Methods. Granted, this is not the case with ALL SLPs, but it is the case with many.</p> <p>Many SLPs are not at all pleased with the recent change in terminology to label SLPs as "non-instructional". A clarification of the duties and responsibilities allowed to be performed by holders of the Ancillary Standard License would be appreciated. Are SLPs allowed to proctor state-wide standardized assessments? Are they allowed to serve on ACSIP Teams? Are SLPs permitted to serve as members of the Personnel Policy Committees? Are they allowed perform lunchroom/recess/bus duties? Are SLPs still permitted to "co-teach" in the General Education classrooms? Can they be a member of the Response to Intervention (RTI Committee)? If indeed all of the aforementioned duties are allowable practices within the scope of the Ancillary License in Speech Language Pathology, are not those practices truly instructional? What we continue to hear is a need for a greater definition of the role of the SLP in the Public School setting.</p>
<p>July 16, 2012 Dr. Jennifer K. Henk, School of Human Environmental Sciences in the Dale Bumpers College of Agricultural, Food and Life Sciences, University of Arkansas</p>	<p>We wholly support the recommendation that a B-K integrated license be established in the State of Arkansas and acknowledge the benefit such a license would afford the educational system of the state as well as the children in the State of Arkansas. If the State moves to a K-6 licensure as proposed, the need for professionals trained at the B through K level will be critical to meet the demand. Current brain research confirms the importance of providing high-quality early childhood experiences for young children which are based on practices congruent with a child's development. This is particularly valuable in young children whose brain growth reaches 90% by age 5. Therefore, the development in the early years is recognized as vital to a child's later learning.</p>
<p>July 16, 2012 Amy Davis</p>	<p>We all want to ensure quality education for our children. The main component of a successful classroom is a highly qualified and specialized educator. You all have the opportunity to tap an unused resource. I and my fellow graduates of the University of Arkansas Fayetteville Child Development program in the School of Human Environmental Sciences or Family and Consumer Sciences are prepared to invest in educational settings across the state. As a Child Development graduate in the Dale Bumpers College of Agricultural, Food, and Life Sciences, I learned the skills necessary to educate children birth through kindergarten. The stages of a child's development from birth through kindergarten take specialized training for an educator, and the Child Development concentration and Birth through Kindergarten concentration have prepared their graduates to meet the state's standards for this age group. I believe that people with my degree should be "grandfathered in" to the potential B-K Licensure. When I graduated, the Birth through Kindergarten program was not available, but I believe people with my specific degree have the knowledge and experience to hold a B-K License. A pathway to "grandfather" in past graduates to achieve BK licensure should be established</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>when graduates can document ample relevant experience in the workplace. This will ensure enough qualified licensed educators in the public school programs in Arkansas.</p> <p>In the Child Development and Birth through Kindergarten programs graduates have practical experience in a nationally accredited Infant Development Center and Nursery School, soon to be combined into the Jean Tyson Child Development Study Center. The centers are accredited through the National Association for the Education of Young Children. At these centers graduates have had countless opportunities to develop objective observation skills, plan developmentally appropriate curriculum, create activities and games, and set up learning centers that meet ECERS-R standards. Graduates also have experience in the assessment of young children using anecdotes, Arkansas Frameworks assessment 3's and 4's, and writing individual objectives for children.</p> <p>As an instructional assistant in a Pre-K ABCSS program in Northwest Arkansas, I frequently assisted certified teachers in understanding standards of many programs like DHS minimum licensing requirements, ECERS-R and ABCSS guidelines that I learned in my undergraduate studies. There is no other group of educators who are more prepared to attain the B-K certification that is being discussed.</p> <p>As it would be inappropriate to ask a secondary educator to teach at the elementary level, it is equally unsuitable for an elementary teacher to educate a lower level. They are fundamentally unique and as such, need specialized and qualified professionals who have been trained in the distinctive needs of infants, toddlers, and preschoolers. Also, it would be very beneficial to have a representative(s) from the Division of Child Care and Early Childhood Education to sit on the Licensing Board, in order for the needs of the very early developing child to be met in the upcoming discussions.</p>
<p>July 16, 2012 Michele Gerhardt, Arkansas School Counseling Association and Arkansas Counseling Association</p>	<p>I would like to express my opinion on the rule changes proposed by the State Board of Education. In particular, I would like to address the rule concerning school counselors. I believe that it is a big mistake to do away with the 2 year teaching requirement in licensing of school counselors. The two year teaching experience lends credibility to Professional School Counselors in their work with Teachers, Parents as well as students. When working with Teachers, that past teaching experience allows for an understanding between the teacher and the counselor. It provides insight into the concerns of the teachers as related to the students when the counselor can work with the teacher on solutions that can benefit the student(s) that maybe having difficulty academically or socially in the classroom. It also allows for credibility in working with the parents, because the counselor is not seen as an outside source that does not understand the workings of the classroom, because of their past experience in the classroom. The counselor becomes a professional who understands the classroom, teacher as well as student and how they all inter-relate to each other. I believe that the two year teaching requirement for School Counselors is invaluable and should remain as a</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

requirement in the licensing of school counselors.

I truly believe that Arkansas is working to become one of the leading states in the education of our children. We have worked toward rigorous standards for our students and continue to demand that they meet the challenge of the future to be the best that they can become. Why are we settling for less when it comes to the education and qualifications of those individuals who work with our students on a daily basis? I believe we have to maintain tough standards in the licensing of teachers, administrators as well as school counselors. School Counselors deal with life matters on a daily basis, especially in the areas where we are trained, Academically, Socially and Career focused. We have to maintain that high standard and not move the progress of the State of Arkansas backward by allowing the easement of the standards of this license.

I have reviewed the proposed rule changes and find them to be lacking in foresight and understanding of the practical issues faced by students and their challenging mental health concerns. While not trying to pass judgment on the working group that has put forth the proposed rule change the lack of appreciation of all the nuances that comprise the healthy mental health of students could be explained with the knowledge that the composition of the working group did not allow for a school counselor's participation. While the mental health of our student population is important to the learning experience a patchwork of licenses to acknowledge pieces of the mental health issue is not in our opinion the most professional method of addressing this concern. To attempt the address on thread of the mental health fabric and not account for the complete piece goods of mental health usually presents a situation that is more out of touch with the student's health upon completion than when treatment began. While the comprehensive mental health is the major concern of our organizations and we cannot address all those concerns in this letter. I urge the State Board of Education to put in abeyance this proposed rule change until a strategic plan of how schools as institutions can more properly address the needs of students in area of mental health can be developed.

I present the following from the Center for Mental Health in Schools project based at the University of California, Los Angeles.

Clearly, mental health activity is going on in schools. Equally evident, there is a great deal to be done to improve what is taking place. The current norm related to efforts to advance mental health policy is for a vast sea of advocates to compete for the same dwindling resources. This includes advocates representing different professional practitioner groups. Naturally, all such advocates want to advance their agenda. And, to do so, the temptation usually is to keep the agenda problem-focused and rather specific and narrow. Politically, this makes some sense. But in the long-run, it may be counterproductive in that it fosters piecemeal, fragmented, and redundant policies and practices. Diverse school and community resources are attempting to address complex, multifaceted, and overlapping psychosocial and mental health concerns in highly fragmented and marginalized

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p><i>ways. This has led to redundancy, inappropriate competition, and inadequate results.</i></p> <p>I acknowledge that the needs of our students clearly outstrip the allocation of resources in its current form. However, addressing the situation with a limited focus will not produce the desired result that we all desire. Now is the time for us to be bold and recognize that we have the opportunity to make a real difference in the learning process for our children, if we will take the time to more fully understand the factors that make up this issue of mental health in schools and the role that schools and education personnel can have in building stronger student, families and communities.</p> <p>I propose that we move forward with a fundamental strategy to include all the stakeholders of this issue to include members of the counseling and mental health communities to provide the vision necessary to comprehensively address the state of the mental health of our students.</p>
<p>July 16, 2012 Merribeth Bruning</p>	<p>In the current licensure recommendations there are some areas of particular concern as follows:</p> <p>a) Changes in licensure for young children: While a K-6 option may be beneficial for some areas of our state, to eliminate the P-4 license seems to overlook the need for qualified teachers for Pre-K children in school settings, in particular. It seems to be a backward step from what research and best practice supports. To only have a Birth to Kindergarten license that is coupled with special education may assist in providing early recognition of needs; however, it does not adequately seem to address the licensure for Pre-K teachers needed in public schools.</p> <p>b) Middle and High School overlap: If we maintain the 4-8 Middle school option, I am a bit puzzled as to why we are maintaining a 7-12 option rather than making it a 9-12 option. If we are really valuing the middle school developmental level by maintaining the 4-8 license, it seems logical to create a secondary license that serves 9-12 in subject areas.</p> <p>c) In each area, the overlap or lack thereof needs further consideration. If we do not have overlap in the lower end of the spectrum (B-K and K-6) then why are we allowing it at the upper level (4-8 and 7-12)?</p>
<p>July 16, 2012 Harvie Nichols</p>	<p>2.18 Should be revised to read “An internship is required that would encompass the administrative areas and levels sought.” This would be consistent with the testimony submitted by educational administration program representatives.</p> <p>2.19.1 Should be revised to read “A portfolio is required that reflects the areas and levels of administrator licensure sought.” This would also be consistent with the section above.</p> <p>4.04 Should be expanded to allow speech language pathologists and school psychology specialists to add a</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

Curriculum/Program Administrator License in Special Education. Although the law specifically creates the right for SLP's it is also the case that SPS's also previously have been eligible but that authority was reportedly removed by rule. In my opinion school psychology specialists have a wider range of experiences with the full educational programs devoted to special education programs than that of speech language pathologists. They do evaluations of students, classroom observations, assist teachers with response to interventions, must understand student eligibility requirements for placement into the special education program and are well qualified to serve as a special education supervisor. Their experiences in my opinion are stronger than the "teaching experience" of SLP's.

5.01.1.3 I would suggest that the last two lines of this section be revised to read "... endorsement is by reciprocity and does not conform to those licensure content areas normally approved in the state of Arkansas."

5.05 Should be revised to eliminate the requirement for experience if the clinical counseling section is enacted.

6.01.4 Should be revised to have one internship required.

6.01.4.1 Should be changed to the language requiring only one internship.

6.02.6.1 Should be revised to include language stating that "experience in school psychology services" shall serve as the required experience for a special education program administrator license.

8.10.3 Should be revised to remove the requirement that the licensed mentor teacher be located in the same building. In small schools while well intentioned this may not be possible.

9.01.3 and 9.01.4 should be reworded to insure that the person who is appointed to the out-of-area position must have had previously held a teacher license and served in a district level administrative position. It is inappropriate to appoint a person to this position who does not have an educational background and in the case of a state takeover it is imperative that highly qualified professional educators be appointed.

9.03.2 raises a question about waivers in that it states "Districts will not have to verify re-advertising for the second and third years for a position...". Nothing in the rule states that they have to verify advertising the first year.

In Appendix A , I would urge passage of the sections resetting the levels of licensure to K-6, 4-8 and 7-12. In

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>these crucial times of adoption of the common core it is essential that preparation programs devote more of their curriculum to content. Testimony has indicated that up to 15% of the current P-4 curriculum program is devoted to the preschool portion. Yet very few of the graduates actually accept positions at that level.</p> <p>Also in Appendix A, I would urge passage of the language that allows adding licensure areas one level above their original level by testing.</p> <p>Also in Appendix A, I would urge passage of the part of the rule that defines special education as an initial licensure program at grade levels K-12. This proposal is consistent with the changes in the way services are currently provided in schools.</p> <p>I also applaud the removal of Praxis III as a requirement for initial licensing. The proposed change to full licensure and continuation of mentoring is an excellent change.</p>
<p>July 16, 2012 Casey Rainer</p>	<p>I am a graduate of the University of Arkansas class of 2003 with a Bachelor's Degree in Human Environmental Sciences with a concentration in Child Development. I also have additional hours from the University of Arkansas Fort Smith in Literacy and Arkansas History. I have teaching experience that includes the infant classroom, two year old classroom, three year old classroom, and pre-kindergarten classroom for eleven years. My experience also includes working with Arkansas Benchmarks and NAEYC standards and implementing these important guidelines into daily lesson plans. I feel it is very important for a professional like myself to be grandfathered in to receive a license to teach in the public schools in Arkansas. I have looked into teaching kindergarten in the public schools the past couple of years but found this to be a difficult process. I would need to enter into the Alternative Certification Program in order to receive a provisional license. I then would need to teach three years before I would be granted an actual certification. I have a strong passion for children under the age of seven. Research has shown that the brain is developing very quickly at these early ages. When we begin to place professionals into the early childhood classroom (pre-kindergarten and kindergarten), we need to make sure the children are being taught in a developmentally appropriate way. Teaching strategies, curriculum, classroom set up, and teacher interactions all come together to give a child the best possible outcome. I feel as if my degree and experience is sufficient to teach in a public school setting without going through an alternative or extra certification process. Teaching pre-kindergarten or kindergarten would fall well within the developmentally appropriate age level in which our degree so extensively prepares us.</p>
<p>July 16, 2012 Tripp Walter, Arkansas Public School Resource Center</p>	<p>Section 2.19.1: This requirement seems to be unduly burdensome and restrictive to those seeking entry into school administration.</p> <p>Section 6.0 (generally): The proposed Rules fail to address a situation where a school or district operates a "P-12" program and not a "K-12" program. The new Building-Level Administrator License should be able to</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>cover “P-12.”</p> <p>Section 6.01.4: The requirement of two (2) internships is unnecessary. There should be no more than one (1) of the listed internships required, if any at all.</p> <p>Section 6.01.6: The requirement of at least four (4) years of experience as a classroom teacher, school counselor or library media specialist to receive a Building-Level Administrator License is too onerous, and lacking in evidence that it takes several years of teaching or related experience to become a quality Building-Level Administrator. Sections 6.01.3 and 6.01.5 already place relevant qualifiers on the potential pool of candidates for this level of licensure.</p> <p>Section 9.01.3: This section of the Rules seems sensible, and properly places a focus on the candidate’s unique ability to successfully perform the requirements of the position.</p>
<p>July 16, 2012 Susan Rouse Stonner</p>	<p>As a professional school counselor for the past 16 years, I feel that I must comment on licensure for sbmh in school counseling. In addition to being a school counselor for all these years, I also practiced as a therapist did for a psychiatrist. The roles are totally different. A school counselor has to understand where the students, parents, and teachers are coming from in an educational setting. I have a lot of respect and a good rapport with our mental health counselors, but I strongly feel that a background in education and experience in the classroom are imperative in order for school counselors to develop and implement a comprehensive guidance program for our students. I realize that there is a shortage of school counselors in some parts of the state; however, I attribute that to the fact that we all went through a 48-51 hour masters' program when it would have been much easier and less expensive to get a masters degree in administration or a selected subject area.</p> <p>I have had 12 years experience in the classroom, and those experiences enabled me to be more empathic with the educational system in totality; i.e., dealing with faculty, administration, parents, community, and, most importantly, the main focus....the students.</p> <p>Please consider all the implications before we place NTL people in counseling positions in the schools in the place of professional school counselors.</p>
<p>July 16, 2012 Betty Welch</p>	<p>Being an educator and having experience in the classroom is a critical variable for working with students as a school counselor. School counselors work with students to help them learn more effectively and efficiently based on the various stages of growth. A comprehensive counseling program is an essential part of the school's total educational program. I request the Ancillary Standard License in Clinical Counseling be removed from the list to allow for further research and investigation into this alternative pathway for</p>

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>licensure.</p> <p>The terms clinical counselor and clinical counseling specialist must be defined and/or clarified.</p> <p>Sections 4.01.4.2 and 4.01.4.3. should be combined and limited to specific master's degree programs. There are over 50 master's degree programs just in psychology.</p> <p>If clinical counselors are to be hired with no teaching experience, please establish a support system for these individuals.</p>
July 16, 2012 Amy Bollenbacher	I am a graduate of the University of Arkansas holding a Child Development degree and want to add my vote for the approval of the b-k teacher licensure!
July 16, 2012 Thomas Thornsberry	<p>I AM FOR THE LAW CHANGE. There are many people that are either current counselors or potential counselors that would not be good teachers. To have a law that requires one to teach for two years, limits the number of counselor. WE NEED SCHOOL COUNSELORS. We don't require teachers to be a janitor for two years before they can teach "to get a better understanding of kids and the school system". No, they are required to go through school and training. The same should be true for school counselors. Let the school districts hire the best candidate for the job with a master's in counseling.</p> <p>Furthermore, according to your definition of a school teacher a Speech Language Pathologist should be classified as a teacher. If they are not classified as a teacher there is no need for them to attend 60 hours of continuing education and hold a TEACHERS LICENCE. It is very clear there is a double standard that needs to be corrected.</p> <p>I appreciate the opportunity to express my opinion and believe that you will change the law for two reasons. 1. The great need for qualified, good counselors. 2. Most important. The KIDS IN OUR STATE NEED HELP. I know that you would not want to stand in front of parents and explain to them why their school doesn't have a school counselor.</p>
July 16, 2012 Tahnee Bowen, Arkansas School Counseling Association, Northwest Region	This correspondence addresses concerns regarding the proposed ancillary licensure plan for school counseling. I ask you to consider the education various counselors receive throughout the state. In many programs, perspective clinical counselors sit side by side with perspective school counselors throughout the majority of their training. However, there are some classes with major differences. For example, Arkansas State University (ASU) requires the same background classes; however, their school counselors are required to take the course entitled Program Development, Implementation, and Evaluation in School Counseling [COUN 6073] in order to meet graduation and certification requirements established by the Arkansas Department of Education. This course is vital to the foundation of an effective school counseling program in that it addresses the skills needed for a school counselor when addressing the needs of all students with

Public Comments: Rules Governing Educator Licensure – June - July 2012

regard to their academic, personal/social, and career needs. Another example is John Brown University. JBU's school counseling students are required to complete a three credit hour course entitled School Policies and Issues (CNL 8533); yet it is offered as one of many optional electives to clinical counseling students. The course catalogue describes the course as follows: "Studies of the principles and models that are the basis for the organization and administration of counseling services in schools. Content includes construction of needs assessments, crisis response, community referrals and empirically sound techniques used to provide counseling services to school aged children. Based on the Arkansas model, course will emphasize the importance of outcome-based assessments." In addition, all counselors have assessment training. The difference is that school counselors focus on assessments that are specific to the school setting. Lastly, regarding training differences is the practicum and internship. All types of counselors are required to complete these two areas, the majority of clinical counselors' training occurs in a controlled setting with appointments. A school counselor's training occurs in a school environment where there are no appointments and student contact may last 15 minutes, or may extend to 2 hours. The only thing a school counselor can expect is the unexpected. ASU captures the differences through their mission statement: "The mental health counseling program area prepares entry-level professionals who can work with individuals, families, and groups in a variety of community and agency settings to treat mental and emotional disorders and to promote optimum mental health and development. The school counseling program area prepares entry-level school counselors who can effectively develop and implement comprehensive school counseling programs designed to maximize the academic, career, and personal/social potential of all P-12 students so that they may be successful in school and in life."

The 2-year teaching experience is essential to a school counselor's training. When communicating with a colleague who has procured dual licensure as a LPC and a school counselor, she explained a clinical counselor might have a bachelor's degree in anything: accounting, computers, etc. I understand that teachers may achieve an alternative certification; however, this will give them the education experience before obtaining a counseling certification. The clinical counseling training will not.

Another concern I have is the actual job description of a clinical counselor with an ancillary license. It is my understanding their position requirements is to be determined by superintendents and what they deem is their district needs. I understand that the school based mental health programs has major concerns over funding and consistency. However, this opens another issue. If a school counselor is performing in a clinical counseling role, how are the counselor's records to be categorized? Unlike special education and cumulative records, which are accessible by those who have direct contact with the student, will the same rules and regulations apply to the access of clinical records? Who has access? What will the policy be concerning requests for records? To whom do the records belong to, the school as the employing agency or the clinical counselor? What kind of caseload can this counselor have? Will they still abide to the 450:1 ratio in a clinical

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>capacity?</p> <p>It is my understanding this proposal is being considered as a solution to the counselor shortage in Arkansas. I present two possible concerns for consideration: 1) If clinical counselors no longer are required the 2 years educational experience, teachers may not choose to pursue a masters in school counseling because many superintendents may opt to utilize their “school counselor” in a clinical capacity, thus making them more economically advantageous to employability. 2) Clinical therapists in private practice or employed by mental health clinics make a much higher salary than school counselors in most instances. What pay scale will they “school counselors” be under if acting in a clinical capacity?</p> <p>I respect the task forces dedication in procuring a solution to both the school counselor shortage and the school based mental health obstacles. It is evident they have done much research and planning in reaching this determination. However, I ask the concerns of be considered before putting ancillary licensing into policy. Will the change be the best solution for the students in Arkansas schools or is this simply putting a temporary Band-Aid on the SBMH concerns?</p>
<p>July 17, 2012 Mary Cameron, Bureau of Legislative Research</p>	<ol style="list-style-type: none">1) Rule 2.04. What does “by reciprocity only” modify (i.e. Provisional License or to all licenses listed)?2) Rule 2.08. The terms Psychology Specialist, Speech Language Pathologist or Clinical Counseling Specialist are not defined?3) Rule 2.17. Why was “accredited private school” removed from the definition of “Novice Teacher”?4) Rule 2.24. What type of “counselor” is being referred to?5) Rules 3.03 and 7.05. Both of these rules contain information for obtaining a “Provisional License”. They should probably either be combined or distinguished in some way.6) Rule 4.01. The terms “School Psychology” and “Clinical Counseling” are not defined. There isn’t a consistent term used throughout this rule. The term “Guidance Counseling” is used in Rule 4.01.3. The term “Counseling” is used in Rules 4.01.4.2 and 4.01.4.3. The term “Clinical Counseling” is used in 4.02. The term “Guidance & Counseling” is used in Rule 5.05. The terms “School Psychology Specialist” and “Clinical Counseling Specialist” are used in Rule 6.01.6.2. and in Appendix A. The terms “School Psychology, Psychology, or Counseling” are used in Rule 8.03.4.7) Rule 5.05. The term “classroom teaching experience” is not defined. Would that term encompass public

Public Comments: Rules Governing Educator Licensure – June - July 2012

	<p>& private schools or working as a substitute teacher, school counselor, or speech pathologist?</p> <p>8) Rule 8.09.1. “Certified Mentor” is not defined. Rule 8.10.3 states that the novice teacher will be assigned a “certified, licensed mentor teacher”. Does this mean a teacher that has a valid teaching license (standard, advanced, etc.??) and who meets the qualifications of 8.10.3.1 through 3.10.3.3, will be considered a “certified mentor” or is there a special program for a teacher to earn a certification in mentoring?</p> <p>9) Rule 8.10. This Rule requires an induction project director for each school that hires a novice teacher or beginning administrator. The induction project director will only be paid if funds are available. Will the funds for the payment to the induction project director come from state foundation funding?</p> <p>10) Rule 10.03.5. Which sections of the Rule is this referring?</p> <p>11) Appendix A. Nothing to denote what “B-K”, “PS”, etc. are.</p> <p>12) Appendix A. The term “non-instructional standard license” is not used in the Rule and is not defined.</p> <p>13) Appendix A. Is the six hours of reading requirement for testing out of elementary K-6 or middle childhood 4-8 contained in the Rule?</p>
--	---

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Name, Affiliation	Section & Comment	Resolution
Ken Vaughn, UCA	1.04 - Four pathways to educator licensure are listed. For clarification, shouldn't ancillary licensure be included in this section since 1.04.2 and 1.04.3 are referring to the areas of initial licensure that may be achieved without having a previous license as a teacher? Or better, remove 1.04.2 and 1.04.3 and create separate section for ancillary licenses and move the contents of 1.05 into 1.04.	Comment considered. The rationale for section 1.04 is to explain the different paths one may take to get an educator license, and for this reason, the Department believes it would be confusing to distinguish between standard and ancillary licenses in this section.
Arkansas Department of Career Education	1.06.3 - Add "Certain Career and Technical Education program areas may have additional licensure requirements as defined by Department of Career Education."	Comment accepted.
Professional Licensure Standards Board	2.12 should be clarified to indicate the definition of "good standing" applies only to reciprocity.	Comment accepted.
Conway School District	2.13 – Add definition of "classroom teacher".	Comment considered. The term "classroom teacher" is used in a variety of contexts throughout the rule, and so the Department is concerned that adding a separate definition in section 2.0 would generate confusion.
Harvie Nichols	2.14 - Should be revised to read "An internship is required that would encompass the administrative areas and levels sought." This would be consistent with the testimony submitted by educational administration program representatives.	Comment considered. The Rules do not require more than one internship for any one license. All administrator licenses will be K-12 licenses, but the Department does believe separate internships are necessary for building-level, curriculum/program administrator, and district-level administrative licenses.
Ken Vaughn, UCA; Kathleen Atkins, UCA	2.14 - ACA 6-17-305 states that any primary or secondary school accredited by ADE may be entitled to assignments of student teachers from higher education institutions. Since the ADE does not accredit private schools, doesn't 6-17-305 prohibit internships in private schools?	Comment considered. The language of 6-17-305 is discretionary, not mandatory. In other words, while it allows internships in public schools, it does not require them to be in public schools. The Department's existing rules allow internships in private schools or in other settings approved by ADE, so the substance of 2.14 is unchanged from existing rule.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Arkansas Professors of Educational Administrators	2.14.1 - Internships should not be allowed in educational cooperatives or the Arkansas Department of Education. There may be some activities that could be completed at these sites, but neither should be the student's primary internship site.	Comment considered. The language in question is unchanged from the Department's existing rules, and it provides flexibility to candidates and to preparation programs. However, nothing in these Rules prevents a preparation program from imposing additional internship requirements or limitations.
Harvie Nichols; Arkansas Public School Resource Center	2.19 - Should be revised to read "A portfolio is required that reflects the areas and levels of administrator licensure sought."	Comment considered. The Department recommends that the Rules not require more than one portfolio for any one license. All administrator licenses will be K-12 licenses, but the Department does believe separate portfolios are necessary for building-level, curriculum/program administrator, and district-level administrative licenses.
Dr. Jackie McBride, ASU; Professional Licensure Standards Board; Don McGohan	2.19.1 6.01.4, 6.02.4 & 6.03.4 require "A separate portfolio . . . for each area and level of administrator licensure sought." Arkansas candidates graduating from Arkansas universities should <u>not</u> be required to complete a portfolio to obtain a license.	Comment considered. The Department believes the portfolio is a valuable part of the preparation process and should be required.
Ark. Prof. of Ed. Admin.; Dr. Tony Finley, Harding Univ.; Dr. Mary B. Gunter, ATU; Ark. Assoc. for Supervision and Curr. Dev. (ASCD); D. Chris Rink, W. Ark. Tech. Ctr.	2.19.1 6.01.4, 6.02.4 & 6.03.4 should be changed to define portfolio as "a collection of evidence tied to each standard". Arkansas candidates graduating from Arkansas universities <u>should</u> be required to complete a portfolio in order to obtain a license.	Comment accepted.
Dennis Copeland, Mountainburg School District	2.20 – In the definition of "program of study" there is no need for limiting coursework to a single institution. Additional language needs to be added clarifying that ADE controls the process.	Comment accepted in part. The Department recommends amending 2.20.1 to clarify that a program of study is not limited to one institution. The Department believes the language in 5.02.2, 5.03, 6.01.4, 6.02.4, & 6.03.4 establishes the Department's control of the process.
Arkansas Department of Higher Education	2.20 - There is no mention of the need for out-of-state institutions to obtain program certification by the Arkansas Higher Education Coordinating Board (AHECB) as required by Arkansas Code §6-61-301 and AHECB Policy 5.2.	Comment accepted. Clarifying language has been added to section 2.01.1.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Dr. Vicki Hall, Greenwood School District	3.04 – Are there advantages for adding “Advanced License” to a license?	Comment accepted. An “Advanced” license confers no tangible benefit. The Department now recommends that the Advanced License be eliminated.
Betty Welch	4.01.4.3 Suggest that we identify the counseling degrees that will be accepted for this licensure area and not leave wide open to any counseling degree.	Comment considered. The Department is exploring possible methods of limiting the counseling degrees to be accepted for the new ancillary counseling license. Additional limiting language may be proposed when this rule is submitted for final approval.
Ken Vaughn, UCA; Drs. Benny Gooden & Brenda Sellers, Fort Smith PS; D. Chris Rink, W. Ark. Tech. Ctr.; Richard Hutchinson, Ark. Education Assoc.; Randy Willison, Batesville SD; Susan Whatley, Ark. School Counseling Assoc. (ASCA); Charlotte DeWitt; David Ray, Ark. Counseling Assoc. (ACA); Jeff Stubblefield, Charleston SD; Denise Rogers, ASCA SW; Michele Gerhardt, ASCA/ACA; Susan Rouse Stonner; Betty Welch; Tahnee Bowen, ASCA NW	4.02 allows for the issuance of an ancillary license for clinical counseling to an individual with no previous teaching experience. Currently, Arkansas schools have school psychology specialists who may provide more intensive intervention than school counselors, if needed. What is the demonstrated need for ancillary Clinical Counseling license? Additionally, in section 5.05, two years of experience is required to add counseling to an existing teacher license. If a clinical counselor is to perform similarly to a school counselor, why is there a difference in the mandated classroom teaching experience?	Comment considered. Because counseling is a shortage area, the Department believes it is appropriate to open up additional pathways to licensure as a school counselor. In addition, the Department wishes to maximize the flexibility of school districts to hire the personnel best suited to meet the needs of students. To provide equity between the existing counseling endorsement and the proposed ancillary license, the Department recommends elimination of the two-year experience requirement.
Susan Whatley, Arkansas School Counseling Association; Betty Welch	4.02 – Allowing school counselors with no teaching experience will negatively impact students. Suggest requiring coursework such as methods of teaching, classroom management, or teaching internship to prepare ancillary counselors for the classroom setting. Alternately, a mentorship program could be provided for individuals hired by schools as school counselors but who have no classroom experience.	Comment considered. Please refer to the response to the comment immediately above. School districts have the option of providing or requiring mentoring for new school counselors.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Joe Fisher, Arkansas Association for Supervision and Curriculum Development (ASCD); Conway School District	4.02 – There is merit in allowing an ancillary license in clinical counseling. Consideration should be given to requiring that the 450:1 ratio of the Standards for Accreditation be met with only traditional school counselors.	Comment considered. The Department does not interpret the Standards for Accreditation as requiring only ADE-licensed school counselors to meet the 450:1 ratio. Schools are required only to hire “licensed counselors”, which includes counselors licensed by ADE, by the Ark. Board of Examiners in Counseling, or by another agency.
Thomas Thornsberry	4.02 – Supports creating an ancillary license in clinical counseling.	Comment accepted.
Anonymous E-Mails (5); Monica Rawlinson; Joseph Rawlinson; Cathy Reeves; Tricia Hudson; Vicki Jewell; Sarah Vance; Julie Shelton; Amanda Gentry; Deb Spivey; Rabab Thornsberry; Thomas Thornsberry; Aleecia Starkey, Ark. Speech-Language-Hearing Assoc.	4.03 – Arkansas is 1 of only 3 states that restrict the ability of Speech-Language Pathologists (SLP’s) to add licensure areas. SLP’s should be able to add licensure areas/endorsements as any other teacher. Or, SLP’s should be allowed to satisfy the 2-year classroom teaching experience requirement for the Guidance & Counseling endorsement with 2 years of experience as a licensed SLP in a school setting.	Comment accepted in part. The Department recommends deleting the two-year experience requirement for the Guidance & Counseling endorsement, which renders this comment moot. Under the proposed rules, speech language pathologists would be eligible, with the appropriate program of study(ies), to seek the Guidance & Counseling endorsement.
Professional Licensure Standards Board	4.03.2 should allow ancillary license holders to add a content area by completing a program of study OR by completing ADE’s Non-Traditional Licensure program.	Comment accepted.
Ark. Assoc. for Supervision and Curriculum Dev. (ASCD); Jeff Stubblefield, Charleston SD; Dr. Benny Gooden, Fort Smith PS	4.03 should be clarified to indicate that it does not waive classroom teaching experience requirements for a counseling endorsement or administrative license.	Comment accepted.
Conway School District	4.03 & 4.04 should be deleted – individuals holding ancillary licenses should be barred from adding any endorsement or licensure content area, even with a program of study.	Comment considered. The Department believes ancillary license holders should have paths to advance their careers. The Department does not believe they should be discriminated against in this manner.
Harvie Nichols	4.04 & 6.02.6.1 should be expanded to allow speech language pathologists and school psychology specialists to add a Curriculum/Program Administrator License in Special Education.	Comment accepted.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Aleecia Starkey & Monica Scott, Ark. Speech-Language-Hearing Assoc.	4.04, 6.02, & 6.02.6 – Speech language pathologists <u>should</u> be able to add a curriculum/program administrator license in special education and be eligible for building-level/district admin. licensure.	Comment accepted. This is permitted in existing rule, and will be permitted in the proposed rule.
Drs. Benny Gooden & Brenda Sellers, Fort Smith PS; Ark. Assoc. for Sup. and Curr. Dev. (ASCD); D. Chris Rink, W. Ark. Tech. Ctr.; Conway SD	4.04, 6.02, & 6.02.6 – Speech language pathologists <u>should not</u> be permitted to add a curriculum/ program administrator license in special education.	Comment considered. The Department’s existing rules allow speech language pathologists to add the curriculum/program administrator license, and the Department does not believe there is sufficient reason to change this existing practice.
Dr. Vicki Hall, Greenwood School District	5.01.1.3 allows a notation on a license that the content area allowed by reciprocity is not an approved Arkansas content area. Will there be a finding against the school on the accreditation report if the reciprocated endorsement is not an approved AR licensure content area or endorsement?	Comment considered. Schools will still be required to abide by the licensure limitations set forth in the Course Code Management System. A teacher holding only non-standard, out-of-state content areas would be permitted to teach any course for which a particular licensure content area is not required. Examples of these courses include Tools for Learning, E.A.S.T., and Orientation to Teaching, as well as many career/technical courses, subject to approval by the Dept. of Career Education.
Harvie Nichols	5.01.1.3 The last two lines of this section should be revised to read “.... endorsement is by reciprocity and does not conform to those licensure content areas normally approved in the state of Arkansas.”	Comment accepted in part. Similar language has been added to 5.01.1.3.
Jeff Stubblefield, Charleston School District	5.02 - Put language back in the Rules which allow the Department of Education to develop the process, procedures, and requirements for adding additional licensure.	Comment considered. The Department believes the existing language (particularly in 5.02.2, 5.03, 6.01.4, 6.02.4, & 6.03.4) is sufficient to establish that the Department controls the process.
Dr. Vicki Hall, Greenwood School District	5.03 defines when a teacher may “test out” to add a content area. Does this mean that a person with a P-12 PE endorsement could test out to add calculus to their license, but would be required to undergo a program of study to add middle school math since middle level requires six hours of reading?	Comment considered. Yes, an individual with a P-12 PE endorsement could add 7-12 mathematics solely by testing, but would be required to take a program of study to add any 4-8 content area. Because of the importance of reading throughout the curriculum, and the statutory requirement that elementary teachers have coursework in Arkansas history, a program of study is necessary.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Tonia Ouzts; Harvie Nichols	5.05 should be amended to delete the requirement that individuals seeking the Guidance & Counseling endorsement have two or more years of teaching experience.	Comment accepted.
Arkansas Public School Resource Center	6.0 - The proposed Rules fail to address a situation where a school or district operates a “P-12” program and not a “K-12” program. The new Building-Level Administrator License should be able to cover “P-12.”	Comment considered. The Department now recommends changing all existing P-12 licenses to K-12. The reason for this is that the Department has accreditation authority only over K-12 schools; the Department has no accreditation authority for pre-school.
Ark. Prof. of Ed. Admin.; Prof. Lic. Standards Board; Dr. Mary B. Gunter; ATU; Dr. Tony Finley, Harding Univ.; Don McGohan, Bryant SD; Ark. Assoc. for Sup. & Curr. Dev. (ASCD); D. Chris Rink, W. Ark. Tech. Ctr.; Harvie Nichols; Ark. Public School Resource Center	6.01.4.1 - Candidates seeking a building-level administrator license should not be required to complete two internships (one in K-6 and one in 7-12). Instead, one internship should include “adequate and substantial experiences at the K-6 and 7-12 levels” (PLSB) or “experiences of equivalent time in each of the grade spans” (ASCD).	Comment accepted.
Arkansas Public School Resource Center	6.01.6: The requirement of at least four (4) years of experience as a classroom teacher, school counselor or library media specialist to receive a Building-Level Administrator License is too onerous.	Comment considered. This requirement is contained in existing Department rules, and the Department does not believe there is sufficient reason to change existing practice.
Ken Vaughn, UCA; Jeff Stubblefield, Charleston School District	6.01.6 and 6.02.6.5 – Teaching experience should be kept as a requirement for the Library Media Specialist endorsement. Otherwise, individuals without teaching experience would be eligible to become administrators.	Comment considered. Under existing rules, an individual has several pathways to obtain administrator licensure without classroom teaching experience. The Department does not believe there is sufficient reason to treat library media specialists differently from others.
Professional Licensure Standards Board; Richard Hutchinson, Arkansas Education Assoc.; Conway School District	6.01.6.1 & 6.02.6.1 should not allow more than one (1) year of experience as a school counselor or library media specialist to count towards the experience requirements for an administrator license.	Comment considered. A.C.A. § 6-17-424 specifically allows experience as a school counselor to fulfill the experience requirements for an administrator license. Therefore, the State Board is without authority to implement this proposal as to school counselors.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

<p>Arkansas Professors of Educational Administrators; Dr. Mary B. Gunter, Arkansas Tech University; Dr. Tony Finley, Harding University</p>	<p>6.01.6.3 & 6.02.6.8 should not allow for experience at the Department of Education or in an education service cooperative to count towards fulfilling the experience requirements for an administrator license.</p>	<p>Comment accepted in part. Both ADE and cooperatives have job positions that are directly related to the experience and training necessary to work as a building-level administrator. The Department wishes to encourage qualified individuals to consider employment with ADE and with the cooperatives by not penalizing those who wish to eventually become administrators. For this reason, the Department recommends limiting the amount of experience that may be counted to two (2) years.</p>
<p>Prof. Lic. Standards Bd.; Don McGohan, Bryant SD; Richard Hutchinson, Ark. Education Assoc.; Randy Willison, Batesville SD; Conway SD</p>	<p>6.01.6.3 & 6.02.6.8 should allow only one (1) year of experience at ADE or a cooperative to count towards the experience requirements for an administrator license.</p>	<p>Comment accepted in part. Please refer to the Department's response to the comment immediately above.</p>
<p>Arkansas Association for Supervision and Curriculum Development (ASCD)</p>	<p>6.01.6.3 & 6.02.6.8 should allow only two (2) year of experience at ADE or a cooperative to count towards the experience requirements for an administrator license.</p>	<p>Comment accepted.</p>
<p>Arkansas Department of Career Education</p>	<p>6.02.6.3 should be clarified to state that a candidate for a curriculum/program administrator license in career and technical education must have a bachelor's degree or higher in a recognized Career and Technical Education content area.</p>	<p>Comment accepted.</p>
<p>Ark. Prof. of Educational Admin.; Prof. Lic. Standards Bd.; Dr. Mary B. Gunter, UCA; Dr. Tony Finley, Harding Univ.; Ark. Assoc. for Supervision and Curriculum Development (ASCD); Randy Willison, Batesville SD; Jeff Stubblefield, Charleston SD</p>	<p>6.03.6 should be amended to require an individual seeking a district-level administrator license to have at least four years of classroom AND building-level administrator experience, rather than OR.</p>	<p>Comment considered. The Department's concern is that other states allow individuals to become administrators without classroom teaching experience. If an experienced, qualified building-level administrator from another state seeks reciprocity to come work in Arkansas, that administrator should be allowed to earn a district-level administrator license even if his or her original licensing state did not require classroom teaching experience for the building-level license.</p>

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Dr. Vicki Hall, Greenwood School District	7.04 requires some individuals with expired licenses to take 6 hours of college coursework to renew. Would 60 hours of PD suffice for renewal, rather than six hours of coursework or passing the test?	Comment accepted.
Dr. Vicki Hall, Greenwood School District	8.05 -Child Maltreatment: It makes sense to require candidates to complete child maltreatment and other training prior to being issued an initial/provisional license.	Comment considered. The timing of this training is governed by statute, which may be modified only by the General Assembly. The State Board of Education lacks the authority to implement this proposal.
Professional Licensure Standards Board; Harvie Nichols	8.10.3 should be amended to allow ADE to permit a novice teacher to be mentored by a teacher in a different building.	Comment accepted.
Dr. Vicki Hall, Greenwood School District	8.11.3 -Consider allowing mentoring observational information to be used for employment or evaluation decisions if a student is at risk “cognitively”, not just “physically or emotionally”.	Comment considered. The purpose of mentoring is intended to be supportive, not punitive. The evaluation process created by the new Teacher Excellence and Support System will provide adequate means by which an administrator may identify and respond to a novice teacher’s deficits.
Don McGohan, Bryant School District; Ark. Public School Resource Center	9.01.3 & 9.01.4 - Supports the proposed language regarding placement in district-level out-of-area positions at the Commissioner’s discretion.	Comment accepted.
Dr. Vicki Hall, Greenwood SD; Prof. Lic. Standards Bd.; Ronnie Newton, Alma SD; D. Chris Rink, W. Ark. Tech. Ctr.; Jeff Stubblefield, Charleston SD; Dr. Benny Gooden, Fort Smith PS; Dennis Copeland, Mountain-burg SD; Harvie Nichols	9.01.3 & 9.01.4 – Oppose allowing the Commissioner to appoint an unlicensed individual as a superintendent on request of a local school board or in a case of state takeover.	Comment accepted in part. The Department recommends deletion of 9.01.3, which would have allowed the temporary appointment of an unlicensed superintendent on the request of a local school board. However, the Department believes that in cases of a state takeover, as with fiscal or academic distress, the Commissioner needs the flexibility to temporarily appoint unlicensed individuals to leadership positions to best meet the needs of each individual district in that situation.
Harvie Nichols	9.03.2 raises a question about waivers in that it states “Districts will not have to verify re-advertising for the second and third years for a position...”. Nothing in the rule states that they have to verify advertising the first year.	Comment accepted.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Arkansas Department of Higher Education	10.0 - The implementation schedule should consider the institutional process for on-campus review/approval of new programs and program changes, as well as the review/approval process of ADHE and AHECB. An implementation date of 2014-15 would allow sufficient time for institutional program development/ revisions, state agency review, and board approvals.	Comment accepted.
Kathleen Atkins, UCA	Areas of Licensure – The B-K license should be clarified to indicate that it is interdisciplinary. Suggestions include “B-PK interdisciplinary License”, “B-PK Inclusive License”, or “B-PK Integrated License.”	Comment considered. The full name of this license, as indicated on Appendix A, is the Early Childhood/Special Education Integrated License.
Ken Vaughn, UCA; Kathleen Atkins, UCA; Dr. Kathy Pillow-Price	Areas of Licensure - There is a proposal for an Initial B-PK license and an age 3-4 endorsement to a K-6 license. Why is there not a B-PK endorsement that may be added to the K-6, P-4, or proposed K-12 Special Education license? Persons holding the B-K license should not be allowed to test out of K-6, but could complete course requirements to add this area.	Comment accepted in part. The Department has changed its recommendation to allow the B-K license both as an initial license and as an add-on to any existing license. The Licensure Task Force and the Professional Licensure Standards Board recommended that candidates should be allowed to test out of a license area that is no more than one grade grouping above or below the initial level. This is the reason why a B-K license may in some situations test out of the K-6 license.
Kathleen Atkins, UCA	Areas of Licensure – A majority of the ADE-appointed focus group felt that a birth to 8 year old license would better meet the needs of public schools and childcare facilities, instead of the proposed birth to pre-k license.	Comment considered. The development of a B-K license, and the replacement of the P-4 license with the K-6 license, was the recommendation of both the Licensure Task Force and the Professional Standards Licensure Board. The Department does not believe there is sufficient reason to reject this recommendation.
Anne Puckett; Tamera Geldmacher; Helen Hennis Dahms; Joanna Grymes, ASU; Dr. Jennifer K. Henk, Univ. of Ark.; Amy Davis; Casey Rainer; Amy Bollenbacher	Areas of Licensure – Support the addition of the B-K license.	Comment accepted.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

<p>Mardi Crandall & Dr. Jennifer K. Henk, Univ. of Ark.; Susan Harp; Ronny Harp; Tamera Geldmacher; Helen Hennis Dahms; Amy Davis; Casey Rainer</p>	<p>Areas of Licensure – The B-K license should be available to graduates coming up through family consumer science and human environmental science programs such as the one at the Univ. of Arkansas-Fayetteville. Previous graduates of U of A’s program should be eligible for the B-K license.</p>	<p>Comment considered. These questions will be addressed as the Department works with institutions of higher education to develop this new programs of study.</p>
<p>Cathy Landers, ASU Childhood Services; Dr. Kathy Pillow-Price; Joanna Grymes, ASU; Merribeth Bruning</p>	<p>Areas of Licensure – Instead of replacing the P-4 license with a K-6 license, just add a new license, for those doing only birth to 5 work.</p>	<p>Comment considered. The replacement of the P-4 license with the K-6 license was the recommendation of both the Licensure Task Force and the Professional Standards Licensure Board. The Department does not believe there is sufficient reason to reject this recommendation. In addition, the B-K license proposed by the Department would fill the need articulated by the comment for a birth to 5 license.</p>
<p>Joanna Grymes, ASU</p>	<p>Areas of Licensure – Oppose replacing the P-4 license with a K-6 license.</p>	<p>Comment considered. The replacement of the P-4 license with the K-6 license was the recommendation of both the Licensure Task Force and the Professional Standards Licensure Board. The Department does not believe there is sufficient reason to reject this recommendation.</p>
<p>Dr. Kathy Pillow-Price; Ark. Education Assoc.; Dr. Tony Finley, Harding Univ.; Merribeth Bruning</p>	<p>Areas of Licensure – Retain the P-4 license along with the newly proposed K-6 license.</p>	<p>Comment considered. The Department does not believe that the state’s institutions of higher education have the capacity to provide both a P-4 program of study and a K-6 program of study.</p>
<p>Dr. Vicki Hall, Greenwood SD; Dr. Benny Gooden & Dr. Brenda Sellers, Fort Smith PS; Don McGohan, Bryant SD; Kay Ekey, Lake Hamilton SD; Steve Anderson; D. Chris Rink, W. Ark. Tech. Center; Marilyn Johnson, Warren SD; Dr. Roger Hill, Rogers PSD; Jeff Stubblefield, Charleston SD; Harvie Nichols</p>	<p>Areas of Licensure – Support replacing the P-4 license with a K-6 license.</p>	<p>Comment accepted.</p>

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Dr. Vicki Hall, Greenwood School District	Areas of Licensure - Would a General Science or Earth/Life endorsement be sufficient for a 9th grade physics teacher, rather than requiring a physical science endorsement?	ADE's Course Code Management System set forth the permissible licensure areas for 9 th grade physics, which include 7-12 Physical/Earth Science but do not include 7-12 General Science or 7-12 Earth/Life Science.
Ken Vaughn, UCA	Areas of Licensure - 7-12 dual content areas should be separated into single areas -- not only Physical/Earth Sci. and Life/Earth Sci., but also P.E./Health and Speech/Theater.	Comment accepted in part. The Department recommends separating Life and Earth Science. Speech and Drama are already available as separate 7-12 areas.
Ken Vaughn, UCA; Gregory Meeks, ASU	Areas of Licensure - Earth Science should be separated from the Life Science license.	Comment accepted.
Merribeth Bruning	Areas of Licensure - Middle and High School overlap: If we maintain the 4-8 Middle school option, I am a bit puzzled as to why we are maintaining a 7-12 option rather than making it a 9-12 option.	Comment considered. Because Arkansas' school districts use a variety of different grade configurations in both elementary and secondary grades, the Department believes districts' needs can best be met through the flexibility of a 7-12 license rather than a 9-12 license.
Arkansas Department of Higher Education	Areas of Licensure - Arkansas public universities have expressed concern about how the program of study changes will impact the viability of the programs where the new rules result in additional course hours, such as physics, earth science, and physical science. The concern is that if the new licensure requirements lead to additional credit hours to prepare teacher candidates, fewer students may choose to enroll in such programs, leading to possible program deletion because programs could not meet AHECB program viability/ graduation thresholds and result in a possible teacher shortage in such areas.	Comment considered. Several of the changes proposed by the Department are intended to address this concern, including the separation of the areas of Life/Earth and Physical/Earth Science. The Department is cognizant of this concern and believes the proposed licensure area changes will in most if not all cases result in the requirement of fewer course hours, not more.
Ken Vaughn, UCA; Professional Licensure Standards Board; Richard Hutchinson, Arkansas Education Assoc. Conway School District	Areas of Licensure - Delete Library Media Specialists from Initial Licensure Areas, but keep as add-ons to a standard license. Library Media Specialists should be required to hold a teaching license prior to adding library/media.	Comment considered. The Library Media endorsement is a critical shortage area, and the Department does not believe it to be helpful or beneficial to restrict the availability of new library media specialists.

Comment Summary & Response: Rules Governing Educator Licensure – June - July 2012

Stephanie Huffman, UCA; Ark. Assoc. for Supervision and Curr. Development (ASCD); D. Chris Rink, W. Ark. Tech. Center; Richard Hutchinson, Arkansas Education Assoc.; Dr. Benny Gooden, Fort Smith PS	Areas of Licensure - It is essential that Library Media Specialist have an initial license in a content area and classroom teaching experience.	Comment considered. The Library Media endorsement is a critical shortage area, and the Department does not believe it helpful or beneficial to restrict the availability of new library media specialists.
Harvie Nichols	Areas of Licensure - Support defining special education as a K-12 initial licensure area.	Comment accepted.
Mary Bryant & Rita Philips, Arkansas School Psychology Association	Endorsements – Eliminate the Educational Examiner endorsement.	Comment considered. This endorsement is allowed under current rules, and the Department does not believe there is sufficient reason to eliminate it at this time.
Drs. Benny Gooden & Brenda Sellers, Fort Smith PS; Harvie Nichols	Areas of Licensure – Support allowing teachers to add licensure areas by passing the appropriate Praxis examination.	Comment accepted.
Dr. Vicki Hall, Greenwood SD; Drs. Benny Gooden & Brenda Sellers, Fort Smith PS; Don McGohan, Bryant SD; D. Chris Rink, W. Ark. Tech. Ctr.; Harvie Nichols	General – Support elimination of the Praxis III.	Comment accepted.
Dr. Mary B. Gunter, ATU; Dr. Tony Finley, Harding Univ.	General – Support moving to a K-12 administrative license.	Comment accepted.